



## Pupil premium strategy statement

This statement details our school's use of pupil premium (for the **2024 -2025** 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 Primary a Catholic Voluntary Academy
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	D.McFarlane
Pupil premium lead	D.McFarlane
Governor / Trustee lead	J. Connealy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



## Part A: Pupil premium strategy plan

### Statement of intent

At St Josephs, we aim for all pupils to achieve their full potential regardless of their background or challenges that they may face. We aim for all children to make good progress and achieve their potential 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.

We will consider the challenges faced by our vulnerable pupils, such as those with social workers and those known to other services.

High-quality teaching is integral to 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.

The common barriers that our disadvantaged children face is:

Lack of parental understanding of expectations of the curriculum.

Early language difficulties

Attendance

Little exposure to enrichment activities.

It is our intent that children from all backgrounds within our school have the same opportunities and experiences. We tailor our support to the individual child to strive for the very best outcomes.

Our aims are:

That our disadvantaged pupils make accelerated progress from starting points

Disadvantaged pupils to have attendance in line with national data.

Disadvantaged pupils to have opportunity for Cultural Capital to enable them to experience life in its fullness.



## Challenges

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

Challenge number	Detail of challenge
1	Parental expectations of standards in reading and writing.
2	Access to the wider world and enrichment opportunities.
3	Early Language skills.
4	Improve attendance of this group to ensure it is in line with national data.
5	SEMH difficulties

## 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
Improved attendance	Attendance for all groups in line with national expectations
Improved wellbeing among all pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
An increased number of PP pupils will be making a wider contribution to school life and engaging with wider opportunities.	<ul style="list-style-type: none"> <li>• The majority of PP children, will have taken part in enrichment activities.</li> <li>• PP children will engage with wider opportunities / responsibilities.</li> </ul>



Improved levels of parental engagement	<ul style="list-style-type: none"><li>• Jan Roulson, the Learning Mentor to be a key person in engaging, those hard to reach parents.</li><li>• Parents attend school events.</li></ul>
Improved communication and language skills	<ul style="list-style-type: none"><li>• Improved outcomes in EYFS</li></ul>
Improved outcomes for disadvantaged children in reading, writing and maths.	<ul style="list-style-type: none"><li>• An increased number of disadvantaged pupils to achieve in line with their peers nationally and an increasing number of disadvantaged pupils to achieve greater depth.</li></ul>



## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult for Y1 class	QFT has a high impact on pupil progress	3
The new leadership structure	This role to facilitate the assessment and data and also curriculum adaptations. Lead to also work with Pastoral and Inclusion staff to ensure all trained in strategies to manage incidents of behaviour.	1,2,3,4 and 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- All teaching assistants to deliver targeted intervention programmes, both before and after school.</li> <li>- All TA's to also carry out RWI sessions on a daily basis.</li> <li>- 1-1 reading is a priority for the lowest 20% of readers in every year group.</li> </ul>	EEF research as follows: One to one tuition , EEF 2021 Small Group Tuition , EEF 2021 Teaching Assistants Delivering Targeted Interventions EEF 2021	1,3 and 5



- Resources to deliver the above interventions	As above.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
1-1 And small group mental health and well-being support for identified children.	There is much research associated with childhood social and emotional skills with improved outcomes and wellbeing later in life. Evidence that the more ACE's a child experiences, this can then lead to complicated issues and ill health later in life.	4
<b><i>Boxall Training for all staff, delivered by the Learning Mentor.</i></b>	Impact from last year and its success in particular cohorts. Improved staff knowledge of how to de-escalate situations.	4,1
<b><i>Encourage the "hard to reach," parents to attend school events including workshops and performances.</i></b>	EEF research shows that parental engagement has a positive impact on average of 4 months additional progress over the course of the year.	1,4
<b><i>Broad range of clubs available free of charge to pupils.</i></b>	Additional knowledge and expertise impacts on curriculum and standards.	2



## 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 **2023-2024** academic year.

Intended Outcome	Success Criteria	Outcome /Impact
Improvement in outcomes for phonics, reading, writing and maths.	<p>PP children make progress to catch up with their peers.</p> <p>A greater proportion of PP children being on track for end of year of expectations.</p>	<p>In terms of progress from Y1 phonics to KS2 writing outcomes 100% met the standard in Y1.</p> <p>In KS2 the disadvantaged children achieved :</p> <p>75% in writing (compared to a national level of 58.1%)</p> <p>Reading 75% (compared to a national level of 60.6%)</p> <p>Maths 50% (compared to a national level of 59. %)</p>
Improvement in reading attainment at KS2 among the disadvantaged children.	% disadvantaged pupils attaining ARE in reading to be in line (or above) national averages.	2024 data shows that 75% of the disadvantaged children achieved national expectations in reading (compared to 69% nationally)



<p>Improved wellbeing among all pupils.</p>	<p>Sustained high levels of wellbeing.</p> <p>A significant increase in participation in enrichment activities</p>	<p>Learning mentor worked with children and families to support wellbeing.</p> <p>We have ensured that disadvantaged children are prioritised for all after school clubs.</p> <p>We have also given financial assistance to families to support with trips, residential and breakfast club.</p>
<p>Outstanding behaviours for learning are achieved by all PP children, and lead to high level engagement with the curriculum.</p>	<p>Development of whole school learning behaviour will positively impact.</p> <p>Pupils identified as requiring support and intervention will start to catch up.</p> <p>The % of serious incidents for PP children decreases.</p>	<p>Children given 1-1 support.</p> <p>There have been no suspensions or inclusions.</p>
<p>Improved levels of parental engagement.</p>	<p>Jan Roulson (Learning Mentor) to be a key person in engaging those hard to reach parents.</p> <p>Parents attend school events.</p>	<p>Learning mentor led two parental sessions for children and parents. These were very well attended.</p> <p>There have also been a number of SEN coffee mornings throughout the year.</p> <p>Both of these were focused to ensure that the more hard to reach parents were targeted.\</p>



<p>An increased number of PP children will be making a wider contribution to school life and engaging with wider opportunities.</p>	<p>The majority of PP children, will have taken part in enrichment activities.</p> <p>PP children will engage with wider opportunities / responsibilities.</p>	<p>The disadvantaged children were given priority for sporting events and after school club.</p> <p>We also took advantage of other opportunities, such as the SHINE programme, Free Family holidays and visits.</p> <p>We also ensured that any PP child who needed to access breakfast club, could do this at no cost.</p>
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