



## Pupil premium strategy statement

### School overview

Detail	Data
School name	St Joseph's RC Primary
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	24.9.24
Date on which it will be reviewed	17.3.25 (interim review)
Statement authorised by	Hayley Francis
Pupil premium lead	Hayley Francis
Governor lead	Lindsay Wise

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,240
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,240

# Part A: Pupil premium strategy plan

## Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***
  - To ensure that teaching and learning opportunities meet the needs of all the pupils
  - To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
  - Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
  - Ensure ALL pupils are able to read fluently by the end of Key Stage 1 and with good understanding to enable them to access the breadth of the curriculum
  - Enable pupils to look after their social and emotional wellbeing and to develop resilience
  - To access a wide range of opportunities; developing their knowledge and understanding of the world both in and outside of school
  - Every KS2 PP has the opportunity to represent the school at a sporting event
  
- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

To achieve our objectives and overcome identified barriers to learning we will:

- Provide staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention based on rigorous assessment outcomes to quickly address identified gaps in learning, including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	47% of PP are working towards expected standard in Reading, Writing and Maths as of September 2024

ACADEMIC ATTAINMENT	
2 MOBILITY	25% of PP children joined later than usual entry year. Of these 25%, 50% are below ARE.
3 COMMUNICATION (specific speech and language needs)	28% of PP present difficulty with oracy, new vocabulary or engaging in any form of communication
4 PASTORAL	Pupils emotional well-being, social and behavioural needs, due to life situations outside school but affecting their ability to make at least expected progress, due to impacting their readiness to learn. 53% of PP receive pastoral support in school.
5 SEND	28% of PP children have additional learning needs and 22% of PP children having SEMH
6 HOME SCHOOL COMMUNICATION	Limited parental engagement with school resulting in a lack of readiness for school, inability for children to achieve their full potential and missed opportunities for various enrichment activities

## 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
<ul style="list-style-type: none"> <li>Confident and engaged learners</li> </ul>	<p>Increased involvement in presenting a higher standard of performing skills</p> <p>PP children are confident in representing the School Council, Sports Council, Curriculum Ambassadors, Liturgy Leaders and other committees</p>
<ul style="list-style-type: none"> <li>Pupils feel happy, content and in the right head space for learning</li> </ul>	<p>Pupil and parent feedback from targeted interventions demonstrates effective support in place.</p> <p>Staff feedback during pupil progress meetings recognises the positive difference in targeted pupils' attitude towards learning in all aspects of school life</p> <p>PP take an active role in representing the school at given events</p>
<ul style="list-style-type: none"> <li>Pupils to make at least expected or accelerated progress from initial statutory assessment in reading, writing and maths</li> </ul>	<p>Individualised learning curriculum provided where appropriate, e.g. one to one maths and reading tuition</p> <p>Learning tasks tailored to specific</p>

	<p>needs of pupils – diminishing gaps in understanding.</p> <p>Pre-teaching embedded to prepare pupils for future learning to build confidence and give higher level starting points to learning. To include: pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p>
<ul style="list-style-type: none"> <li>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</li> </ul>	<p>Pastoral team/SENCo and Head Teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to weekly ELSA sessions, positive play and Brick Club sessions with trained support staff and one to one sessions</p> <p>Pupil and parent questionnaires show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>Parents of supported children notified via letter of homework support available, if required alongside 'how to support my child at home' and regular parent workshops</p>

### 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: £6,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
Liaising with external agencies, including SALT, occupational therapists, educational psychologists and	Case studies compiled by the SENCo, of identified pupils working with external agencies demonstrate at least good progress across the curriculum.	1, 3 ,4, 5 and 6

providing targeted CPD for staff to embed activities to support pupils (£6,038)		
<i>ELSA training and half termly supervision for designated support staff (£700)</i>	71% of PP children require additional social and emotional interventions	1,2, 3, 4 and 4

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff delivering targeted academic interventions (including resources) £7,856</i>	Identified PP children are receiving targeted interventions as a result of assessment outcomes	5
<i>One to one tutoring for reading with specialist teacher (including fast track tutoring training) £8,121</i>	Identified PP children are working towards expected standard in reading – from Autumn term baseline assessment	5

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

Budgeted cost: £16,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidising school trips extra-curricular activities and wrap around care £3,236</i>	To provide equal opportunity for all pupils regardless of financial situation thus developing the whole child in addition to academic achievement	1, 2, 3 4, 5 and 6
<i>One to one pastoral support and nurture groups £13,289</i>	Identified PP children require additional social and emotional interventions	4

**Total budgeted cost: £ 39,240**

## 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 2023 to 2024 academic year.

#### End of Year Data –for Pupil Premium Students

July 2024

	<i>% of PP pupils (Reception – Year 6 ) making <b>expected or better progress</b> (9+points)</i>
<i>Reading</i>	91%
<i>Writing</i>	71%
<i>Maths</i>	76%

***Top strategies that have worked well. We will continue to use and develop these :***

- 1) Pastoral support has benefitted pupils through developing confidence, reducing anxiety and improved individual attendance.**
- 2) Targeted interventions – daily Fast Track Phonics - has had a significant improvement in phonics.**
- 3) Staff early morning work (before school) has had a significant improvement on pupil progress in reading and maths**
- 4) Attending residential, which provide unique experiences and learning opportunities, has proven to develop independence, improve confidence whilst making life long memories.**

## 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*

<b>Programme</b>	<b>Provider</b>
Reading Plus	
Ed Shed Spelling programme	Spelling Shed
Classroom Secrets	Classroom Secrets for GPS
Maths Bot	
I See Reasoning	