Pupil premium strategy statement – St Joseph's Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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	136
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	December 22nd 2022
Date on which it will be reviewed	Reviewed 15th December 2023
Statement authorised by	Laura Atkinson
Pupil premium lead	Charlie Shelton and Mary Jenkinson
Governor / Trustee lead	Martin McDonagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565
Recovery premium funding allocation this academic year	£6525
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£69,090

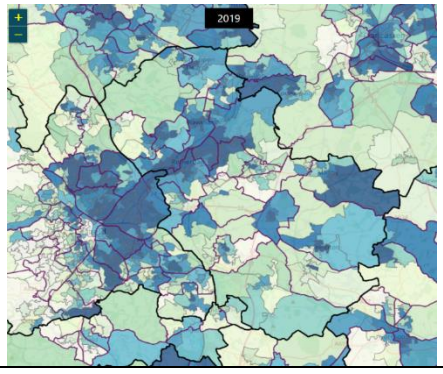
Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. At St Joseph's, our ethos is that all pupils, irrespective of their backgrounds and any challenges that they face, achieve high attainment and that all staff have a part to play in ensuring this. Our intention is that every child will have ownership of their own learning, will make good progress and will have high achievement in all areas of the curriculum. The purpose of our pupil premium strategy is to ensure disadvantaged pupils are well supported in achieving this goal and leave St Joseph's with the best life chances in line with their peers.

We use our trauma informed approach and knowledge of promoting positive learning behaviours when considering the challenges faced by all pupils. We intend that any activity put in place, whether to improve teaching across the school, targeted interventions to support individuals or wider strategies, will support these needs and will be rooted in a strong evidence base.

Quality first teaching is at the heart of our approach. Investing in staff CPD to ensure high quality teaching and learning has proven to be the most effective way to ensure ALL (including Pupil Premium) learners in school are making good progress in all subjects. We have focussed particularly on developing those learning behaviours which will support the areas in which disadvantaged pupils require the most support; for example, checking for understanding using embedding formative assessment, precise questioning and communication and language support to develop vocabulary and reading comprehension.



Deprivation in our area is above national average. Our local area is in the bottom 10% in all index categories. Including Multiple deprivation, income and living conditions.

Our ultimate goals for our strategy are:

- To narrow the language gap from Pupil Premium to non-Pupil Premium children. Many of our children join school with language levels significantly below the expected age related level.
- Ensure children in school access a varied diet in learning to increase culture capital. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, using outside agency effectively, and by providing exciting learning including access to outdoor learning and forest schools. We have carefully planned and invested in an aspirational curriculum that ensures children are exposed to high quality texts, ambitious vocabulary and a wide range of activities, trips and resources.
- To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum. 54% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. Our staff have been trained to offer high quality teaching and learning as well as high quality interventions to ensure PP children make progress in line with non PP peers.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils achieve a lower level of attainment than non-pupil premium. We need to improve the attainment of our pupil premium students so that they have the passport for further and then higher education.
2	A considerable proportion of pupil premium students need extra support to remain on track with age related reading expectations. Many pupil premium students are read to and with less than their peers.
3	A considerable proportion of pupil premium students have language skills lower than their chronological age. Communication, language and vocabulary development is essential in enabling all pupils to access the curriculum and meet academic targets.
4	Many of our pupil premium pupils do not have access to cultural experiences, such as visits and extracurricular activities.
5	Many of our pupil premium students can find self-regulation challenging and have experienced the effects of trauma. Many pupil premium pupils require extra support to regulate personal, social and emotional needs

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 attainment among disadvantaged pupils across the school.	All PP children will make good progress (in line with non PP peers) towards their end of year targets.
Improved reading, comprehension and fluency among disadvantaged pupils across all year groups	Reading ages for all students will be in line with, or very close to age related expectations. Measured using Head start (KS2) and RWI assessments. There will be very little disparity between the scores of disadvantaged pupils and their non-disadvantaged peers
Pupils exceed national averages at KS1 and KS2 statutory assessment points	Narrow the current gap between KS2 maths and writing compared to reading. Each cohort of year 6 and year 2 pupil premium pupils exceed national averages for non-pupil premium pupils.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from pupil voice, student and parent surveys and teacher observations. Reduced number of fixed term and permanent exclusions for pupils eligible for pupil premium.
Children are able to explain what they are learning and how confident they are in this.	Through the application of the embedding formative assessment strategies and the use of Rosen shine's Principles of Instruction, teachers enable children to clearly recognise what they are learning and the steps of success towards. Children will be able to explain what they have learnt, how they know and what their personal goals are for further improvement.
Develop vocabulary and improve communication and language skills of all pupils.	Assessments and observations indicate significantly improved language and vocabulary levels among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including observations, book looks and ongoing formative assessment.

