

# Pupil premium strategy statement – St Joseph’s Catholic Voluntary Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	380
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 26
Date this statement was published	December 2023
Date on which it will be reviewed	
Statement authorised by	T Churchill
Pupil premium lead	T Churchill
Governor / Trustee lead	P Hezelgrave

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,172
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£2,075,000

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

*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.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Poor understanding of language for communication
2	Reading – ability to decode/ segment words to support understanding
3	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
4	Attendance – this is particularly challenging in our younger years
5	Language challenges for parents who would like to support their children with education

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

	<p>Workshops in place for parents to support at home with a range of issues, including behaviour, on-line safety and specific learning areas.</p> <p>Teachers advise parents on quality reading material appropriate for each age group.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Examine texts used in EYFS as a starting point for internalising quality vocabulary.</p> <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. word banks / illustrations</p>	<p>We know that 'language provides the foundation of thinking and learning and should be prioritised' (EEF Guidance Report, Improving Literacy in KS1). Therefore, oracy is central to our whole-school development, especially considering the low starting points which many of our children enter with. Ensuring that we swiftly identify and provide support for pupils who require it means that we can address and remove barriers in children's early years.</p>	1,5
<p>Complete training in Sounds Write for all new to KS1</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>Our in house data analysis shows that the fluency rate of many PP children is having a negative impact on their depth of understanding.</p>	2
<p>Purchase further reading material that supports the teaching of Phonics</p>		2
<p>Revise structured approach to the teaching of reading in KS2. Support teachers to source reading links across the curriculum.</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>	1/2

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up strategy through Sounds Write - daily	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.	2
1:1 reading for those identified as needing fluency		2
Echo reading groups in KS2		1/2
Pre-teach sessions to support the work in whole class reading sessions (KS2 PP children)	Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.	1/2
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.	1
Forest school sessions linked in to the Science curriculum.	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	3

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

Budgeted cost: £ £18,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional support sessions in school. Children will be assessed and referred to the correct provision e.g. ELSA or External professional.	When children are in school, they need to be in the correct emotional state in order to retain new learning and to function socially.	3

<p>Redesign communication methods between school and regular low attenders.</p>	<p>Parental engagement strategies are typically more effective with parents of very young children. Involving parents so that they understand what happens when learning time is lost.</p>	<p>4</p>
<p>Range of Parental Workshops – 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</p>	<p>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.</p>	<p>4/5</p>
<p>Invite PP children to specific after school activities</p>	<p>There is evidence to support that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p>	<p>4</p>

## Part B: Review of the previous academic year

### 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.*

<b>Programme</b>	<b>Provider</b>
Maths tutoring	Third Space Learning
Lightning Squad	Fisher Family Trust