



*In the Light of Jesus
we Learn to Shine*

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 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 Catholic Primary School
Number of pupils in school	710
Proportion (%) of pupil premium eligible pupils	16% (120 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Governing Body
Pupil premium lead	S Killian/P Crummey
Governor / Trustee lead	J Healy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,160.00
Recovery premium funding allocation this academic year	£4,278.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£174,438.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan Statement of intent

Everything we do at St Joseph's is underpinned by our School Mission Statement and the teachings of Jesus Christ through the Gospel Values as well as both SMSC and British Values. Through our curriculum, all pupils despite their circumstances, will gain a clear understanding of what it means to be a 'Modern-Day Disciple' as they develop their own relationship with God. Our curriculum inspires all children to behave well and respectfully, preparing them for life in Modern Britain. It encompasses an appreciation for each other's uniqueness and promotion of diversity. Our curriculum aims to keep pupils safe and promote our children's mental wellbeing. It enables them to become resilient learners with healthy attitudes towards the learning process and an understanding of how it works and their increasingly important role in it. It aims to inspire confident and articulate learners, with opportunities to develop their leadership skills.

Our curriculum is intended to be accessible by and engaging to all, regardless of: starting point, SEND, background, gender, religion or culture. It is designed to support the closing/narrowing of gaps and support equality of opportunity.

At St Joseph's there is a school wide commitment to raising achievement for ALL pupils. Our pupil premium strategy aims to 'close the gap' in attainment and support disadvantaged pupils, so that all pupils irrespective of background and challenges, made good progress and attain high across all subjects. It provides support and challenge to those who need it most. Children who qualify for PP funding is approximately 16% of our school population, however we do have a further group of pupils that we believe are disadvantaged but do not qualify as PP.

We intend to overcome barriers to learning through high quality and inclusive teaching and through ongoing assessment, data analysis, observations and work scrutiny we identify pupils who require additional support and challenge. We aim to address these needs through targeted support including high quality, evidenced based interventions led by highly-trained staff. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Behaviour, emotional and social needs of a small number of pupils (mostly eligible for PP) is having a significant impact on their academic progress over time. Improving mental health and well-being will increase self-esteem and lead to raised aspiration, motivation and engagement.
2	Underdeveloped language skills and vocabulary gaps, particularly on arrival into Early Years and speech and language gaps in identified children across the school. This slows reading progress in subsequent years. PP pupils are less likely to read at home (evidence reading records) and this in turn impacts negatively on their attainment.
3	Continue to adapt the curriculum to meet the need of the pupils and ensure opportunities are given to retain and transfer knowledge into long term memory (LTM). Quality first teaching is supported through understanding each pupil's starting point and support given to close/narrow the gap e.g. 1:1 TA support, small group interventions. School is aware that nationally White British pupils, statistically have low expectations and are locked into a cycle of deprivation and under-achievement. All groups are tracked carefully and support given as required.
4	Levels of deprivation mean that many of our PP pupils would not get the same opportunity that some of our non-disadvantaged peer would get due to financial hardship. Increasing the opportunity for experiences of 'Cultural Capital', by providing extra-curricular opportunities including subsidised trips, lunchtime and after school sporting activities, visits to local library etc.
5	Engagement and support with home learning including regular reading is inconsistent. Parents of PP pupils are less likely to attend information meetings, workshops etc. Parents can be reluctant to come into school due to a variety of reasons including work patterns, child care, language barriers and a lack of confidence in engaging.