To meet the social and emotional needs of all learners and achieve and sustain improved wellbeing. Children are able to self-regulate.	Decreased number of behaviour incidents amongst pupil premium students. Wellbeing and mental health focused pupil interviews. Restorative questioning is used by all staff to help support children to self-regulate and understand their emotions.
Improved cultural capital through exposure to a wide range of enriching activities	Increased number of PP pupils accessing sports, music and outdoor clubs. All pupil premium students to attend at least 4 educational visits/school experiences each year.

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: **£35,709**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve storytelling and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Talk through stories). £595	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) EEF - Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	3
Makaton training for staff and CC&L training for staff £160	Although language acquisition is a very robust process there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf 4 https://www.makaton.org/aboutMakaton/research	3
High quality EFYS practioner to support with	Although communication and language acquisition is a robust process there is evidence which shows that the rate at which children develop language is sensitive to the amount of input they receive from adults around them. Therefore the quality of that input is vital. Increasing capacity in our EYFS	2,3

staff development in EFYS with a focus on CLN £19,155	unit with a specialist practioner enables that high quality communication and language teaching and intervention is at the forefront of everything.	
Training for staff CPD – Quality first teaching, retrieval practice and formative assessment. Range of questioning using Rosenshine principles to ensure higher classroom engagement and used as a formative assessment tool.	Rosenshine questioning CPD for all staff to improve academic results and classroom engagement. *Rosenshine, B., 2010. Principles of instruction. Brussels, Belgium: International Academy of Education.* Tom Sherrington's Rosenshine's Principles in Action – based on cognitive science also listed in the EEF Cognitive Science Approaches in the Classroom: A review of the evidence Knowledge organisers CPD for all subjects to support children's vocabulary understanding and exposure to aspirational vocabulary. T&L approaches: retrieval practice, explicit vocabulary instruction and developing metacognitive learners. By emphasising that the knowledge organisers should be developed and used in a way that supports the three T&L approaches. EEF Guidance report on Metacognition and self-regulated learning.	1,2,3,4,5
Whole school staff training Dyslexia training Theraplay Trauma informed schools All staff trained:	Pavey, B. (2007). *The dyslexia-friendly primary school: A practical guide for teachers*. SAGE Publications Ltd, https://doi.org/10.4135/9781446212455 The effectiveness of Theraplay for children under 12 – a systematic literature review Rebecca Money , Sarah Wilde & David Dawson School of Psychology, Doctorate in Clinical Psychology (DClinPsy), University of Lincoln, Lincoln, UK https://www.wp.theraplay.org/uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2,3,4,5

Maths Mastery English Mastery RWI Phonics RWI Spelling	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/english-mastery https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics	
RWI (SSP) online training portal subscription and development days. £518 for subscription RWI spelling subscription £303 Resources £2189 Development days £2500	Reading is one of the biggest determining factors of life chances and therefore our approach is to ensure that every child leaves St Joseph's as a fluent, engaged reader. It is essential that all teachers are experts in the teaching of reading.	1,2,3
Targeted academic support to improve reading, comprehension and fluency	KS2 interventions led by specialist English Hub literacy teacher. 1 day per week to ensure PP children are closing the gap to their peers. These interventions have a particular focus on language and accusation. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/english-mastery	1,2,3

among disadvantaged pupils across all year groups £9614	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/english-mastery EEF - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	
Ensuring all teachers are confident in handling data and using data to inform their practice. Smartgrade : £675	Smartgrade system – using this new school system in order to become familiar with inputting and collating data about pupils. Provision maps show teachers putting in place additional provision for pupils below in any area and that targets for impact of this provision are meaningful and measurable. Evidence - DFE briefing paper notes: School cultures and practice: supporting the attainmentof disadvantaged pupils	1

