

St Joseph's Catholic Primary
School, Shirebrook, NG20 9RP

Pupil premium strategy statement

2024

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

School overview

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	24.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022, 2023, 2024
Date this statement was published	13 th December 2024
Date on which it will be reviewed	July 2023
Statement authorised by	Dani Seaman
Pupil premium lead	Gemma Cawsey
Governor / Trustee lead	Johnathan Cummins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79881
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <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>	£79881

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all children, despite their economic background or the challenges that they face, have access to an ambitious curriculum designed to equip them with the knowledge and cultural capital they need to success in life.

The focus of our Pupil Premium Strategy is that both barriers to learning and barriers to success are removed through carefully planned, precise interventions and support. As a result, our intent is that all pupils, particularly the most disadvantaged, consistently achieve highly and have the knowledge and skills needed for future learning and employment. Our intention is to support our disadvantaged pupils to enable them to achieve their goals, including progress for those who are already high attainers. We will consider all the challenges our pupils face, regardless if they are disadvantaged or not and whether they are supported by social care or are young carers.

Removing barriers to learning

Quality First Class Teaching is at the heart of our approach with a focus of what interventions pupils require the most support from. This is proven to have the greatest impact on identifying pupils in need of additional support through targeted intervention and in turn will close the disadvantaged attainment gap whilst at the same time will benefit non-disadvantaged pupils in our school. Our strategy is also integral to wider school plans for education recovery for those pupils who have been worst affected, including non-disadvantaged pupils. Our approach will be rooted in a robust diagnostic range of assessments. The approaches we have adopted compliment teaching and help pupils to excel.

To ensure they are effective we will,

- Ensure disadvantaged pupils are challenged in the work that they are set
- Ensure that our staff receive high quality professional development opportunities so that they are well informed of how to best support all learners.
- Act early to intervene sat the point need is identified

Removing barriers to success

As a school, our intent is to consistently promote the extensive personal development of all pupils. Our disadvantaged pupils have access to a wide, rich set of experiences which support them to raise their aspirations and develop their interests and talents. Our high expectations of all children alongside rich, ambitions for personal development ensures that barriers to success are removed for all children. Children are given the strategies to manage their behaviour, regulate their emotions and function as successful members of our school community.

To ensure this is effective we will,

- Ensure that specialist staff receive high quality professional development
- Ensure that timetabled interventions and support give children a bank of strategies that they can use to manage behaviour and emotions
- Provide a well planned enrichment calendar so that all children have the opportunity to experience a rich diet of ambitious experiences.

Despite timely interventions, pupils study a full curriculum that is not narrowed but allows them to broaden their understanding through a broad range of subjects.

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem, combined with difficulty in managing emotions and behaviour impacts on pupils and the progress being made. Attitudes to learning are sometimes challenging due to challenges with emotional regulation.
2	Attendance of disadvantaged pupils is 89.72%
3	Low aspirations for personal development due to a lack of ambition, opportunities and experiences.
4	Communication and language difficulties impact on pupils' abilities to express themselves and develop their imaginative and creative aspects of writing. Pupils have a restricted vocabulary.
5	Fewer opportunities for pupils to read outside school, often a lack of positive role models for reading.
6	Children are unable to rapidly recall knowledge and make links to prior learning

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
For all pupils to demonstrate heightened self esteem and belief in their own ability.	Forest School sessions will be planned for all children. Reception class will be prioritised in Advent One to enable smooth transition for all pupils especially

<p>Pupils will be able to self- regulate/ co-regulate and manage behaviour in a range of environments, including unfamiliar, and challenging situations.</p> <p>Pupils will be able to demonstrate appropriate behaviours and use strategies to support this in a range of environments, including unfamiliar, and challenging situations.</p>	<p>those who have not attended a previous setting.</p> <p>ELSA sessions will provide targeted support the emotional regulation for disadvantaged pupils.</p> <p>Drawing and Talking will provide targeted support in a non- intrusive, therapeutic setting for disadvantaged pupils.</p> <p>Restorative practice is well embedded throughout the school and all staff have high quality CPD to ensure consistency.</p> <p>Audit and development of sensory provision ensures that all children, particularly the most disadvantaged, have opportunity for sensory time.</p> <p>All children have a clear understanding of behaviour expectations and this is communicated through their individual 'Learners' Code Handbook' Rewards demonstrate children's achievements and ability to demonstrate positive learning behaviours.</p> <p>Development of the behaviour curriculum ensures that all children are taught how to manage behaviour and demonstrate this positively in a range of environments including challenging situations.</p> <p>Pupils are trained as well-being champions and complete action plans for SMILES initiative.</p> <p>Pupil interviews confirm that children feel safe and can articulate expected behaviours and strategies that they use.</p> <p>Strengths and difficulties questionnaire measure the impact of pupils receiving targeted support.</p>
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<p>Attendance of disadvantaged pupils to be closer to the National Average</p>	<p>Attendance of disadvantaged pupils will be at least 95%</p>
<p>For all children, particularly the most disadvantaged, have access to a wide range of rich experiences and a heightened ambition for personal development.</p>	<p>Aspirations week allows all children to experience a wide range of career opportunities they may wish to pursue in the future.</p> <p>Every child in school has the opportunity to access at least one educational experience away from school.</p> <p>Children in upper key stage two will have the opportunity for a residential experience.</p> <p>Opportunities for children in year 6 to visit a higher education setting raises their aspirations for the future.</p> <p>Pupil interviews and pupil voice confirm high ambition for all children.</p>
<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils.</p> <p>Pupils' develop an increasingly expanded vocabulary.</p>	<p>Wellcoms and ELKLAN assessments indicate improved levels in communication and language.</p> <p>Child monitoring tool from ECAT to measure progress.</p> <p>Scrutiny of pupils' writing confirms they are using a wider range of and increasingly adventurous vocabulary.</p> <p>Lesson observations comment on a language rich environment in EYFS which promotes the development of language.</p> <p>Parent workshops ensure that parents are equipped with strategies to support communication and language at home.</p> <p>Makaton is used to successfully support communication and language development for all children, especially selective mutism.</p>