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
Behavioural, emotional and social needs of vulnerable pupils addressed. This leads to raised aspiration, motivation and engagement.	• Pupils will be more confident and able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities. • Pupils will be more independent and resilient, with raised aspiration, motivation and engagement. • Incidents of negative behaviour by target vulnerable pupils show a declining trend. Achievement targets in Reading, Writing & maths for vulnerable pupils are met. • Fixed term exclusion rates continue to be below national average. • Invest in quality activities during unstructured play time e.g. break time & lunch time.
Improved language, vocabulary and communication skills for pupils eligible for PP.	• Assessments and observations indicate improved oral language, vocabulary and communication amongst disadvantaged pupils leading to improved attainment. • Pupils are exposed to a vocabulary rich curriculum and can articulate ideas and/or opinions (Oracy – Voice 21). • Pupils receptive language will improve, which in turn will improve their reading outcomes and writing skills. Evidence will be triangulated through a range of sources, including engagement in lessons, book scrutiny and ongoing formative assessment. • During pupil voice activities pupils share their knowledge confidently and concisely – transfer to long term memory (LTM)
Maintain progress of PP pupils meeting expected standard and, increase the % of PP reaching the Expected+ standard at the end of KS2	• Teaching staff to be aware of the starting points for PP pupils – planning adapted and appropriate interventions in place. • Increased proportion of PP pupils reach ARE in reading, writing and maths across the school. • Year 1 pupils achieve the phonics screening. Increased proportion of PP pupils reach ARE in reading, writing and maths. • PP pupils make same rate of progress or better than ‘other’ higher ability pupils in reading, writing, maths. Measured each term in central data captures. • Ongoing and responsive evaluation of provision, resourcing and staffing to address gaps in learning and attainment. • Reflected in data capture.

Intended outcome	Success criteria
PP pupils are given access to extra-curricular and enriching opportunities as part of a wider school provision.	• An increase in participation in enrichment activities, particularly among PP pupils. • Subsidised offsite enrichment activities. • Pupils will acquire new skills for well-being through PSHE and other areas of curriculum by learning techniques to regulate their emotions and relieve anxieties effectively. • Pupils will take part in regular physical activities including the 'daily mile' to help them regulate their emotions and anxieties through exercise. • Healthy Eating education is embedded in elements of the curriculum and will enable pupils to develop an improved understanding of what constitutes a healthy lifestyle. • Pupils will have an opportunity to attend lunchtime and after school clubs.
Increase the engagement levels of parents/carers to support their child's learning	• Promote positive partnerships with parents/carers by creating an inclusive and welcoming culture. • The school will continue to reach out and support parents via our Family Workers. • Increased attendance at parent information meetings, parent consultation evenings and workshops. • To be engaged in pupils home learning.

