

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	417
Proportion (%) of pupil premium eligible pupils	3.8% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	September 23
Date on which it will be reviewed	September 24
Statement authorised by	Mike Ross Headteacher
Pupil premium lead	Lisa Wilson Inclusion Lead
Governor / Trustee lead	Angela Podmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,546
Recovery premium funding allocation this academic year	£1269.00
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	£35,815

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for all children to leave St Joseph's knowing that we have afforded them optimum experiences and opportunities to succeed and that we have done our very best irrespective of disadvantage. We want our pupils to take their place in society, become good citizens in the future and have high aspirations of self. We want our pupils to make good progress in their learning and for results to be comparable to children who are non-Pupil Premium.

We have looked at the challenges faced by our Pupil Premium pupils in order to consider where our focus and spending needs to be. We know that Quality First Wave Teaching is integral to the impact and progress made by disadvantaged children and the same is also true for our non-disadvantaged pupils. We also know that ensuring targeted, additional provision will be key to closing the gap. Equally, we must ensure that good Mental Health is evident in order for our pupils to be ready to learn.

Through our robust assessment and monitoring programme, our approach ensures targeted intervention supports the individual pupil academically. Mental Health and wellbeing carry the same importance because we know that, if a pupil is struggling with poor mental health, they will not be ready to learn!

Challenges

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

Challenge number	Detail of challenge
1	Our on-entry data, shows that when commencing Reception, our disadvantaged pupils baseline results are lower than their peers. They also have greater difficulty meeting a Good Level of Development (GLD) when they leave Reception. Currently 37.5%
2	Summative and formative assessments show that a higher proportion of Pupil Premium children are working below age-related expectations in reading, writing and maths
3	Attendance data indicates that pupil premium pupils is slightly lower that of non-disadvantaged. This is not a trend across all but is caused by a range of factors that does negatively impact attainment, progress and mental health.
4	Mental health and wellbeing is an area where we have focused heavily over the last few years and will need to continue to do so going forward.

5	Approximately 25% of our Pupil Premium pupils are classified as SEND and on the SEND register which identifies further vulnerabilities and barriers to learning. These children have individual targets and support to address particular areas of need.

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
Measures put in place so that children make expected progress from their on-entry data	Termly phase meetings to discuss the good level of progress for disadvantaged pupils who show that they are starting to close the attainment gap.
At the end of KS2 more Pupil Premium pupils will reach Age Related Expectations.	Progress is monitored ½ termly with the teacher and Phase Leader Individual children are tracked and identified for further support Intervention groups will be monitored and assessed to ensure that the correct support is given
Pastoral provision for in and out of school is enhanced and work with parents and carers is strengthened	Ensure parents are contacted if children are not attending school Teachers to ring and speak to pupils experiencing ESBA to talk through what will help Work closely with our EWO to ensure we are sharing family situations closely. Our ELSA staff to work with identified disadvantaged pupils. Our school counsellor will work with identified disadvantaged pupils Our Therapeutic Wellbeing Practitioner will work with identified disadvantaged pupils Support families financially when we deem it necessary
Support Specific pupils with learning needs in order that they make good progress	Pupils will make specific progress against individual targets in their learning or behaviour

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: £3,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium pupils will make expected progress from on-entry data in EYFS	Quality First teaching is always the most effective and proven method for outstanding progress and attainment. EYFS phase Leader will monitor and review progress and will plan bespoke intervention to support children's learning	1,2,5
At the end of KS2 more Pupil Premium pupils will reach Age Related Expectations	Quality- first teaching is proven to be the most effective method for good progress and attainment. At St Joseph's our aim is that Pupils leave having reached Age Related Expectations The assessment leads review and monitor the progress of our children in collaboration with the year 6 teachers. A range of resources are used to support the teacher judgement. This also feeds into and supports assessment. (New assessment reporting system used this year)	1,2, 5

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

Budgeted cost: £ 10,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Support. Staff work with Pupil Premium Children to focus on the identified areas of need for development in reading, writing and Maths	Teaching Assistant and Teacher interventions to be implemented in order to provide additional support for low attaining and slow progress pupils	1,2,5
Additional Support Staff work with Pupil Premium Children to focus on the identified areas of need for development that focus		1,2,3,4

on individual needs such as Speech and Language, Social Communication, SEMH		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing ELSA support for 2 trained staff	ELSA is an intervention recommended by our Borough CAD team. It is supported by EP service who oversee the work carried out and offer support to the ELSA staff in schools.	3,4
BCCS Counselling service	Our counsellor works using a play based model with pupils who are experiencing trauma. We know research shows that the wellbeing of children has a direct link with them being able to learn	3,4
Embedding principles of good practice set out in the DfE's Improving School attendance advice.	The DfE guidance has been informed by engagement. Staff work in collaboration with our Borough advisers	3
Contingency fund for acute issues.	Pupil Premium funding is also used to subsidise parents in a number of different areas. This could be our school helping them with the cost of uniform (we provide vouchers for £100 each child, when requested). We also subsidise music lessons and help with the costs of school trips. Based on our experiences, we know that having an amount of funding set aside to respond quickly to needs that have not yet been identified, is crucial.	All

Total budgeted cost: £ [35,815]

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.

Our internal data showed the following			
<u>KS2 data</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
Pupil Premium:	78%	78%	56%
Non- Pupil Premium:	92%	82%	92%

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
IDL reading and spelling	IDL
TTRS (Times tables Rock Star)	Times Tables Rock Stars
Deepening Understanding	Deepening Understanding
Big Cat online reading books	Collins
Ed Shed	Part of Literacy Shed, Spelling Shed
White Rose	White Rose Maths
Oddizzi (Geography)	Oddizzi
Twinkl Phonics	Twinkl

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

