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	101
Proportion (%) of pupil premium eligible pupils	10 (10.1%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/23 until 2024/25
Date this statement was first published	7th March 2023
Date of last update/review	
Date by which it will next be reviewed	7th March 2026
Statement authorised by	Katie Cunliffe
Pupil premium lead	Katie Cunliffe
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13.385 (including Pupil Premium Plus)
Recovery premium funding allocation this academic year	£2000
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	£15,385

Part A: Pupil premium strategy plan

Statement of intent

At St. Joseph's, each individual will learn, grow and thrive together with love and faith in Jesus. We will embrace our Gospel values and enable all children to achieve their full potential in a safe, welcoming ad happy learning environment. We will strive to create responsible citizens who are independent and confident life-long learners who are equipped to meet the challenges of a changing future – the people who God calls them to be.

Our ambition is that all of our pupils, including those eligible for the pupil premium, become passionate about building God's Kingdom here on Earth and develop the knowledge and skills that they need to enact positive change across all spheres of society. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

If we are to succeed in reaching our ambitious Christian vision, our children need a world-class academic education that enables them to grow in wisdom, knowledge and skills so that they may have a transformational impact upon society. As such, we seek to use our resources as effectively as possible to provide this. 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 pupil premium strategy sets out how we intend to use our pupil premium funding to secure this academic excellence for our most disadvantaged pupils. Many of the actions we take will benefit and enhance the education of every other child in school too. Our evidence-informed approach prioritises improving classroom teaching and providing specific targeted academic support to meet identified needs. This proactive approach seeks to intervene early, preventing gaps from growing between the attainment of our disadvantaged pupils and that of others.

We also seek to use a range of wider strategies to enhance the social, emotional and spiritual development of our most disadvantaged pupils, providing tailored support as appropriate to meet specific needs.

All of this helps us to provide an exceptional curriculum and inspirational, knowledgeable teachers who deliver academic excellence for all.

Challenges

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

Challenge number	Detail of challenge
1	Proficiency in reading and writing. In particular, **more limited vocabulary** and **application of grammar, punctuation and spelling** to independent and extended writing. Recent teacher assessment attainment data demonstrates a slight gap between the attainment of pupil premium pupils and all pupils in these areas. 50% PP below EXP Reading (Summer 23) 50% PP below EXP Writing (Summer 23)
2	Confidence in problem solving and reasoning within mathematics. In particular, a **lack of self-belief**, **difficulties in understanding a given problem** and, **in some cases, a lack of fluent recall of key facts that have been learnt**. Recent attainment data demonstrates a slight gap between the attainment of pupil premium pupils and all pupils in mathematics. 40% PP children below EXP Maths (Summer 23)
3	Ability to manage their own **social, emotional and mental health**. Some pupil premium pupils require extensive social, emotional and behavioural support, tailored to their specific needs, so that they are able to develop their emotional literacy and wellbeing.
4	For some children, **limited access to enriching experiences** outside of school that offer opportunities to develop and enhance their cultural capital. They may have more limited opportunities to develop new skills, hobbies or interests (whilst growing in confidence).

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
Disadvantaged pupils become more proficient in core reading and writing skills.	▪ The attainment of disadvantaged pupils increases in published data (phonics outcomes, KS1 outcomes, and KS2 outcomes). ▪ The number of disadvantaged pupils working at the expected standard in reading and writing increases.

	▪ The number of disadvantaged pupils working at greater depth within the expected standard in reading and writing increases. ▪ Disadvantaged pupils achieve (or exceed) 'end of key stage' progress targets, based on their prior attainment.
Disadvantaged pupils have an improved knowledge of new vocabulary.	▪ Independent and extended writing demonstrates widening vocabulary. In some cases, vocabulary choices demonstrate high levels of proficiency. ▪ Reading assessments (and, in some cases, speech and language assessments) demonstrate an improving grasp of vocabulary.
Handwriting improves for all disadvantaged pupils.	▪ The handwriting of all disadvantaged pupils is legible and, in most cases, is joined appropriately.
In mathematics, disadvantaged pupils draw on their improved confidence to achieve more success with problem solving and reasoning.	▪ Pupil work demonstrates improving confidence in problem solving and reasoning. ▪ Attainment in summative assessments improves for disadvantaged pupils (with an increased number of pupils working at the expected standard and greater depth in mathematics).
Disadvantaged pupils are able to recall number facts with greater fluency and automaticity.	▪ Disadvantaged pupils improve recall scores within Times Tables Rockstars and Numbots applications. ▪ Disadvantaged pupils pass the Multiplication Tables Check in Year 4. ▪ Knowledge of number facts is applied with greater accuracy to problem solving scenarios.
Pupils are able to identify their emotions and any actions or responses linked to these. They can discuss the impact of these on their learning and relationships.	▪ Discussions in PSHE lessons and in worship demonstrate that pupils understand their emotions, the impact these have on their lives, and how to identify and manage them.
Pupils are able to access the support structures they need to regulate and understand their emotions.	▪ Where relevant, pupil needs are identified on the school's Wellbeing Register and plans are in place to provide timely support.