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: **£26,444.81**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments Staff CPD on diagnostic tests – RWI assessments, NGRT testing Staff CPD on OTrack LA CPD for staff new to Year 2 and Yr 6	Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce, requires a level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way.	2 & 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Specific misconceptions can also be addressed. EEF: Diagnostic Assessment Tool	
Focus on Oracy skills through use of high-level vocabulary and adult modelling. (Voice 21)	Targeted academic support. Evidence suggests that disadvantaged pupils are more likely to be behind their peers in developing early language and speech skills which may affect their school experience and learning later in their school life. Oral language interventions can provide additional support to pupils who are behind, the targeted use of approaches may support PP pupils to ‘catch up’, particularly when this is provided 1:1 Children are exposed to a vocabulary rich curriculum and can articulate either ideas and/or opinions. EEF: Oral language interventions Voice21 Nuffield Early Language Intervention	1, 2, 3 & 4
Introduce ‘conferencing’ as an additional layer to support the Feedback and Marking policy. More discussion with individual pupils focused on their outcomes and next steps. Improved provision for all pupils through clear planning of a relevant and purposeful curriculum.	Lower attaining pupils tend to benefit more from explicit feedback. Evidence suggests that feedback involving metacognitive and self-regulatory approaches may have a greater impact on PP pupils and lower prior attainers. Use of high-quality feedback (both verbal and written) to improve attainment overall, is suitable as an approach that we can embed across the school. EEF: Feedback	2, & 3
Maths Enigma Hub CPD – Ongoing for staff (e.g. LA Maths consultant) Maths on Track – targeted intervention programme TAs to deliver	Research demonstrates that it is important to be aware of the typical development of mathematical skills and concepts in order to understand what may be appropriate for teaching children in Early Years and Key Stage 1. The quality of teaching makes a difference to pupil outcomes. Teacher knowledge is also a key factor in the quality of teaching.	2, 3 & 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Impact monitored by Maths subject leaders and Year Leaders. DfE: Maths guidance KS1 and KS2 EEF: Early Years and KS1 Mathematics EEF: Mastery Learning	
Reading Revisit RWI Phonics training for all staff Reading Solutions Plus Scheme to improve reading engagement with PP and diagnostic assessment of reading skills. Regular story time sessions in class KS1 Introduce ERIC at KS2	New application for reading fluency introduced and followed up through whole school monitoring. Analyse the impact on PP pupil attainment at GD tracked. Evidence demonstrates the impact of teaching reading comprehension skills alongside phonics teaching. Phonics results at the end of Year 1 are good which supports decoding of texts. Impact monitored by English subject leaders and Year Leaders. EEF: Reading Comprehension Strategies EEF: Teaching Assistant Interventions EEF: Deployment of Teaching Assistants	2, 3 & 5
Writing Ongoing CPD on improving the writing process (English consultant & subject leader). Moderation of writing in staff meetings and in collaboration with other local schools. This includes a focus on PP children. LA CPD for staff new to Year 2 and Year 6	Evidence for the mastery approach to teaching writing suggests that more time is needed to develop a deeper knowledge of aspects of writing in order to produce a higher quality of extended writing. Support from LA consultant to develop a 'distinct writing journey process', including modelled and shared writing. Writing across the curriculum is well embedded and there is a clear, well-structured mapping of progression of skills. Impact monitored by English subject leaders and Year Leaders. EEF: Improving Literacy in Key Stage 2 EEF: Effective Professional Development	2, 3 & 5

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

Budgeted cost: **£128, 237.55**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group support to implement Early Language Intervention for targeted pupils in Reception and Year 1.	Following baseline assessment some of the pupils are identified for targeted 1:1 support to catch up. We use a programme which has been independently evaluated and shown to be effective in other schools as advised by SALT e.g. 'Time to Talk'. Early Intervention Foundation Interventions within the Early Years EEF: Oral language interventions	2, 3 & 4
Weekly 1:1/ small group teaching in R, W & M intervention in addition to timetabled curriculum.	Evidence suggests that PP pupils receive additional benefits from small group tuition. This approach can support pupils to make effective progress by providing intensive, targeted academic support through teaching which is closely matched to pupils understanding, Small group tuition offers greater levels of interaction and feedback compared to whole class teaching thereby supporting pupils to overcome barriers to their learning and increase access to the curriculum. Progress and engagement of PP children to be noted during all lesson observations and work scrutiny. Small group interventions with highly trained staff have been shown to be effective. EEF: Small group tuition University of Manchester and Sussex report on Effective Teaching and Learning for Pupils in Low Attaining Groups EEF: Making Best use of Teaching Assistants	2, 3, 4 & 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school booster groups for Yr 6 pupils. SATs revision books used for homework.	Booster teachers to identify gaps for PP children in their group from an initial assessment then plan the booster sessions accordingly. Analyse data half termly. EEF: Small group tuition	2, 3, 4 & 5
Additional Maths group established for Year 6 (5 times a week)	SEND pupils some of whom are PP attend a small targeted group for maths each morning. The group is taught by the SENDCo. EEF: Small group tuition	2, 3, 4 & 5
Phonics intervention groups. Daily target readers	Children assessed and gaps identified in their learning of phonics. Regular analysis of data to identify children for additional intervention. Phonic interventions to take place for both Year 1 and any children in Year 2 who did not pass the phonics screening in Year 1. (RWI) Review progress of Year 2 children who need to re sit phonic screening tests	2, 3 & 5

