

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | St Joseph's Catholic Primary School |
| Number of pupils in school | 324 |
| Proportion (%) of pupil premium eligible pupils | 14.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Martine Gum Headteacher |
| Pupil premium lead | Melanie Burkey |
| Governor / Trustee lead | Christine Rose Lead for Pupil Premium |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £61,110 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £61,110 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, receive a high quality education, make good progress and achieve high attainment across all subject areas. This includes progress for those who are already high attainers. We also intend to build children's emotional well-being and resilience by giving them the tools, both emotional and academic, that they need to thrive in the next stage of their life. As a Catholic School, our school life is based on Christian values we aim to ensure all children, including our disadvantaged pupils develop as an individual as well as academically. We aim to develop happy, fulfilled, well-educated and confident children in a caring, disciplined environment with our Faith as the focus of our actions

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for continued education recovery through high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- Ensure that interventions and approaches are purposeful and effective
- Ensure that children receive carefully tailored support targeted through understanding of individual needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. A quarter of the children currently receiving support from the SALT team are disadvantaged pupils, 17% of children accessing NELI and 20% of children accessing WELCOMM are disadvantaged. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. |
| 3 | Internal assessments indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, between 66 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 42 - 86% of other pupils. This gap remains steady to the end of KS2. |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to home issues, parents' difficulties with basic literacy and numeracy skills, financial struggles, a lack of enrichment opportunities during school closure. Teacher referrals for support have remained steady. 38 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs. |
| 5 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. On average across year groups, more than 75% of disadvantaged children were working below expected levels following school closures in comparison to on average between 44% and 68% of non-pupil premium children. There was a greater effect on Maths with a larger number of disadvantaged children failing to reach |

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| | age-related expectations. These findings are supported by national studies. |
| 6 | <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.6 – 2.7% lower than for non-disadvantaged pupils.</p> <p>32% of disadvantaged pupils have been ‘persistently absent’ compared to 26% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. This also includes lateness which is a significant impact on early literacy skills with an associated impact to access of the wider curriculum which has resulted in revisiting the timetable for these children. This is requiring greater allocation of staffing and</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2022/23 show that more than 51% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2022/23 show that more than 51% of disadvantaged pupils met the expected standard. |

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| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from previous data demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• parental engagement with children's learning• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from previous data demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.7%. the percentage of all pupils who are persistently absent being below 13.7% and the figure among disadvantaged pupils being no more than 2% lower than their |
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,885

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole school CPD using RWI program – including weekly Reading Leader Meetings | Education Endowment Fund Toolkit (EEF)- Extensive evidence of the positive impact of effective teaching using synthetic phonics | 2, 5 |
| Phase 2 Staff CPD and whole class focus on vocabulary across school – teachers and teaching assistants | EEF: Oral Language Interventions 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress' | 1, 5 |
| Mastery Learning CPD linked to the delivery of the Maths Curriculum – Maths Hub Project Maths Research Project via EEF | EEF- 'mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics' | 3, 5 |
| Metacognition- linked to the curriculum – Phased delivery | EEF- 'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use | 1, 3, 5 |

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| | these skills more frequently in the future.' | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Speech and Language provision for specific children/ groups of children, (Nelly, 1:1 Speech and Language, Wellcomm) | EEF: Oral Language Interventions 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress' | 1, 5 |
| Establish 1:1 target children who fulfill study criteria and writing interventions drawing on RWI for disadvantaged pupils falling behind age-related expectations | EEF- Small group tuition with focus on specific gaps leads to four months additional progress across the year. Teaching assistant interventions- high impact where Teaching assistants trained to deliver an intervention | 3, 5 |
| Speech, language and communication skills of our youngest learners, writing- Gaps in basic skills (SPAG) and providing catch-up in mathematics | EEF- Small group tuition with focus on specific gaps leads to four months additional progress across the year. Teaching assistant interventions- high impact where Teaching assistants trained to deliver an intervention | 1, 2, 3, 5 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,225

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Ongoing training and supervision of ELSAs and employment of a Family Support | EEF- 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over | 4 |

| | | |
|-------------------------------|---------------------------------|--|
| Worker and attendance officer | the course of an academic year' | |
|-------------------------------|---------------------------------|--|

