



SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION- **2023/24**

Pupil Premium Lead	T Churchill	Governor Lead	Paul Hezelgrave	Trust Lead	Patricia Chapman
--------------------	-------------	---------------	-----------------	------------	------------------

CURRENT PUPIL INFORMATION - **2023/24**

Total number of pupils in school:	383	Total pupil premium allocation:	£119,172		
Number of pupils eligible for pupil premium:	76	Pupil Premium carried forward from 2022/23:	£0	Publish Date:	December 2023
Proportion of disadvantaged pupils %:	20%	National Tutoring Programme (50% contribution)	£0		

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	42	55%
Girls	34	45%
SEN support	11	14%
EHC plan	6	8%
EAL	52	68%

Statement of Intent

At St Joseph's we believe all children are a gift from God. This inspires us to offer a wide range of opportunities for all pupils no matter what their situation may be. This strategy has been developed through following the latest education endowment research in order to support all children to reach their full potential.

As school leaders we know that the most effective way to raise pupil's attainment is through quality first teaching. The pedagogical content of our curriculum ensures that children have the correct structures in place, along with getting targeted feedback in a wide range of ways to develop the confidence and skills of the learner.

As we know, reading is a clear gateway into education. Building this into the methods of support for our most vulnerable is a priority for us.

Oracy is also a key principle within this strategy. Research shows that developing oracy skills has a high impact on children. This deepening of the ability to communicate also increases the confidence levels of children as they become better readers and find that they can articulate their understand of new learning in class with their peers.

Provision to support the emotional development of our children is also a key priority in our strategy.

BARRIERS TO FURTHER ATTAINMENT	
In-School Barriers (such as poor literacy skills, SEMH)	
A	Poor understanding of language for communication
B	Reading - ability to decode/ segment words to support understanding
C	Many children who are eligible for pupil premium have additional needs in their emotional, well-being and mental health which impact on their attitudes to learning
External Barriers (such as poor attendance)	
D	Attendance – this is particularly challenging in our younger years

E	Language challenges for parents who would like to support their children with education	
Desired Outcomes/Aim for each barrier		
	Outcome/Aim	Success Criteria
A	Improved oral language and articulation.	PP children become confident story tellers. PP children can articulate learning that has taken place. Children achieve well in phonics Children access phonically decodable reading material independently
B	Accelerated progress seen by at least 80% who fall into this group.	Measuring of targeted interventions shows achievement in small steps PP children to make rapid progress within English, with an increased number achieving the expected standard in KS1 and KS2. Evidence from children's books will show developments in children's written work, and an improved level and use of vocab is evident. Lesson observations show engagements and ongoing support mechanisms.
C	Tools created for children to use support their emotional well-being.	ELSA group and individual sessions established Teachers confident to build in ELSA strategies within the classroom Well being support team in place Communication route in place for parents to discuss concerns and next steps
D	Increased attendance for the younger age groups.	Attendance to be increased to 96+ in line with National Average Parents hold a clear understanding of the importance of early education
E	Parents feel supported to engage in the education of their child.	Parents communicate with class teachers around gaps in learning and home support. Parents engage with on line sessions to understand class based learning Teachers work with SLT to provide ways to demonstrate learning virtually. Workshops in place for parents to support at home with a range of issues, including behaviour, on-line safety and specific learning areas. Teachers advise parents on quality reading material appropriate for each age group.

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible:					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1. Children develop strong communication skills	A	<p>Revisit the use of oracy skills in the school pedagogical approach.</p> <p>Scaffolding to provide support for PP children within lessons e.g. wordbanks/ illustrations</p> <p>Examine texts used in EYFS as a starting point for internalising quality vocabulary.</p>	<p>End of Oct 2024</p> <p>Review end of Lent term 2024</p>	£3080 per annum	<p>Children able to articulate their understanding in a range of subjects.</p> <p>PP children able to apply new vocabulary independently.</p>
2. Consistent teaching leads to greater reading fluency	A/B	<p>Complete training in Sounds Write for all new to KS1</p> <p>Purchase further reading material that supports the teaching of Phonics</p> <p>Revise structured approach to the teaching of reading in KS2</p>	<p>July 2025</p> <p>Review May 2024</p>	£400 per staff member for full training package	End of Y1 phonic outcomes

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure

3 - Embed accurate use of assessment systems to close gaps.	B	Outline interventions based on detailed assessment in each year group. CPD sessions for support staff on the accurate measuring of children attending interventions	September 2025		Interventions are purposeful and measured.
	A	Small group intervention work on language development - Talk time around a specific theme. Specific focus on children with EAL.	Ongoing Review after each half term input	£2000 per annum	Improved oracy skills of target children
	B	High quality reading interventions including Sounds Write precision teaching sessions / FFT Lightning Squad and Echo Reading	Ongoing Review after each half term input	£9000 Reading material	Increase in Reading ages for children receiving target support.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
4 - Embed a culture of positive mental health and wellbeing in school	C	Emotional / mental health support through 1:1 sessions.	July '24	£9888 per annum	PP children understand how to regulate and have a greater toolkit to approach challenging situations.

