# St Joseph’s Pupil premium strategy statement 2023- 2024

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**

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| **Detail** | **Data** |
| Number of pupils in school | 231 |
| Proportion (%) of pupil premium eligible pupils | 26.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 15.12.24 |
| Date on which it will be reviewed | 15.12.22. 15.12.23 15.12.24 |
| Statement authorised by | E Eccles |
| Pupil premium lead | K.Nathaniel |
| Governor / Trustee lead | J.Miles |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £87,300 |
| Recovery premium funding allocation this academic year | £ 8627 |
| 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 | £95,927 |

**Part A: Pupil premium strategy plan Statement of intent**

At St Joseph’s Primary School we have high aspirations and want every child to reach their full potential. We consider reading to be at the heart of this; we want all children to leave primary school as an engaged and confident reader and we prioritise reading to allow pupils to access the full curriculum. We want children to enjoy their learning and to engage in an exciting and fun curriculum that develops their knowledge and skills and provides them with new opportunities.

We also believe that with the right teaching and learning all children can meet their potential regardless of their background.

**Challenges**

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

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| Challenge number | Detail of challenge |
| 1 | A large number of children enter Nursery well below the expected standard particularly in Communication and Literacy and Personal, Social and Emotional skills. |
| 2 | Weaker phonics and reading attainment in EYFS and KS1 due to direct impact of the pandemic and school closure |
| 3 | Impact of lockdown on widening the gap between PP and non-pupil premium in English and Maths; engagement with remote learning |
| 4 | Limited experiences beyond that of home life or the local community |
| 5 | Emotional well-being concerns |

**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.

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| **Intended outcome** | **Success criteria** |
| 1. Accelerated progress form entry to the EYFS to the end of KS1 | Children make accelerated progress from their Baseline in EYFS.   * % of children on track from GLD shows accelerated progress from starting points. * % of children on track in KS1 for reading, writing and maths evidences accelerated progress from baseline.   KS1 aspirational targets are achieved |
| 1. In KS1, Children who have fallen behind receive high quality teaching and learning. Disadvantaged pupils who have fallen behind make accelerated progress and the gap between them and their peers narrow in reading, writing and maths. | Daily high quality systematic phonics (Read Write Inc.) in place for children who have fallen behind.  Narrow the attainment gap in KS1 Progress data |
| 1. In KS2 TAs allocated to reading writing and maths to ensure that disadvantaged pupils make progress in line with their last statutory data set. | The majority of children are on track in all year groups and have made expected progress when comparing with historic data. |
| 1. Improved mental calculation and ability to apply mathematical thinking improves progress and attainment in maths across the school. | Mastery approach to maths is embedded across the school.  Maths progress and attainment data  Gap between disadvantaged children and non narrows.  Interventions for small groups of children are in place and attainment data shows they are making good progress. |
| 1. Pupils identified with social and emotional needs are identified and provided with the support that they need. | Pupils with SEMH are identified and interventions are put in place.  Interventions impact on engagement with learning |
| 1. Enhance the curriculum through Arts, visits and trips | Improved engagement beyond that of home and the local community.  Improve engagement and dispositions and attitudes with 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: £87300

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| **Activity** | **Evidence that supports this approach** |
| *Teaching assistants in EYFS and KS1 to support the teaching of language, phonics, guided reading and maths*  *Teaching assistants to deliver 1:1 phonics sessions to ensure pupils reach age expected standard and pass phonics screening.* | Impact of this approach in the past  Read Write Inc.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> |
| *Teaching assistant in key stage 2 to support english and maths learning so that the teacher focuses upon guided/focused writing,reading and maths*  *Teaching assistants to deliver booster sessions in reading, writing and maths to close the gap.*  *Y6 reduced class size for the teaching of English and maths.* | Impact of teacher guided instruction.  In every class a fluid style teaching approach  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size> |
| *Assistant headteachers run intervention provision* | A tailored bespoke curriculum for the most vulnerable pupils |
| *TA trained to deliver Nessy intervention which is an alternative phonics support* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> |
| *Allocation of funding to support a programme of CPD to develop high quality teaching and learning in english and maths*  *Allocation of funding for reading, writing and maths resourcing including website subscriptions and high quality texts for EYFS, KS1 and KS2.* | Read Write inc refresher training/subscription/resources  White Rose Maths  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  Complete comprehension  Annual subscription to White Rose Premium resources and workbooks. |