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|--|---|------|
| Personalised provision of Free School Meals | Centre For Educational Neuroscience UCL outlines the long term and short term impact of poor nutrition/ missing meals | 4, 6 |
| Provision of holiday outings and Holiday Club | EEF Outdoor Adventure Learning ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.’ Centre For Educational Neuroscience UCL outlines the long term and short term impact of poor nutrition/ missing meals | 4, 5 |
| Subsidising educational visits, extra-curricular clubs | EEF Outdoor Adventure Learning ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes’ | 4, 6 |

Total budgeted cost: £ 61110

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Structured Conversations were carried out by class teachers face to face as 1:1 conversations. Teachers and parents set personalised targets for children and created a personalised provision map using these targets. Directed use of catch-up funding supported improved outcomes for PP children, however, attainment of PP children is still below expected level for most children.

Key Stage 2 Results 2023:

The percentage of pupils achieving the expected standard and above

- Reading - 67%
- PP Reading – 20%
- Writing - 60.5%
- PP writing 20%
- Maths - 53.5%
- PP Maths – 20%
- Grammar, Punctuation and Spelling 67.4%

The percentage of pupils achieving the greater depth standard

- Reading - 27.9%
- PP reading – 0%
- Writing - 4.7%
- PP writing – 0%
- Maths - 14%
- PP Maths – 20%

The percentage of children achieving the expected standard and above in reading, writing and maths was 46.5% with PP at 20%.

Year 1 Phonics Screener in school results 50% of PP passed

We have joined the Edge Hill First Class at Number Research Project to continue to develop early maths skills to set a firm foundation to build on. This will focus more specifically on data and target setting to improve attainment and progress for children.

We strive to ensure that the PPG brings the achievements of those children on par with their peers. A key element to the success of these children is building their trust and supporting their emotional well-being as well as ensuring they are in school to benefit from learning opportunities. The employment of a full time Family Support Worker, trained in the ELSA, has ensured that the emotional well-being of these children has been supported and maintained at all times. This has been supported by the training of 5 Teaching assistants in ELSA to support and develop emotional regulation and resilience across the school.

This has also improved the attendance of the children and engagement of parents. The Family Support Worker targeted any children with poor attendance, building strong relationships with families and where necessary supporting parents getting children into school through home visits/giving lifts. Phone calls have been made when children are not in school and messages had not been received by school regarding the reasons for absence. This is now supported by the use of Seesaw to enable close communication and relationship building between teachers and key parents.

Attendance continues to be an area of ongoing focus with figures remaining below pre-Covid levels. Through creating strong parent partnerships and a focus on attendance we are working on raising this to over 96% across the school.

The employment of a TA to support KS1 and EYFS speech and language has made it easy for children to receive vital support in school, ensuring that they work on the objectives created by the Speech and Language Therapist. Children benefited from this skilled support between appointments ensuring that they made progress towards their objectives. Children in EYFS have particularly benefited from the impact of the NELI programme.

NELI has been delivered effectively and has been shown to have had positive impact when comparing EYFS entry and exit data for the previous year (2022 – 2023) and will continue to be delivered throughout 2023 – 2024.

Analysis of the attendance of children at extra-curricular clubs identified that disadvantaged children were able to participate in a range of activities.

All children could attend visits and events regardless of their financial situation. This has relieved the financial burden on parents and built a stronger relationship and feeling of trust between school and parents. It has meant that children did not miss out on vital learning experiences.

The Summer Holiday Club ran over the Summer of 2023- this provision was offered for 4 days a week for 4 weeks of the Summer Holiday. Children took part in a range of activities and visits including swimming, low ropes course, drumming, circus skills and Forest Explorers. Children were involved in preparing their own healthy meals each day and families were invited in to attend Family Cooking days. There was a large focus on trying new foods and ELSA strategies were used to support children with this. The club was positively received and attendance was between 19 and 28 children each day. Children reported enjoying the club and there was lots of positive feedback around the meal preparation. The club supported parents with childcare issues taking pressure off family budgets. It also helped with transition back into new classes in September, reducing the impact of the long summer break.

As we move forward we are exploring residential visits to broaden life experiences building on the experiences above.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
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| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|----------------------------------|
| How did you spend your service pupil premium allocation last academic year? | As per PP report |
| What was the impact of that spending on service pupil premium eligible pupils? | As per PP Evaluation and Summary |