

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	12%
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Martine Gum Headteacher
Pupil premium lead	Jeanne Raymond Assistant Headteacher
Governor / Trustee lead	Christine Rose Lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,694
Recovery premium funding allocation this academic year	£7,105
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	£85,799

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 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.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the Pandemic, including non-disadvantaged pupils.

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
- 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. In 2020 50% of pupil premium children passed the Phonics Screener, in 2021 29% passed. This negatively impacts their development as readers.
3	<p>Internal assessments indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>No National testing data is available for the 2019/20 or 2020/21 academic years due to the COVID pandemic.</p> <p>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.</p>
4	<p>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. These challenges particularly affect disadvantaged pupils with 66% of disadvantaged families accessing some form of family support during the Lockdowns and subsequently. Attainment of disadvantaged was disproportionately affected.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 38 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
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

	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.</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 2024/25 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 2024/25 show that more than 51% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 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 peers.
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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: £23,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD using RWI program – weekly Reading Leader Meetings	Education Endowment Fund Toolkit (EEF)- Extensive evidence of the positive impact of effective teaching using synthetic phonics	2, 5
Staff CPD and whole class focus on vocabulary across school	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	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	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

	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: £13,106

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 small group maths and writing interventions 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: £ 49,225

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

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: £ 85, 799

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 2020 to 2021 academic year.

Structured Conversations were carried out by class teachers as a zoom call. Teachers and parents set personalised targets for children and created a personalised provision map using these targets. (Some parents were reluctant to take up meetings via zoom so our approach to these conversations will be reviewed during the academic year 2021- 2022). 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.

KS2 SATs 2020/ 2021

No KS2 SATs took place nationally due to the impact of the Coronavirus

KS1 SATs 2020/2021

No KS2 SATs took place nationally due to the impact of the Coronavirus

End of Year Outcomes 2021 (Based on Internal Assessment System)

KS2 Results

Writing

14% PP children ARE

0% PP children GD

45.2% Year 6 ARE or above

Reading

57.1% PP children at ARE

14.3% PP children at GD

62% Year 6 ARE or above

Maths

29% PP children ARE

0% PP children GD

50% Year 6 ARE

4.8% Year 6 GD

Year 6 Combined

50% Year 6 children at ARE

21.4% Year 6 children at GD

14% PP combined ARE

0% PP combined GD

Year 2 November phonics screener 80% of PP passed

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

Scores were affected by the National Lockdown and periods of isolation. Also, given the small numbers of children data must be approached cautiously. We will continue to

work on the RADY project, which focuses 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 and Thrive programmes, has ensured that the emotional well-being of these children has been supported and maintained at all times.

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 role has been particularly significant this year due to the Pandemic

In terms of attendance, last year Pupil Premium children had 91.6% attendance, this has been raised to 92.4%. Attendance has been impacted by the National Lockdown. Some children eligible for a school place during Lockdown decided not to take it up due to fears around the coronavirus. Attendance of Pupil Premium children is still a focus as it is below the average 96% and persistent absence among Disadvantaged children is still an issue.

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. Unfortunately, opportunities to access Speech and Language support during the Spring Term were greatly limited by the National Lockdown.

A number of families have taken up places at Breakfast Club and After School Club. The places have been targeted according to need and the hoped for outcomes. For example, after school club places have been given allowing children to attend extra-curricular activities and Breakfast Club places have ensured that children are in school on time and have eaten a good breakfast.

Teachers have reported improved concentration during lessons from specific children following attendance at Breakfast Club. Parents identified how important this support was for them in giving them respite and allowing them to work and therefore provide a more stable home environment.

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 2021- 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.

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
Wrap around care	Sports Coaching Group

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