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

Budgeted cost: £8627

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| **Activity** | **Evidence that supports this approach** |
| *Deployment of staff to deliver speech and language programme (Welcomm)* | EEF – Oral language Interventions  https://www.gl-assessment.co.uk/case- studies/sandwell-keeps-talking-with-help-from- wellcomm-early-years/ |
| *Speech and language therapist service level agreement 0.5 days a week* | Difficulty in referrals to the NHS – early identification of issues and support required.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> |

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

Budgeted cost: £3468

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| **Activity** | **Evidence that supports this approach** |
| Funding allocation to provide trips to support the delivery of a rich, broad and exciting curriculum | Anecdotal evidence – behaviour, engagement and pupil voice |
| Subsidised trips and a Y6 residential trip | Anecdotal evidence – behaviour, engagement and pupil voice |
| Funding allocation to attendance – Breakfast club and after school club | Attendance data and engagement  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> |
| SEMH interventions   * Rays of Sunshine (KS2) * Think Equal (EYFS) | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> |

**Total budgeted cost: £95927**

**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 2022-2023 academic year.

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| 1. Accelerated progress form entry to the EYFS to the end of KS1 | Children make accelerated progress from their starting points in the EYFS.   * %of children on track for children shows accelerated progress from their starting points. * % of children on track for reading, writing and maths evidences accelerated progress from their starting points. |

**EYFS**

End of Reception PP achieved **GLD 66.7%** (compared to 42.9% in the previous year.) This is from a very low baseline.

**Phonics**

**71.4%** of PP passed the phonics 2022-2023. Closed the gap from starting points.

**End of KS1**

**PP achieved expected reading standard**. 33%

**PP achieved the expected writing standard.** 16.7%

**PP** **achieved the expected maths standard**. 50%

All children not at age expected standard will access booster classes in reading, writing and maths moving into KS2, in academic year 23-24.

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| 1. In KS1, Children who have fallen behind receive high quality teaching and learning. Disadvantaged pupils who have fallen behind make accelerated progress and the gap between them and their peers narrow in reading, writing and maths. | * Daily high quality systematic phonics (Read Write Inc.) in place for children who have fallen behind. * Narrow the attainment gap in KS1 Progress data * 1:1 phonics children for those identified as falling behind. * TAs to hear PP readers daily if in bottom 20% of class. |

**Year 1 Phonics** 71.4% PP passed (above national)

**End of KS1**

**PP achieved expected reading standard**. 33%

**PP achieved the expected writing standard.** 16.7%

**PP** **achieved the expected maths standard**. 50%

All children who are below age expected standard are in booster groups to close the gap.

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| 1. In KS2 TAs allocated to reading writing and maths to ensure that disadvantaged pupils make progress in line with their last statutory data set. | * The majority of children are on track in all year groups and have made expected progress when comparing with historic data. * TAs to hear PP readers daily if in bottom 20% of class. |

Guided reading is embedded within the timetable and TAs have been deployed to support targeted year groups.

TAs hearing bottom 20% read daily.

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| 1. Improved mental calculation and ability to apply mathematical thinking improves progress and attainment in maths across the school. | * Mastery approach to maths is embedded across the school. * Maths progress and attainment data * Gap between disadvantaged children and non narrows. * Interventions for small groups of children are in place and attainment data shows they are making good progress. * Additional teaching and opportunity to consolidate mental maths strategies and the use of metacognition techniques. |

**End of KS1**

**PP** **achieved the expected maths standard**. 50%

**End of KS2**

**PP** **achieved the expected maths standard**. 50%

For next academic year additional mental maths sessions will be implemented into the timetable as a result of data analysis.

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| 1. Pupils identified with social and emotional needs are identified and provided with the support that they need. | Pupils with SEMH are identified and interventions are put in place.  Interventions impact on engagement with learning |

Children with SEMH needs have been identified and accessed additional support and interventions. (Thinc Room, restorative practice techniques, mentoring)

Academic year 2023-24, CPD for staff to enable new KS2 groups to run.

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| 1. Enhance the curriculum through Arts, visits and trips | Improved engagement beyond that of home and the local community.  Improve engagement and dispositions and attitudes with learning |

* Half termly trips for all classes that link with topic in Science and/or foundation subjects.
* In school workshops from outside EG Vikings, Florence Nightingale
* Pupil voice highlights the positive impact these trips have on metacognition- know more, remember more.
* Library visits
* Extra-curricular classes. These will be expanded further in year 2023-24.