

Pupil premium strategy statement –

St Joseph’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-24
Date this statement was published	14-12-2021 (20-12-23)
Date on which it will be reviewed	22-01-24
Statement authorised by	Finance Committee
Pupil premium lead	Catherine Bryan
Governor / Trustee lead	Frank Walker (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,051.25
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,581.25

Part A: Pupil premium strategy plan

Statement of intent

- It is our intention 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.
- We aim to offer an inclusive education for all where no child feels singled out for their needs.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those looked after. The work we are doing at St Joseph's is intended to support their needs, regardless of whether they are considered to be disadvantaged or not.
- High quality teaching is at the heart of our work, 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 as well as benefitting the non-disadvantaged pupils in our school. It is important at St Joseph's that the attainment of all pupils is sustained and improved regardless of whether they are disadvantaged or not.
- Our strategy also aims to target our wider school plans for recovery education specifically through the National Tutoring Programme for those pupils whose education has been worst affected during the pandemic, including non-disadvantaged pupils.
- Our approach will be responsive to common challenges as well as individual needs following diagnostic assessments. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective, we will:
 - Ensure disadvantaged pupils are challenged in the work they are set.
 - Act early to intervene once the need is identified.
- Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and have high expectations on 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 skills and vocabulary gaps in many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions have indicated there is a gap in phonics knowledge for our disadvantaged pupils which impacts their development as readers.
3	Our analysis of pupils accessing a wider curriculum (Music sessions and after school activities) indicates that there is not a good uptake of PP children in these activities.
4	Our attendance data over the last two years indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils.
5	Our monitoring and discussions with pupils suggests that PP children are not reading with their parents at home.

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
1.Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. (Nelly) Focussed small group S&L work with our Communication TA
2. Improved spelling and phonics outcomes	Spelling and phonics outcomes show the gap is narrowing between disadvantaged pupils and their peers.
3. All pupils feel valued as part of the St Joseph's family and are able to participate in line with their peers	Increase in participation in enrichment activities, particularly among disadvantaged pupils. Increased wellbeing demonstrated by: Qualitative data from surveys Significant reduction in bullying incidents.
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by overall absence rate being no more than 4%, and no significant

	attendance gap between disadvantaged and non- disadvantaged pupils.
5. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes (24-25) show more than 85% of disadvantaged pupils meet or exceed the expected standard.

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: £ 19047.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased opportunities for children to be read to – as a class, but also in targeted groups (Outcome 2) £4,705.92	Gov.uk publication https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 2, 5
High quality TA support in all lessons; pre-teaching, vocabulary enrichment £8,235.36	To deliver high quality lessons where all pupils are included and can make progress.	1,
New Phonics Scheme adopted £5106.25	UK and international research shows overwhelmingly that systematic phonics teaching, in a language-rich curriculum, is the most effective way of teaching reading to children of all abilities and educational backgrounds (DfE, 2011).	2
Buy subscription to Purple Mash to enable high quality Computing Teaching £1000	Award winning resources recommended	1,3,5

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

Budgeted cost: £21,702.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and dedicated time to work with pupils, for Language and Communication TA (Outcome 1) £2352.96	Communication TAs recommended, trained and supported by Worcestershire Education Team.	1
Pupils to have regular (3 times a week) access to Reading Plus online intervention. £1702.08	Reading Plus data	5
Pupils to read every day to adult in class £17,647	https://assets.publishing.service.gov.uk/media/650c93fe27d43b0014375b64/The_reading_framework.pdf	

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

Budgeted cost: £ 3434.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund dedicated time for Wellbeing Level 3 TA to work 1-2-1 with children. £824.85	Research led by University of Roehampton (Jan '21) https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext	1,4
Encourage all pupils to participate in wider life of the school; funding for	Pupil questionnaires Parental feedback from music concerts	3,4

trips/residentials / music tuition £2610.00		
After school club provision to allow parents to return to work with affordable childcare. £5150	Parental interviews/ discussions	

Total budgeted cost: £ 49334.62

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment of Pupil Premium Children 2023									
	No PP pupils	Whole Class	PP						
		GLD							
Reception	2	64%	0%						
		PHONICS							
Year 1	5	73%	40%						
		READING		WRITING		GPS		MATHS	
		Whole Class	PP	Whole Class	PP	Whole Class	PP	Whole Class	PP
Year 2	9	68%	67%	61%	55%	x	x	74%	77%
Year 6	3	87%	100%	73%	33%	83%	100%	70%	67%

		READING		WRITING		GPS		MATHS	
		Whole Class	PP	Whole Class	PP	Whole Class	PP	Whole Class	PP
Year 3	4	77%	50%	66%	50%	74%	50%	80%	50%
Year 4	3	72%	100%	52%	100%	67%	100%	76%	67%
Year 5	2	90%	50%	83%	50%	87%	50%	87%	50%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
My Maths	My Maths
Literacy Shed	Literacy Shed
Nessy	Nessy Learning
Numbots	Maths Circle
TT Rockstars	Maths Circle
Phonics Play	Phonics Play
Reading Plus	Dreambox Learning