



## Pupil premium strategy statement – Reviewed December 2024

This statement details our school's use of pupil 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	2023- 2024 - 191 2024-2025 - 178
Proportion (%) of pupil premium eligible pupils	2023-2024 - 42% 2024-2025 - 38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S Fraser
Pupil premium lead	S Fraser
Governor / Trustee lead	C Rodgers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23 to 24 -£96,500 24 to 25 -£105,092
Recovery premium funding allocation this academic year	23 to 24 – £10,150 24 to 25 - £0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	23 to 24 - £106,667.50 24 to 25 - £105,092

## Part A: Pupil premium strategy plan

### Statement of intent

At St Joseph's Catholic school, we have the highest ambition for all our pupils. We are determined that all our pupils regardless of socio-economic background thrive. We want to make sure all pupils achieve their full potential in all areas of the curriculum and school life. We are dedicated to closing the academic gap between disadvantaged and non-disadvantaged pupils and enable all pupils to experience quality enrichment opportunities.

At the heart of our pupil premium plan are quality teaching and learning opportunities that are supported by an ambitious curriculum for all. This is fundamental in ensuring that disadvantaged pupils attain well alongside their peers. The school's chosen approach to the pupil premium plan is based in research undertaken by the EEF. We ensure at St. Joseph's that all pupils have access to high quality teaching by well trained skilled teachers who receive the high-quality CPD. Through well taught high-quality curriculums that embed 10 teaching techniques, Rosenshine's Principles of instruction and the five a day approach, disadvantaged pupils are incredibly well supported to do achieve their best.

At St. Joseph's we pride ourselves on positive relationships with our families and supporting them in anyway we can. Our Family Support Worker is an invaluable member of our school team who work's closely with our most disadvantaged families. Part of her role is to ensure school attendance for all disadvantaged and vulnerable pupils. If pupils are not at school they can't learn and excellent attendance for all is a major focus of our work to ensure all pupils do well in school.

We also appreciate that some pupils need extra help with coming to school due to mental health and anxiety issues. If pupils are not emotionally regulated, they will struggle to learn. We offer a range of support for pupils with emotional needs including Rainbows, counselling, RISE and more recently have signed up to be a Thrive school.

Some of our disadvantaged pupils also come to our school with no or limited English. This can present an extra barrier for these pupils that if not well supported will prevent the pupil premium strategy being fully effective for these pupils. As a school we are very focussed on offering the highest level of support for our English as additional language pupils so that they can access fully the pupil premium offer.

As a Catholic school, ensuring that the most vulnerable in our community are cared for is a key part of who we are, which means that our Pupil premium Strategy sits within and is supported by the context of our wider work around justice and equality.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><i>Attainment gap of disadvantaged pupils</i></b></p> <p>Pupils' attainment on entry to the school for disadvantaged pupils is below that of other pupils. This is also the case across school in other key testing age groups. Reading, writing and maths are areas of focus for the school regarding our disadvantaged pupils. We are determined to narrow gaps and ensure all pupils regardless of background achieve as well as their peers.</p>
2	<p><b><i>Attendance of all pupils</i></b></p> <p>If pupils are not in school, they can't learn. We want to ensure that all our pupils have the highest possible attendance. As a school we are determined to work closely with our families to improve attendance to well above national outcomes.</p>
3	<p><b><i>Parental engagement</i></b></p> <p>Some families do not want to engage with school for many reasons. We strive to form positive relationships with all our families as believe this partnership is key to long term success for all our pupils.</p>
4	<p><b><i>Pupil's wider experiences</i></b></p> <p>Some pupils have had limited opportunities outside of school due to financial poverty. This cultural poverty has a huge impact on our pupil's ability to access elements of the curriculum and develop key vocabulary. We endeavour to ensure that all pupils experience a wide range of opportunities so that the lack of these cultural capital moments do not form barriers for any pupils. We aim to do this through visitors, trips linked to the curriculum, residential and extra-curricular activities.</p>
5	<p><b><i>Self-esteem and resilience</i></b></p> <p>Pupils with low self esteem and who lack resilience struggle to access their learning as well as they should. We want to ensure that all our pupils have the emotional skills they need to be resilient learners.</p>
6	<p><b><i>Disadvantaged and English as an additional language</i></b></p> <p>Some of our pupils are not only disadvantaged but join our school with no or limited English. This can put extra pressure on pupils and make learning more difficult due to the dual barriers this can present. We are determined to ensure that our EAL pupils are well supported in development of their language skills so that our pupil premium strategy can be effective for those pupils also.</p>

