

Pupil premium strategy statement- 2024-2027

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

Detail	Data
School name	St. Joseph's CVA
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Bernadette Dabbs
Pupil premium lead	Tom Hooley
Governor / Trustee lead	Alissa De Luca Ruane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,225
Recovery premium funding allocation this academic year	£0
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	£ 36,225

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium strategy at St. Joseph's is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap. In line with guidance and advice from the Education Endowment Foundation (EEF), our policy focusses around half of our premium funding on quality first teaching with the remaining funding being split between targeted interventions and wider opportunities. The key principles of the strategy are that disadvantaged children have access to opportunities, teaching and support that allows them to make at least expected progress, widen their aspirations and develop their confidence. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Challenges

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

Challenge number	Detail of challenge
1	To close the gap between the Academic success of PP children and non-PP.
2	To provide a knowledge-rich curriculum which increases aspirations.
3	To improve the attendance and punctuality of PP children. (2024-25 PP average-93%- 96% school average)
4	To increase the opportunities children have to try new things and excel in extra-curricular areas.

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
To improve progress amongst disadvantaged pupils in Reading, Writing and Maths.	- All staff are aware of PP children and know where they need to be. -Clear monitoring in termly pupil progress meetings with identification of target pupils for intervention where necessary. -Teacher appraisals to include a focus on any PP children. -Teaching staff to continue to identify gaps in learning and adapt lesson planning accordingly. - Curriculum planning allows for opportunities to address lost learning. -PP children to be added to the SEND format for interventions and plan. - PP engagement in reading initiatives is monitored.
The knowledge rich curriculum offer at St. Joseph's allows PP children to access the learning, leading them to be able to do more and remember more and increases aspirations.	-Continue to develop medium term curriculum planning that focuses on a knowledge-led curriculum. -Ongoing curriculum evaluation. -All staff to continue to use Kagan principles in lessons to give children the opportunities to vocalise their learning and encourage teamwork. - Regular programme of monitoring and evaluation by subject leaders and pupil premium to include high-quality opportunities for pupil voice. - A "PP first" approach to planning where teachers consider their PP children in planning and ongoing assessment through targeted questioning. -Each subject contains clear long and medium term plans that focus on inspiring children. -These plans show clear progression throughout the year and between years.
Attendance is above the national average of 96%. Punctuality of PP children is on par with non-PP	- Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this. - Promotion of this aim throughout the school – attendance figures on school reports and mention at parents evening. -Fortnightly attendance updates through SLT meetings. - Discussions with parents whose children's attendance fall below average.

	-Morning club to ensure children are in on time and ready to learn.
All PP children have access to engaging extra-curricular activities that give them the opportunity to excel and have a go at a wide range of activities.	-Engaging out of school experiences are planned into every class at least 3 times a year- monetary support for PP children. -PP children have priority access to Extra-curricular clubs. This is monitored and those not attending are spoken to see what they would like to attend and this is taken into account with our extra-curricular offer. -PP offer of learning a musical instrument- some funded lessons of piano.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant in every class each morning. EYFS and Key Stage 1 to have TA all day and some KS2 classes, where appropriate to support high quality teaching and learning for all. Teaching Assistant to work in classes where most need. Most classes have a TA in the morning.	Research funded by the EEF demonstrates that when TAs are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term. Classroom TAs support the teacher in the morning during the teaching of core subjects (Reading, writing and maths).	1
Read Write Inc. online programme available for regular teacher CPD.	This programme was used during lockdown and had a positive response from parents. Staff have noted that regular CPD for phonics is beneficial to recap and refresh their knowledge.	1, 2
Subsidised trips and swimming lessons for Pupil Premium children	The national curriculum requires that All schools must provide swimming instruction either in key stage 1 or key stage 2. Children must be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. We ensure that all children are able to access this area of the curriculum by subsidising swimming throughout KS2.	1,2,4
Teachers have access to high quality schemes of work to support the teaching and learning for all children. These include, but are not limited to; Cornerstones, Accelerated Reader, TT Rockstars, Maths No Problem, Ten Ten, Learning By Questions and White Rose Maths.	We have successfully used these schemes for a number of years and adapted them accordingly. We have developed our Long Term plans to maximise the effectiveness of Cornerstones.	1,2
Continued focus on effective approaches to improving metacognition particularly the effective	According to the EEF, "Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning –	1, 2

use of reviewing previous learning- using Kagan strategies to support the engagement of all children.	can be worth the equivalent of an additional +7 months' progress when used well.	
Continued development on effective feedback strategies.	Effective feedback can have a +6 months' progress effect on children. Using whole class and targeted feedback allows children to be constantly aware of their targets and how to get better.	1,2