5 - Develop provision that enable quality adaptations to be made for SEND children.	C	Autism awareness training for whole staff. Attention Autism training Speech and language training	April '24 Review July '24 / Oct '24	£1100 for combined awareness and target staff for attention training	Greater support in place for PP children who are also SEND.
6 - Enable access to wider school activities for SEND pupils	C	Access to after school activities in specific areas e.g. music, sport and art	July '24	£9800	PP children have full access to paid for provision outside of school hours.
7 - Improve the attendance rates of pupils in younger year groups	D	Deepen connection with Derby City EWO support. Share updated attendance guidance with parents so that all school processes are understood	Review June 24, Nov 2024, Feb 2025		Attendance rates increase for EYFS and Y1

PUPIL PREMIUM ACTION PLAN: 2023/24

TEACHING PRIORITIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	PP groups in all year groups make better than expected progress in Reading and Maths	Quality first teaching for all. Drop in sessions for teaching staff to discuss next steps in learning. Children taught to understand what helps them to learn.	EEF supports this as a high impact, low cost approach that can support children to develop life long skills.	Evidence from classroom observations, books, pupil interviews and pupil progress meetings.	LK/ LS	July 24 TC

		CPD in Metacognition and Self-regulation approaches for children.		Regular PPMs to ensure children are working towards the correct expectations.		
2	PP children develop stronger reading skills that can be applied across the curriculum.	<p>Allocated time for the teaching of reading</p> <p>Reading and comprehension skills used in other curriculum areas.</p> <p>CPD workshops and peer observations for new staff to understand each part of the Talk for Writing process.</p> <p>Reading links developed to provide quality materials for all subjects, not just English.</p>	Research shows that improving the confidence levels of children when accessing the written word will support to engage with other subjects. Not being able to read the material in Science, does not mean that the child is not interested in Science as a subject.	<p>Phase leaders work closely with SLT to have a clear understanding of the vision.</p> <p>Documents created that record the reading material used in each year group.</p>	SC/LK	July 24 TC
2	Children increase fluency levels in reading.	<p>Herts for learning approach to the teaching of reading in place for all year groups.</p> <p>All KS1 groups focus on the quality of phonics sessions that follow a clear long term plan in line with the Sounds Write scheme.</p> <p>Early Reading Lead put in place to support colleagues to access the best techniques and resources in this area.</p>	EEF materials show extensive research in to the development of reading and the positive impact it has on progress. Fluency rates can increase a child's confidence to tackle the written word.	<p>Correct CPD in place for all staff.</p> <p>Timetables clearly show when the teaching of reading will take place.</p> <p>Regular assessments show the progress that children make.</p>	PC	July 24 TC
6	Children recognise how learning fits in to their wider life.	<p>Cultural Capital experiences for all PP children.</p> <p>Opportunities planned in to enhance topic related</p>	The EEF states that 'enriching education has intrinsic benefits. All children, including those	Topic work outcomes will showcase where external professionals / experiences have	LK	TC - Oct 2024

		subjects, including key resources from the Derby area.	from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	supported the retention of knowledge.		
--	--	--	---	---------------------------------------	--	--

TOTAL estimated budgeted cost: **£55,000**
Of which from NTP funding:

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
2	PP children develop stronger phonics/ reading skills	<p>Keep up strategy through Sounds Write - daily</p> <p>1:1 reading for those identified as needing fluency</p> <p>Echo reading groups in KS2</p> <p>Pre-teach sessions to support the work in whole class reading sessions (KS2 PP children)</p>	<p>Research shows that improving the confidence levels of children when accessing the written word will support to engage with other subjects. Not being able to read the material in Science, does not mean that the child is not interested in Science as a subject.</p>	<p>Regular monitoring to ensure high standards of delivery.</p> <p>Accurate assessment used to measure progress made.</p>	LK/PC	Feb 2024
3	Gaps are reduced between PP and others in Maths	<p>Pre Teach sessions ensure children are able to manipulate the key information for the main teaching session.</p> <p>Practical sessions support the use of correct</p>	<p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.</p>	<p>LS to deliver training sessions for TAs involved in the deliver of Maths support.</p> <p>Accurate assessment measures in place.</p>	LS	Feb 2024

		resources leading to independence.				
3	Presentation standards are high and children have pride in their work.	Letter formation sessions in small groups x2 per week.	Guiding children to accurately control writing tools has a positive impact on their emotional connection to the work that they produce.	All staff trained in the school expectations and the use of reference materials.	TC/ LK	Feb 2024
4	Improved engagement in learning activities.	Forest school sessions linked in to the Science curriculum. Older children engage in sessions where they can share their learning with younger children.	Children have the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience	Professional training in place. In school, staff have adequate time to plan and review sessions in line with our curriculum overview. Various year groups will be targeted (in small groups) throughout the year.	LS	Nov 2024
TOTAL estimated budgeted cost:					£45,000	
Of which from NTP funding:						

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
4	Children have the correct strategies to manage	Emotional support sessions in school. Children will be assessed and referred to the correct provision e.g.	When children are in school, they need to be in the correct emotional state in order to retain	Weekly meeting with external professional.	TC	Nov 2024

	emotions independently.	ELSA or External professional.	new learning and to function socially.	Review impact of ELSA sessions half termly.		
7	Parents of PP children understand the importance of consistent school attendance.	Review communication methods in place between school and regular low attenders. Explore the barriers with parents on an individual basis. Ensure parents understand how much learning time is lost through developing low attendance.	Parental engagement strategies are typically more effective with parents of very young children.	Review attendance information half termly.	TC	Nov 2024 LGB members will be involved.
7	Parents of PP children have strategies to support children in their learning at home.	Parental workshops outside of learning time / Workshops during the school day with children joining parents after the key input. Workshops for parents by invitation. Oracy, Maths and Phonics sessions will	Parental engagement has a positive impact on average of 4 months' additional progress. The EEF states - The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	Parental engagement will be discussed in PPMs.	TC	Nov 2024
TOTAL estimated budgeted cost:						£20,000
Of which from NTP funding:						