## 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
Attainment gaps between disadvantaged pupils across the school in all subjects narrow	<ul style="list-style-type: none"> <li>• Quality first teaching in all classes which ensure pupils keep up with the learning</li> <li>• Early identification in EYFS and Year 1 to ensure any barriers to learning are picked up quickly so all pupils are well supported</li> <li>• Early phonics is taught well and with fidelity by all staff</li> <li>• Schools curriculums are taught well and in line with the schools teaching pedagogy</li> <li>• High quality interventions for pupils who need extra support – particularly in reading writing and maths</li> <li>• Pre-teach vocabulary for SEND and EAL pupils</li> <li>• EMTAS Support for EAL pupils</li> <li>• EYFS curriculum rich in literacy to nurture vocabulary, language and oracy development</li> </ul>
Attendance data for disadvantaged pupils is in line or above national.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils attendance is above 95% and growing to trusts 97% target</li> <li>• Persistent absenteeism is below national</li> <li>• Robust systems are in place to monitor and track attendance so staff can act quickly to support pupils</li> <li>• Family Support Worker has established positive relationships with disadvantaged families who are struggling to maintain attendance expectations</li> </ul>
Parental engagement of hard to reach and disadvantaged families has improved in school	<ul style="list-style-type: none"> <li>• Increase in disadvantaged pupils' parents attending parents evening</li> <li>• Increase in disadvantaged pupils' parents attending curriculum information events</li> <li>• Increase in disadvantaged pupils' parents attending mother and toddler sessions with siblings</li> <li>• Increase in disadvantaged pupils' parents attending family Inspire sessions</li> </ul>
Wider experiences on offer that include educational visits, visitors' aspirational opportunities and extra-curricular opportunities for all pupils	<ul style="list-style-type: none"> <li>• Pupils experience educational experiences that enhance their learning through enriching their vocabulary and prior knowledge</li> <li>• Pupils gifts and talents are identified, promoted and where possible nurtured</li> </ul>

	<ul style="list-style-type: none"> <li>• Self esteem is raised and pupils have greater resilience</li> <li>• Pupils aspirations are raised due to increased opportunities and exposure to different jobs and professions</li> </ul>
Improved wellbeing and self esteem of all children that is reflected in their positive behaviours and improved academic achievement	<ul style="list-style-type: none"> <li>• Pupils are happy in school and feel well supported – Pupil Voice</li> <li>• Programmes/interventions to support pupils who have emotional needs in place such as counselling, RISE, Thrive, Rainbows and small friendship groups in place and are effective</li> <li>• Relationships between pupils and staff are positive across school and pupils know who they can talk to if they need to</li> </ul>
Disadvantaged pupils with English as an additional language are well supported in developing their language skills so they can effectively access the Pupil Premium offer	<ul style="list-style-type: none"> <li>• Early identification on EAL pupils needs on entry</li> <li>• Effective Assessment and monitoring systems in place that track pupils with EAL and ensure they are well supported with their language needs</li> <li>• EMTAS support for pupils and with staff training</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring quality first teaching in every class through quality CPD and training in the ten teaching techniques, EEF five a day approach and Rosenshine's principles.	EEF research highlights the importance that quality first teaching has in ensuring positive outcomes for disadvantaged pupils. All staff receive regular, high quality, research based CPD on the best teaching techniques and on quality feedback which is highly supported by the curriculums and training offered by our trust. To ensure the effectiveness of the teaching and learning in our school effective monitoring processes are in place and all subject leaders are well supported to undertake effective evaluation of their subjects to ensure all pupils, particularly disadvantaged pupils. To really enhance our offer we have employed specialist music teachers and MFL teachers so our pupils	1,6

	<p>access a specialist education in the subjects that they will have less exposure to outside of school.</p> <p><a href="#">Closing the attainment gap   EEF</a>  <a href="#">1. High-quality teaching   EEF</a>  <a href="#">Metacognition and self-regulation   EEF</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p>	
Family support worker – Attendance and Parental Engagement	<p>EEF research highlights the importance of parental engagement and attendance for pupils. We want to ensure that we support our parents to enable a high attendance for their children at school but also to ensure that parents are supported to help their children in their learning.</p> <p><a href="#">Parental engagement   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p><a href="#">3. Wider strategies   EEF</a></p>	2,3
Wider experiences on offer that include educational visits, visitors' aspirational opportunities and extra-curricular opportunities for all pupils	<p>We want to ensure that financial hardship is not a barrier for any of our pupils to access the same learning opportunities as their peers. We plan into the curriculum a rich offer of trips, visitors and also offer after school clubs for all. Pupils who would struggle to attend these opportunities are offered them for free. This includes our musical instrument tuition.</p>	3
Improved wellbeing and self-esteem of all children that is reflected in their positive behaviours and improved academic achievement	<p>EEF research highlights the importance of mental health support for pupils to learn effectively and the negative impact that this can have on attendance for pupils. We want to ensure that we support our pupils to be supported emotionally in school so they can learn and attend well. Due to this we have internal emotional support through Rainbows, RISE, an external counsellor and are introducing the Thrive approach into school.</p> <p><a href="#">3. Wider strategies   EEF</a></p>	4
Disadvantaged pupils with English as an additional language are well supported in developing their language skills so they can effectively access the Pupil Premium offer	<p>EEF research highlights the importance that quality first teaching has in ensuring positive outcomes for all disadvantaged pupils including EAL. All staff receive regular, high quality, research based CPD on the best teaching techniques and on quality feedback. To further support pupils with EAL, school have an SLA with an external EMTAS team who come into school weekly and the Bell foundation for specialised CPD. To ensure</p>	6