	▪ Observations of identified pupils demonstrates improvement in ability to regulate and understand emotions. ▪ In response to specific needs, internal one-to-one adult provision is in place to provide enhanced support. ▪ Where needed, external specialist support is in place and accessed.
The school curriculum equips pupils with strategies to help them to nurture their own social, emotional and mental health.	▪ Pupils talk confidently about the strategies they use to foster their own social, emotional and mental health. ▪ Discussions in PSHE lessons and in worship demonstrate that pupils understand how to look after their own wellbeing.
All areas of the school curriculum provide all pupils with opportunities to develop and deepen their cultural capital.	▪ Curriculum audits demonstrate that cultural capital is developed across all areas of the curriculum. ▪ Pupils develop their understanding of diversity as this is embedded across all parts of the school curriculum.
All disadvantaged pupils access our enriching extra-curricular provision. This widens their skills, hobbies and interests.	▪ 100% of disadvantaged pupils attend an out-of-hours extra-curricular club during each school year. ▪ Most disadvantaged pupils (at least 75%) attend and access a wide range of different extra-curricular clubs throughout the school year. ▪ 100% of disadvantaged pupils attend school visits (including residential visits). ▪ Disadvantaged pupils are enthusiastic and positive about the extra-curricular opportunities they access.

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 (2023/24 academic year): £2,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the effective implementation of validated systematic synthetic phonics programme (FFT Phonics) for all pupils. Further embed 'our bespoke programme for supporting pupils to develop their reading once they have secured heir phonetic knowledge. This includes explicit vocabulary teaching.	Phonics approach has proven impact: EEF Guidance Report: Improving Literacy in Key Stage 1 We are committed to a systematic, synthetic phonics programme of learning. We have fidelity to the FFT phonics guidance. We ensure that we use appropriate resources, have fully decodable books matched to pupils' phonic knowledge, provide high-quality staff training and achieve strong results. Our approach meets the expectations of the 16 essential core criteria. Used alongside our strategy for supporting children with additional needs and dyslexia, the approach works for all children, including the most disadvantaged. LaBerge & Samuels (1976) identified that when children were able to read without having to really 'think' about decoding (automaticity) they had a reduced cognitive load and as a result, greater cognitive space to develop their understanding of the text read. In addition, the research conducted by Lee et al. 2015 identified how this approach can also have great impact on the fluency of children identified as having reading difficulties.	1
Careful ongoing formative assessment to inform next steps in teaching and teacher feedback.	Strong evidence base for the impact of effective feedback on pupil outcomes: EEF Guidance Report: Teacher Feedback to Improve Pupil Learning EEF Guidance Report: Using Digital	1, 2

In writing, adjust and update curriculum maps to ensure the development of 'core skills' is embedded effectively within all units of learning. Launch a new evidence-based spelling scheme to further develop consistency in spelling teaching across school. In maths, daily teaching and 'morning maths' sessions are adjusted in response to gaps identified. Immediate feedback provided to close the feedback loop / maximise impact. New units begin by revisiting previous learning.	Technology to Improve Learning EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3 Research Summary of Assessment for Learning (Cambridge University Press, 2019)	
In English and mathematics, pupils will continue to revisit previous learning regularly to secure the retention of knowledge over time and develop fluency. Ongoing investment in retrieval tools (e.g. Spelling Shed, Times Tables Rockstars, Numbots, Learning by Questions, etc.) to support this.	Strong evidence base (within cognitive science) for the impact of 'retrieval practice' approaches to support the retention of knowledge: https://www.retrievalpractice.org/	1, 2
The DfE and NCETM 'ready to progress' and 'mastery in maths' materials to be used effectively to support pupil understanding.	Research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects. This research summary on mathematical fluency provides further information.	2
Increase the variation in mathematical problems that pupils are exposed to – continue use of White Rose Maths resources to ensure this.	Variation theory in mathematics has a strong evidence base: NCETM article (including links to research and evidence) Third Space Learning Blog: Variation Theory The importance of focusing on problem solving strategies within whole class teaching	2