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

Budgeted cost: **£28,753.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The introduction of Therapeutic Thinking as a behaviour management tool	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. By focusing on supporting the mental health of adults working in educational settings this will further support the children in our school. EEF: Prioritise social and emotional learning	1, 2, 3, 4 & 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify needs and plan targeted intervention for vulnerable pupils. Use of Family Worker time to engage with parents and children. Build self-esteem and confidence in vulnerable pupils. To develop and maintain positive behaviours for learning and social interaction.	Targeted interventions matched to specific pupils with particular needs, including behavioural and emotional, can be effective in overcoming barriers to their learning. We will use a variety of programmes which have been independently recommended and shown to be effective. We will broker specific support and follow the advice given by LA learning and behaviour support consultants. ELSA, Therapeutic thinking PHSE curriculum targeting social and emotional wellbeing. Behaviour interventions	1, 2, 3, 4 & 5
To ensure high levels of attendance with a particular focus on PP and persistent absentees.	Early intervention and support for families with persistent absence. Bi-Weekly support from St. Thomas Catholic Academies Trust	1, 2, 3, 4 & 5
Positions of responsibility: School Council, Faith Ambassadors, Play leaders, Anti-bullying Ambassadors, Reading Champions, Sports Councillors.	An improved level of well-being and engagement in PP children.	1, 2 & 4
High School transition group for vulnerable children – Pentecost 2. Transition school visits arranged for Year 6 PP pupils. (SENDCo)	This has been successful in past to give the pupils more confidence and be ready for high school transition. Children are more emotionally high school ready. Children are less anxious preparing for high school	1, 2 & 5
Extra-curricular activities Subsidised school trips, residential visits and extra-curricular activities where appropriate. Access to all lunchtime/after school clubs as priority.	We also want to facilitate PP pupils accessing educational visits and extra-curricular activities to provide real purpose for writing and engage with the wider curriculum. These are experiences that many are missing, this limits their ability to produce the high-quality pieces of writing required to achieve GD and achieve across the curriculum An improved level of well-being and engagement in PP children.	1, 2, 3 & 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Children have been able to take part in enrichment activities that would not normally be available to them.	
Increase the engagement levels of parents/carers of Pupil Premium pupils	We aim to increase the engagement of Pupil Premium parents / carers in order to support their child's learning through religious celebrations, termly curriculum workshops. Working with parents to Support Children's Learning Parental engagement	1 & 5

Total budgeted cost: £ 183,435.41

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 2021 to 2022 academic year.

Current Attainment SATs 2024 (provisional – LA discounted)					
KS2	PP Pupils (30)	All Pupils (111)	National Average	Greater Depth PP (30)	All Pupils (111)
% achieving expected standard in KS2 reading, writing and maths	63%	71%	59%	3%	10%
% achieving expected standard in KS2 in reading	87%	85%	73%	10%	32%
% achieving expected standard in KS2 in writing	80%	84%	72%	7%	17%
% achieving expected standard in KS2 in maths	73%	78%	73%	25%	22%

Year 1 Phonics	PP Pupils (11)	All Pupils (86)	National Average
% achieving expected standard in Year 1 phonic screening in June 2024.	64%	79%	75%
Foundation Stage	PP Pupils (2)	All Pupils (87)	National Average
% achieving a good level of development	50%	67%	68%

Enrichment: participation, particularly in sporting and musical activities at lunchtime and after school was high. This is important to the school community and develops life skills such as confidence, motivation, resilience and communication which can have a positive impact on academic outcomes.

Competitive engagement with other schools for a wide range of sporting events and activities took place throughout the last academic year. Opportunities to celebrate music also resumed with children attending Young@Heart, singing at local care homes

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Class Dojo	https://classdojo.com/
Education City	https://go.educationcity.com/
TT Rockstars (Maths)	https://ttrackstars.com
Testbase	https://www.testbase.co.uk/
Nessy	https://www.nessy.com
NELI	https://www.teachneli.org
Elsa	https://www.elsa-support.co.uk
NSPCC	https://www.nspcc.org.uk/
Ten:Ten resources	https://www.tentenresources.co.uk/