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

Budgeted cost: £***16940***

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tuition for disadvantaged pupils who require further reading support. £4,000	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF EEF - A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	1
Catch up booster groups with English specialist in KS2.	The use of VIPERS to improve vocabulary and comprehension skills. EEF - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1
Structured Math's Mastery interventions for PP students who fall behind. **£3,500**	EEF - Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months). Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months). A high level of mastery of about 80% is associated with more successful approaches.	1

	Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/educationevidence/evidencereviews/cognitive-scienceapproaches-in-the-classroom	
I can intervention *£1000*	https://speechandlanguage.org.uk/driving-change/our-policy-campaigning/ Developing communication and language skills and ensuring every child can communicate.	3
Retrieval of times tables through Times Tables Rockstars which will increase stamina, fluency, confidence and engagement. £190 TTRS and numbots Purple Mash £750	Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/educationevidence/evidencereviews/cognitive-scienceapproaches-in-the-classroom	1,2,3
New reading materials and resources to support interventions and diagnostic assessments £1,500	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) EEF - Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://ourfp.org/	

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

Budgeted cost: £ *22,481*

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – Cost £150 for training £14600	Social and emotional interventions are just as important as curriculum interventions, children are taught to understand their emotions and interact with their peers, which in turn, improves a child's social and emotional development. Woodcock, Colin & Pickering, Leanne & Lambeth, Joanne. (2019). The Emotional Literacy Support Assistant (ELSA) Programme: Can you develop an evidence base for an adaptive intervention?.	5
De-escalation and trauma training for all staff. Cost - £600	TISUK Website: https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school This is evidenced by the ACE Study which includes over 1000 up-to-date research studies Behaviour policy is based on Paul Dix - When the adults change everything changes. This is a well-regarded approach used successfully by many schools. It is also based on the Healthy Minds project – CAMHS	5
Lunch time clubs: choir and sport. Cost - £2738- L&L lunchtime provision	Providing more structure during unstructured times - Lunch sports club to help children regulate during unstructured time.	4

Weekly Forest school sessions for all PP children. Staff training	Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor	5
Breakfast club for all PP children £1384	Food deprivation is high in Dinnington. Research shows hungry children do not perform as well.	
Educational visits linked to topics. £2000 subside cost to PP students each year	Each year group to have a trip linked to their topic. Pupil premium children paid for.	5
Rotherham music service – All children to learn an instrument before they leave St Joseph's £810	Year group to all learn an instrument through Rotherham Music Service. School invited to join Rotherham Music Hub By improving their abilities with a specific musical instrument and achieving their goals, children can feel very satisfied and this can greatly improve their self-esteem. Taking risks and facing challenges is essential for a child to fully develop his or her potential.	4 5

Parental engagement Marvellos Me £199	Engagement of parents in wider community and event happening in school. Targeting parents for in-school events / workshops and communicating effectively with positive messages home and thumbs up on achievements throughout the day and sharing memories of child's school journey provides talking point between home and school and builds effective communication for the whole family and strengthens connection between home and school	

Estimated Costs: £ 69,130

Allocated Budget: £69,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year groups	*Results*	*National*
PSC	94%	*79%*
Y2 SATs	Reading 83% Writing (teacher assessment 83%) Maths 83% SPAG 83%	*Reading 67%* *Writing 58%* *Maths 68%*
Y6 SATS	Reading 74% Writing (teacher assessment 68%) Maths 62% SPAG 72% Combined *60% EXS* *Combined GD 25%*	*Reading 74%* *SPAG 72%* *Writing 69%* *Maths 71%* *Combined 59%*

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	10	2235	468533
Progress score in reading (confidence interval)	2.2 (-1.9 to 6.3)	-0.7	0.4
Progress score in writing (confidence interval)	6.3 (2.4 to 10.3)	-0.2	0.4
Progress score in maths (confidence interval)	1.9 (-2.2 to 6.0)	-0.3	0.5

St Joseph's progress points for disadvantage children **are above national average** in all areas from 2023. Showing our Pupil Premium plan to be extremely effective, we used this data to help review the strategy December 2023 and implement new changes to further support our children's attainment.

Externally provided programmes

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

Programme	Provider
Music piano teaching	RMBC (£400)