	<p>the effectiveness of the teaching and learning for our disadvantaged EAL learners effective monitoring processes are in place and all subject leaders are well supported to undertake effective evaluation of their subjects to ensure all pupils, particularly EAL disadvantaged pupils.</p> <p><a href="#">Closing the attainment gap   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support for pupils with a particular focus on English and Maths. Delivered by an experienced teacher and an HLTA.	<p>Intervention and high-quality small group can allow pupils to make up to 5 months additional progress based on the group sizes.</p> <p><a href="#">Deployment of Teaching Assistants   EEF</a></p> <p>We offer a range of bespoke tutoring and interventions for our pupils including tailored support from EMTAS as well as more recognised programmes such as: Read Write Inc / Fresh Start and First Class at number. Through timely and effective monitoring and assessment we ensure the effectiveness and effective of all pupils progress involved in our programmes.</p>	1,5,6
<i>Resources for small group interventions and 1 to 1 Support</i>	To effectively support our pupils within the intervention groups and class settings we have purchased extra resources and materials to enable pupils to have access to all they need to achieve well.	1,5,6

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff with a focussed approach from the Family support worker working closely with disadvantaged pupils to support families with attendance</i>	For our pupils to achieve their very best it is imperative they are in school as much as they can be. When pupils are not in school gaps in their knowledge appear and pupils start to fall behind. Attendance is everyone's responsibility and at St. Joseph's all staff	1,2,3,5,6

	<p>promote and support pupils positive attendance. We have also employed a Family Support Worker who supports families to remove any external barriers that may also be in place to prevent good attendance.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p><a href="#">Supporting attendance   EEF</a></p> <p>.</p>	
<p><i>School counsellor, RISE, Rainbows support and Thrive approach</i></p>	<p>For pupils to learn well they need to be happy and regulated. We know that not all pupils come to school and feel this way all of the time. To support our pupils with these needs we employ an external counsellor, offer an intervention by trained staff in school (Rainbow's) and are in the process of implementing the thrive approach to SEMH needs in our school.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>1,2,4,5,6</p>

**Total budgeted cost: £ 110,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Data Analysis – 2023 to 2024**

##### **EYFS – GLD**

*50% of disadvantaged children achieved the GLD in compared to the overall of 67%. This is broadly in line with national which is at 52%.*

##### **Year 1 – Phonics**

*86% of disadvantaged pupils achieved the required pass mark at the phonics screen compared to 92% of pupils overall. This is now an improving picture over a three-year trend and much higher than national for disadvantaged pupils overall.*

##### **Year 4 MTC**

*61% of disadvantaged pupils achieved 25/25 in the MTC compared to 71% of pupils overall. This is now an improving picture over a three-year trend and much higher than national 25% for disadvantaged pupils overall.*

##### **Year 6**

##### **Reading**

*69% of pupils attained at the expected level for reading, writing and maths compared to 61% of all pupils. This is higher than the 62% of disadvantaged pupils nationally.*

##### **Writing**

*75% of pupils attained at the expected level for writing compared to 79% of all pupils. This is higher than the 58% of disadvantaged pupils nationally.*

##### **Maths**

*69% of pupils attained at the expected level for maths compared to 68% of all pupils. This is higher than the 59% of disadvantaged pupils nationally.*

##### **RWM – Combined measure**

*56% of pupils attained at the expected level for reading, writing and maths compared to 54% of all pupils. This is higher than the 46% of disadvantaged pupils nationally.*

*In Years 1 to 6 all disadvantaged pupils attained better than other disadvantaged pupils nationally and better than the other pupils in the school in all subjects apart from the MTC and writing. MTC and Writing outcomes were still higher than those nationally for all pupils. This shows the impact that the strategy is starting to have.*

*In EYFS children a large proportion of pupils not only enter the provision disadvantaged but also with very little or no English and we are still broadly inline with national outcomes from disadvantaged pupils attaining GLD. New strategies, provision and curriculum enhancements have been put in place for this academic year to further support these pupils will enable all children to make excellent progress.*

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin
Timetable Rockstars	Maths Circle