Pupils to be supported to tackle problem solving and reasoning every day in maths lessons. Teachers to use worked examples to enable children to analyse different strategies. In Early Years / KS1, pupils to be supported to represent problems in different ways using pictures and objects.	is emphasised within the EEF's guidance: EEF Guidance Report: Improving Mathematics in the Early Years and Key Stage 1 EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3	
Structured teacher development (within INSET / weekly staff meetings) to support the implementation and development of the above activities.	Approach to all teacher development to be informed by evidence: EEF Guidance Report: Effective Professional Development	1, 2, 3, 4
Use of PSHE curriculum to support all pupils to understand emotions and actions or responses linked to these.	Research shows that schools should devote dedicated time to teach social and emotional skills through a strong curriculum with a clear structure: EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools	3
Curriculum reviews and audits to consider how well cultural capital is developed across all areas of the curriculum. Actions to be taken where needed.	Due to mechanisms in place, our curriculum reviews and audits are effective in identifying strengths and priorities for development in key areas. Strong, evidence-informed approaches are in place to implement change where needed: Putting Evidence to Work: A School's Guide to Implementation	4

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

Budgeted cost (2022/23 academic year): £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Judicious use of evidence-based interventions that are brief, regular and sustained (overseen by SENCO) to complement teaching.	Research emphasises the need to carefully select interventions that complement (rather than replace) teaching: EEF Guidance Report: Special Educational Needs in Mainstream Schools	1, 2, 3

One-to-one/small group TA support in lessons to provide social, emotional, behavioural and academic support for pupil premium pupils with specific needs (in line with behaviour plans, Individual Support Plans, Education and Health Care Plans, etc.). Continue implementation of TA Policy to sustain and extend existing strong practice.	TAs and additional adults deployed in line with findings from research: EEF Guidance Report: Making Best Use of Teaching Assessments	1, 2, 3
Training and development from specialist agencies for staff working at a one-to-one level with pupil premium children.	Approach to all staff development to be informed by evidence: EEF Guidance Report: Effective Professional Development	1, 2, 3
Use evidence-based exercises to develop pencil control, letter formation and automaticity in handwriting.	Overview of approach used to develop automaticity in handwriting (with links to evidence): Building automaticity in handwriting	1

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

Budgeted cost (2022/23 academic year): £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Where appropriate, specific one-to- one counselling/ play therapy (Clayton and Whittle Family Health Centre) to meet emotional wellbeing / mental health needs.	TAs and additional adults deployed in line with findings from research: EEF Guidance Report: Making Best Use of Teaching Assessments	3

Sustain the delivery of an expanded extra-curricular offer to widen opportunities and increase attendance. Provide free access to all disadvantaged pupils and, for school-led clubs, to all pupils.	Research by the Social Mobility Commission demonstrates the significant impact and potential of extra-curricular activities: An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility	4
Provide financial support to ensure pupil premium pupils can attend all school visits (including residential visits), developing their cultural capital. Disadvantaged children to attend all trips and residentials.	In previous academic years, the provision of financial support has increased attendance at visits for disadvantaged pupils.	4

Total budgeted cost (2023/24 academic year): £15,385

In the 2021/22 academic year, the total budgeted cost was £22,795

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.

To gauge the impact of our pupil premium strategy, we have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. (No pupils at end of KS2, 4 pupils at end of KS1)

4 children in Year 2 did not achieve EXP in WRM
5 pupils achieved EXP across WRM

Reading – 51% of PP children achieved EXP

Writing – 50% of PP children achieved EXP

Maths – 63% of PP children achieved EXP

1 pupil is awaiting assessment phase of EHCP

1 pupil in graduated response phase with a view to apply for an EHCP

1 pupil has an ECHP

Externally provided programmes

Programme	Provider
Drawing And Talking Therapy	Drawing and Talking
Play Therapy	Clayton and Whittle Family Support
Supporting Children with Bereavement	Winston's Wish

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service Premium was used to provide access to tailored support from above providers to support our PP pupils
What was the impact of that spending on service pupil premium eligible pupils?	These children developed their confidence, self-esteem and had a stronger sense of self-belief. This was seen in their interactions around school and in lessons.