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium children have access to one-one or small group interventions depending on their area of most need. This is delivered through TAs. Teachers to speak with PP lead and identify area of most need. This will then be undertaken by the TA from the Class. Children have SMART targets in line with SEND targets which are amended every 7 weeks.	Small group tuition has an average impact of four months' additional progress over the course of a year. One to one tuition is 5 months.	1, 2

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

Budgeted cost: £ 12225

Activity	Evidence that supports this approach	Challenge number(s) addressed
A developing, wide-ranging programme of extra-curricular activities and opportunities with subsidised places for Pupil Premium children. This includes residentials, school trips, clubs and music lessons.	The EEF toolkit states that the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with	2,4

	improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. The toolkit on Physical activity states that: there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance.	
Money for school uniforms and other resources children need to access school.	Children's self-esteem and sense of worth benefit if they have the same opportunities and resources as everybody else, including, looking smart. This removes some barriers to children not attending school.	3
Fortnightly monitoring of lateness and attendance figures.	This approach will ensure that persistent attendance issues are recognised early and that suitable support is put in place to minimise lost learning.	3
Morning club looking at wellbeing and sensory activities. We hope this will improve punctuality and a more positive start to the day for a range of children, including PP.	The Education Endowment Foundation (EEF) conducted a review of the evidence on school attendance and its impact on educational outcomes. The review highlighted that regular attendance and punctuality were positively associated with academic achievement, and that interventions targeting punctuality can lead to improvements in student outcomes.	1,3
Extra Lunchtime supervisor to ensure capacity to support with behaviour and wellbeing at lunchtimes.	A study by the Journal of School Health showed the following benefits of extra supervision: • Improved Student Behaviour: Additional supervision during lunch can help reduce incidents of and disruptive behaviour. With more adults present, students tend to feel safer, leading to better behaviour during this unsupervised time. • Increased Social Skills Development: Extra supervisors provide more opportunities to guide and encourage positive social interactions. With increased adult presence, students have better chances to engage in positive play, which can lead to improved social skills and peer relationships.	3

Total budgeted cost: £36,225

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 2024-25 academic year.

Our focus for our Pupil premium strategy were:

To narrow any attainment and progress gaps including those created by the Covid-19 school closures with particular focus on reading and writing. 66.7% of children who received PP in Year 6 achieved the expected standard in Maths, compared to 76.7% of the school average. This equates to one child not achieving the expected standard. 100% of children who received PP in Year 6 achieved the expected standard in Reading, compared to 86.7% of the school average. 66.7% of children who received PP in Year 6 achieved the expected standard in Writing, compared to 83.3% of the school average. This equates to one child not achieving the expected standard.

Across the school, children who achieved the expected standard in reading and receiving PP were 63%, compared to the school average of 79%.

Across the school, children who achieved the expected standard in writing and receiving PP were 56%, compared to the school average of 77%.

Across the school, children who achieved the expected standard in Maths and receiving PP were 67%, compared to the school average of 82%.

89% of children receiving PP made good or better progress in reading, 93% made good or better progress in writing and 93% made good or better progress in Maths.

Improve the engagement of PP children with their learning and give them an opportunity to verbalise this, including engagement at home by helping parents to support their child at home. Pupil voice and celebration of learning.

The percentage of children who regularly do their homework is

To improve the attendance of PP children. (current PP average-90%- 95% school average)

Data for 2024-2025 showed PP average attendance was 93.6% which is a 2% increase on the previous year. The school average attendance was 96%. Children who receive PP and are travellers had a 90.6% attendance on average compared to 96.6% who receive PP but are not travellers, which is the same as children who do not receive PP.

To provide a knowledge-rich curriculum which increases aspirations- Through pupil voice and celebration of learning, our children are now covering more and remembering more.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
TimesTable Rockstars	Maths Circle
Maths No Problem!	Maths No Problem!
Cornerstones Maestro	Cornerstones Education
Literacy Gold	Literacy Gold

White Rose Maths	White Rose Education
Twinkl	Twinkl
Life to the Full	Ten Ten Resources