<p>Improved progress in reading and an improved culture and love of reading for all pupils throughout school.</p>	<p>All children have access to high quality texts in reading lessons.</p> <p>All children are encouraged to read for pleasure using a vast range of age appropriate quality texts.</p> <p>Pupil interviews confirm a greater enjoyment of reading and that they are aware of a wide range of texts and authors.</p> <p>Increase in proportion of pupils working at greater depth in reading at the end of key stage assessments.</p> <p>Parent workshops and Reading Café equip parents with an understanding and strategies of how they can support their child with reading at home.</p> <p>Visits to the library promotes reading for pleasure for all children.</p> <p>Visits from authors inspires all pupils to read for pleasure.</p> <p>Reading Allowed intervention encourages all children to share a love of reading quality texts.</p> <p>The development of outdoor reading environments increases the time children are able to access quality texts in school.</p>
<p>For all children to be able to confidently articulate their learning, making links to prior learning through rapid retrieval.</p>	<p>The embedding of Voice 21 will ensure that all children are given age appropriate oracy skills.</p> <p>Use of staff Oracy Ambassadors to coach staff will ensure that all children will receive high quality teaching of oracy.</p> <p>Opportunities in lessons, led by skilled staff, ensure that children have scaffolding and modelling of how to make</p>

	links between learning and can rapidly recall.
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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: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop the quality of speech, language and oracy interventions across the school</p> <p>Provide CPD</p> <p>Provide Resources</p>	<p>Evidence from EEF Toolkit confirms that on average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. Some pupils require targeted support to catch up. This is a recognised programme which key members of staff have received training to deliver. EEF Toolkit identifies small group tuition is effective when targeted at 4-7 pupils' specific needs. 4 months impact.</p>	1, 4, 6
<p>To ensure that the teaching of phonics and reading is high quality</p> <p>To provide high quality refresher training and training for new members of staff.</p>	<p>Evidence from OECD found that reading enjoyment is far more important for children's educational success than their family's socioeconomic status. (2002) Recent studies suggested that reading to children, at any age will encourage a love of reading and will develop their vocabulary. By the time a child is 5 if they're never read to, they'll have heard 4,662 words. If they're read to 1-2 times per week, they'll have heard 63,570 words. If they're read to 3-5 times per week, they'll have heard 169,520 words. If they're read to daily, they'll have heard 296,660 words.</p>	4, 5, 6

	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read</p> <p>Little Wandle whole school training CPD Little Wandle Rapid Recovery CPD</p>	
Developing consistently high pedagogy through high quality CPD	<p>The EEF states that, 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap'</p> <p>Isabella Wallace Training Kate Jones Training</p>	1, 5, 6
<p>Embed a love of reading through the development of the reading culture in school</p> <ul style="list-style-type: none"> • Investment in high quality texts • Development of the school library • Investment in texts linked to subject areas to allow the children to read for pleasure linked to their interests • Subscription to First News and Whizz Pop Band magazine 	<p>Evidence from OECD found that reading enjoyment is far more important for children's educational success than their family's socioeconomic status. (2002)</p> <p>Recent studies suggested that reading to children, at any age will encourage a love of reading and will develop their vocabulary. By the time a child is 5 if they're never read to, they'll have heard 4,662 words. If they're read to 1-2 times per week, they'll have heard 63,570 words. If they're read to 3-5 times per week, they'll have heard 169,520 words. If they're read to daily, they'll have heard 296,660 words.</p>	4, 5, 6
Develop communication and language of all pupils through the use	EEF states that non verbal language approaches can be result in +7 months of progress. Communication	4, 5, 6

of Makaton CPD for all staff and resources to support this.	and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality provision supports social and emotional development</p> <ul style="list-style-type: none"> • Drawing and Talking CPD • Lego Therapy Brick by Brick CPD • Development of sensory integration (indoors and outdoors) • Forest Schools CPD • ELSA CPD • Resources to support the implementation of interventions 	<p>EEF states that social and emotional interventions allow the children to make 4 months progress</p> <p>CASEL research states that Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.</p>	1, 4
Teacher led interventions to close	Research supports that targeted interventions, informed by assessment helps to narrow the gap between pupils.	6, 4, 3, 1

