



Pupil premium strategy statement

School overview

Detail	Data
School name	St Joseph's RC Primary
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	18.9.23
Date on which it will be reviewed	18.3.24 (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	£36,375.00
Recovery premium funding allocation this academic year	£0
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	£36,375.00

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

- ***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 throughout the school 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 opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture and 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
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1 ATTENDANCE	Low attendance and persistent absenteeism of PP/disadvantaged children. 68% of PP children have attendance below 95%.
2 MOBILITY	44% of PP children joined later than usual entry year. Of these 54% are below ARE.
3 COMMUNICATION (specific speech and language needs)	30% of PP present difficulty with oracy and new vocabulary.
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. 48% of PP receive 1-1pastoral support in school.
5 SEND	24% of PP children have additional learning needs and 60% of PP children having SEMH
6 HOME SCHOOL COMMUNICATION	Limited parental engagement with school and learning in some circumstances resulting in reduced homework completion, a lack of readiness for school

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"> Increased Attendance for all pupils 	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Rigorous monitoring of attendance and support from the school's EWO – working with targeted families will show an increase in PP pupils' attendance and a decrease in persistent absence.</p>
<ul style="list-style-type: none"> Confident speakers and listeners 	<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"> Pupils feel happy, content and in the right head space for learning 	<p>Pupil and parent feedback from targeted interventions demonstrates effective support in place.</p>

	Staff feedback during pupil progress meetings recognises the positive difference in targeted pupils' attitude towards learning in all aspects of school life
<ul style="list-style-type: none"> Pupils to make at least expected or accelerated progress from initial statutory assessment in reading, writing and maths 	<p>Individualised learning curriculum provided where appropriate, e.g. one to one maths and reading tuition</p> <p>Learning tasks tailored to specific 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"> Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. 	<p>Pastoral support worker/SENCo and Head Teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to Nurture, positive play, Lego Therapy sessions with trained support staff and one to one sessions with school's pastoral support worker</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: £ 8,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Liaising with external agencies, including SALT, occupational therapist, educational psychologists and providing targeted CPD for staff to embed activities to support pupils (£6,038)	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
<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
<i>Music -peripatetic teachers (piano, strings and woodwind) (£1,389)</i>	To provide equal opportunity for all pupils regardless of financial situation and encourage pupils to develop new skills	4 and 6

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

Budgeted cost: £ 20,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff delivering targeted academic interventions (including resources £13,962)</i>	Identified PP children are receiving targeted interventions as a result of assessment outcomes	5
<i>One to one pastoral support and nurture groups (£2,190)</i>	Identified PP children require additional social and emotional interventions	4
<i>One to one tutoring for reading with specialist teacher (including fast track tutoring training (£3,100)</i>	Identified PP children are working towards expected standard in reading – from Autumn term baseline assessment	5

<i>Homework Club targeted at PP children (£1,324)</i>	Providing all pupils the opportunity to complete homework with the necessary resources and support in place.	1, 2, 4, 5 and 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 7,672**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Education Welfare Officer annual service level agreement – supporting the school (£970)</i>	Attendance data demonstrates 68% of PP children have lower than expected attendance	1
<i>Subsidising school trips extra-curricular activities and wrap around care (£5,202)</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>School milk provided for PP children (£1,500)</i>	To provide equal opportunity for all pupils regardless of financial situation and encourage healthy living	4 and 6

Total budgeted cost: £36, 375.00

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.

End of Year Data –for Pupil Premium Students

July 2023

	<i>% of PP pupils (Reception – Year 6) making expected or better progress (9+points)</i>
<i>Reading</i>	84%
<i>Writing</i>	84%
<i>Maths</i>	88%

End of KS2 Data July 2023

	<i>% of Year 6 PP pupils making expected or better progress (9+points)</i>
<i>Reading</i>	100%
<i>Writing</i>	100%
<i>Maths</i>	100%

Top three 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**

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
Reading Plus	
Rollama	
123 Maths	
Emile	