

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

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	December 2024
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

*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 understanding 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>Children have made progress in the younger year groups. This has been a support of the transition process to the next year group.</p> <p>PP children can articulate learning that has taken place. Strategies are clear and allow children to reflect on all learning opportunities.</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>Where this has been used, impact is clear. This is not yet consistent in all year groups.</p> <p>PP children to make rapid progress within English, with an increased number achieving the expected standard in KS1 and KS2. By the end of KS2 it is clear to see that children can master all of the skills necessary to achieve in the English curriculum. This is not yet the case in KS1.</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. Where monitoring has captured evidence of a wide range of vocabulary used in classes, this is not yet transferring to children's books.</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>Only a small amount of children could access this support due to a range of staffing issues. Further interventions are required.</p> <p>Teachers confident to build in ELSA strategies within the classroom – Time to be allocated to staff meeting sessions to share a range of strategies.</p> <p>Well-being support team in place</p> <p>Communication route in place for parents to discuss concerns and next steps – At this point we are only able to provide support in school. The next step is to capture the external agencies that can also support families.</p>
Increased attendance for the younger age groups.	<p>Attendance to be increased to 96+ in line with National Average – Currently sticking at 95% due to a combination of part time attendance and persistent absence.</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. – Where sessions have taken place to demonstrate teaching methods and expectations in core areas, teachers report an increase of engagement.</p> <p>Parents engage with online 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. – High levels of attendance to all sessions. Parents have stated how useful they were.</p> <p>Teachers advise parents on quality reading material appropriate for each age group.</p>

## 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: £28,500

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>	<p>1,5</p> <p>Reviews of texts and use of oracy skills completed. Oracy focus will reshape the teaching of English for 24/25 going forward.</p> <p>Support sessions for staff outlining a range of scaffolds to select from.</p>
<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>	<p>2</p> <p>Training completed for KS1 – Next focus will be KS2 team.</p>
<p>Purchase further reading material that supports the teaching of Phonics</p>		<p>2</p> <p>Successful review of current reading material and purchase of updated stock. Reports back from children show that these have been very popular with the children.</p>
<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.</p> <p>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>1/2</p> <p>Further development to be completed here. Strategies and the new structure have been modelled for all teams.</p> <p>24/25 will allow teachers to use FFT assessments to provide specific intervention.</p>

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

Budgeted cost: £ 35,000

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 Positive impact on children in FS2 and Y1
1:1 reading for those identified as needing fluency		2 Due to a range of staffing issues, this has not been consistently applied.
Echo reading groups in KS2		½ Continued focus in Y2 of strategy.
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.	½ For Y2 of the strategy this needs to be more heavily focused on vocabulary.
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 Positive impact with visible increased accuracy. This will continue into year 2 of the strategy with a new target group.
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 Positive impact measure for well-being and self-esteem achieved.

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

Budgeted cost: £ £28,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Emotional support sessions in school. Children will be assessed and referred to the correct provision e.g. ELSA or External professional.</p>	<p>When children are in school, they need to be in the correct emotional state in order to retain new learning and to function socially.</p>	<p><b>3</b> Pupils involved in the target group can implement strategies to support self-regulation.</p>
<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><b>4</b> Further work needed to support persistent. Particularly those with EBSNA. Support now accessed through the Local Authority.</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><b>4/5</b> High rate of attendance to sessions by parents. Suggestions are now taken on board to design sessions for year 2 of the strategy. Sessions have mainly been for parents of FS2 and Y1. This now needs to move through the rest of the school.</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><b>4</b> Positive start but this needs to be ongoing.</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.

Programme	Provider
Maths tutoring	Third Space Learning
Lightning Squad	Fisher Family Trust

#### Provisional Data Results 2024

		PP	Non PP	All	National
<b>EYFS</b>	GLD	67	67	67	65%
<b>Y1</b>	Phonics Screening Check	86	86	86	75%

KS1	PP	Non PP	All	National
Reading Attainment (exp +)	40	61	70	75%
Reading Attainment (high)	0	15	14	25%
Writing Attainment (exp +)	50	72	68	70%
Writing Attainment (greater depth)	0	0	0	16%
Maths Attainment (exp)	40	50	75	75%
Maths Attainment (high)	10	20	16	21%

KS2	PP	Non PP	All	National
Reading, Writing and Maths expected standard	25	75	62	64%
Combined - high standard			2	10%
Reading Attainment (exp)	85	77	79	75%
Reading Attainment (high)	15	31	27	28%
Av Scaled Score - Reading	104.3	105.5	105	105
Writing Attainment (exp)	69	74	73	78%
Writing Attainment (GD)	0	3	2	20%
Maths Attainment (exp)	77	82	81	76%
Maths Attainment (high)	15	21	19	24%
Av Scaled Score - Maths	104.2	104.3	104	104
Grammar Attainment (exp)	69	82	79	78%
Grammar Attainment (high)	23	31	29	34%
Av SS- GAPS			105	106