<p>the gap in reading, writing and maths</p> <p>HLTA CPD</p>		
<p>Targeted interventions to support reading</p> <p>Rapid Recovery +7 years interventions</p>	<p>The EEF identifies that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. The EEF identifies that teaching writing composition strategies through modelled and supported practice and transcription and sentence construction practice is key to improving pupils' writing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p>	1, 3, 5, 6
<p>Same day interventions for pupils to address gaps in learning.</p>	<p>Keep up, not catch up initiatives, ensure that barriers are removed so that pupils are able to keep up with their peers. Some pupils require targeted support to catch up. This is a recognised programme which key members of staff have received training to deliver. EEF Toolkit identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact.</p>	1, 3, 5, 6
<p>Identification of precise gaps in learning for reading and phonics.</p> <p>Cost of phonics tracker</p> <p>Cost of Little Wandle assessment and tracking tool for KS2</p>	<p>The EEF identifies that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. The EEF identifies that 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.</p>	1, 3, 5, 6

Resources to support early intervention in phonics Little Wandle Flashcards for all new starters and to allow children to be prepared for KS1	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1, 3, 5, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen attendance award systems Strengthen monitoring of absence, particularly persistent absentees	EEF Toolkit identifies parental involvement adds an additional 3 months impact.	1, 2, 3
Forest Schools	<p>Forest schools supports the development of self-regulation and taking risks.</p> <p>The EEF Toolkit supports that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Forest schools interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	1, 2, 3, 4

<p>Provide a healthy, active breakfast club for all children.</p> <p>A range of active extra-curricular activities to promote confidence and self esteem</p>	<p>EEF states that when schools run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments.</p>	<p>1, 2, 3</p>
<p>Enrichment opportunities and aspirational experiences raise children's aspirations including providing support for disadvantaged pupils by subsidising school trips, visits and residential</p>	<p>EEF states that interventions and approaches that promote aspirations for pupils expose children to new opportunities and develop general self-esteem, motivation and self-efficacy.</p>	<p>1, 2, 3</p>
<p>Additional support to be used at home Homework books, class texts, revision guides</p>	<p>EEF states that parents play a crucial role in supporting their children's learning and that levels of parental engagement are consistently associated with better academic outcomes. Effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>3, 4, 5, 6</p>

Total budgeted cost: £64,460

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021-2022

By using a qualified teacher to plan and deliver interventions paired with the use of careful assessment, gaps in learning were identified and specific interventions were in place which targeted precise gaps for pupils. This resulted in the large majority of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined. In almost all classes, the proportion of disadvantaged pupils achieving age-related expectations was above national outcomes for other pupils in 2022.

Analysis of Boxall profile information confirms that as a result of interventions such as ELSA and Anger Gremlins pupils demonstrate an improved self-esteem and ability to manage emotion. This also ensured that barriers to learning were removed with pupils being able to access lessons despite any challenging situations which they face.

End of 2022 data confirmed that the gap between disadvantaged and other pupils was narrow.

Attendance of disadvantaged pupils was 89.7%.

2022- 2023

The use of a qualified teacher to plan and deliver interventions paired with the use of careful assessment, gaps in learning were identified and specific interventions were in place which targeted precise gaps for pupils. This resulted in the large majority of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined. In almost all classes, the proportion of disadvantaged pupils achieving age-related expectations was above national outcomes for other pupils in 2023.

Analysis of Boxall profile information confirms that as a result of interventions such as ELSA and Anger Gremlins pupils demonstrate an improved self-esteem and ability to manage emotion. This also ensured that barriers to learning were removed with pupils being able to access lessons despite any challenging situations which they face.

End of 2023 data confirmed that the gap between disadvantaged and other pupils was narrow.

Attendance of disadvantaged pupils was 92.6%.

2023-2024

By using a teaching assistant, without a class responsibility, to focus on reading interventions and catch up sessions, a higher proportion of children are working at age

related expectations across key stage one. In addition, gaps were narrowed for key stage two children in reading.

The introduction of Opal has reduced the number of behaviour incidents and children are now more articulate in their play. Children transition into lesson quicker and are able to learn.

Attendance of disadvantaged pupils was 92.1%

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We have taken account of a wide range of information including data, book scrutiny, discussions with classteachers, Boxall Assessments, conversations with ELSA staff and parents to identify the challenges faced by disadvantaged pupils. Forest schools has directly impacted on pupils ability to self regulate and to face challenging activities with a range of strategies. This has formed a significant part of the support offered to our youngest children and to those identified as having significant emotional and well-being challenges.