

St Joseph's Catholic Primary School



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Joseph's Anderton
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	Summer 2024
Date on which it will be reviewed	Jan 2025
Statement authorised by	F Brownsey D Butterworth (Chair of Gov's)
Pupil Premium lead	F Brownsey
Governor	D Butterworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33085 (2023-2024)
Recovery premium funding allocation this academic year	£ 3153.75 SLTG £2002.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£38241.25

Part A: Pupil premium strategy plan

Statement of intent

In supporting our disadvantaged pupils we intend to do the following:

- remove barriers to learning and create ambitious, motivated and resilient pupils who believe in themselves
- ensure equality of opportunity
- improve future life chances and create potential for social mobility

We do this through targeted academic support in addition to broader provision, which supports pupils' well-being and their social, emotional and physical development, in addition to fostering wider talents and interests.

Our key principles are to ensure all pupils are happy and engaged in their learning, by providing a rich and progressive curriculum. We strive for the highest academic standards. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education, and to foster a love of learning.

Our strategies include the tiered approach as recommended by the EEF guidance ***'Using your Pupil Premium funding effectively'***:

1. Quality first teaching with a particular focus on the areas which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
2. Targeted academic support/intervention for disadvantaged children in the areas which they require support.
3. Wider strategies to fill gaps that exist because of disadvantage such as extra-curricular support or support to access trips and residential

Our strategy is also integral to wider school plans for education recovery, notable in its targeted support through the National Tutoring Programme NTP, for pupils whose education has been worse affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set and have the same opportunities as non-disadvantaged pupils
- Act early to intervene at the point the need is identified

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Key Principles which underpin our strategic plan are;

- That the plan links to all other school plans - curriculum planning, Sports Premium, CPD, TA development, SEND.
- That all staff are fully aware of the plan and their particular roles and responsibilities
- That governors are provide appropriate information to enable them to fulfil their responsibilities in relation to Pupil Premium accountability

Challenges

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

Challenge number	Detail of challenge
1	Increased risk of poor attendance, persistent absenteeism and poor punctuality with a group of our disadvantaged pupils. Current data for disadvantaged pupils puts 3 of them (out of 18) in the persistent absentee category. A further 4 of them have attendance below 96% currently.
2	Observations, contextual data and pupil voice suggest that the behaviour and readiness for learning is not as strong in disadvantaged pupils as it is in non-disadvantaged pupils. Passive learning behaviours combined with a lack of aspiration are prevalent - some pupils lack self-belief, motivation, ambition and resilience.
3	Some pupils demonstrate increased need for behavioural and pastoral support: <ul style="list-style-type: none"> - underdeveloped social and emotional skills and receptive and expressive language leading to inappropriate behaviour choices. - increased risk of well-being or mental health concerns.
4	Standards of attainment and progress for some of our disadvantaged pupils in early reading and phonics, writing and maths can create barriers for learning across the curriculum; lack of confidence and lack of self efficacy. Our data fluctuates significantly from year to year given our small numbers of disadvantaged pupils in each cohort. The picture in 2022 statutory data was very positive for our disadvantaged pupils but less positive in 2023 - <ul style="list-style-type: none"> • External data from 2023 end of KS2 assessments indicate that maths attainment among disadvantaged pupils was below that of non-disadvantaged pupils but maths progress was slightly better than national. The percentage of disadvantaged pupils achieving the higher score in maths was higher than national. • In reading at KS2, the attainment and progress of the disadvantaged pupils was below national in 2023. The percentage achieving the higher score was in line with national. • In writing at KS2, the attainment and progress of the disadvantaged pupils was below national in 2023. The percentage achieving the higher score was better than national.

	<ul style="list-style-type: none"> In the Year 1 phonics check, our disadvantaged pupils fared less well than national and than their non-disadvantaged peers. In KS1 in 2023, the data for disadvantaged pupils in reading, writing and maths was below national.
5	Increased risk that some pupils access a limited number of life experiences outside of school and have few opportunities to develop new skills. As a result, children's understanding of culture, and the world, is underdeveloped on-entry to school, creating barriers to learning and underdeveloped social skills.
6.	Language assessments on entry to school reveal underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
7	Contextual data suggests that after school clubs are not as well attended by the disadvantaged pupils as in the non-disadvantaged pupils.

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	Progress Towards Outcome
Improved levels of attendance and punctuality	<ul style="list-style-type: none"> An increased number of PPG children will have sustained attendance of 96% or more. Persistent absenteeism will reduce for PPG pupils. Overall attendance of PPG pupils will be in-line with that of all children. 	<p>Attendance officer work is improving communication between home and school</p> <p>Attendance contracts and fortnightly meetings have led to improved attendance in some cases</p> <p>Early Help Assessments and the involvement of CFW service have improved outcomes in some cases</p> <p>Reduced timetables have improved outcomes in some cases</p>
Pupils will demonstrate good learning behaviours and independent engagement during lessons.	<ul style="list-style-type: none"> Reviews of learning will identify improved learning behaviours amongst disadvantaged pupils. Within workbooks, work will be good quality and a greater quantity of work will be completed – progress will be evident. Pupil conferencing and staff feedback will show positive improvements in terms of the pupils' perceived levels of confidence and self efficacy. 	<p>Training on adaptations for inclusive classrooms has led to better outcomes of some pupils</p> <p>Cooperative learning strategies have improved engagement</p>
Pupils experience a rich and progressive curriculum, including the enrichment curriculum	<ul style="list-style-type: none"> All pupils will have access to a rich and progressive curriculum that enables them to achieve regardless of their disadvantage. Disadvantaged pupils' take up of extra-curricular activities will improve. 	<p>Curriculum offer is broad, balanced and progressive</p> <p>PE lead monitors take up of after school clubs and competitions</p>

Improved oral language skills and vocabulary (including receptive and expressive) among disadvantaged pupils Measured by NELI assessments/language Screen	NELI language screening and observations will show significant improvements to the oral language among disadvantaged pupils.	NELI language screen post intervention shows that the disadvantaged children who have received this intervention improve their Language screen standardised scores
Improved attainment and progress among disadvantaged pupils	Progress of disadvantaged pupils in line with that of non-disadvantaged pupils	KS2 maths progress 2023 for disadvantaged pupils was better than national; attainment at the higher level was better than national
Improved culture capital, self-esteem and wellbeing of disadvantaged pupils Measured by pupil and parent questionnaire, attendance information and explicit curriculum links.	Disadvantaged children access extracurricular clubs, trips and residential	Tower wood 2023 – all of the disadvantaged children attended. 100% participation in trips of disadvantaged pupils Parent questionnaires show a very positive picture
Improved learning behaviours in disadvantaged pupils Measured by pupil, parents and staff feedback.	Disadvantaged pupils are ready for learning, have listening and concentration skills on a par with their non-disadvantaged peers.	86% of the disadvantaged children are reported to have good learning behaviours. Those who have needed support with this have been referred to CISS. The involvement of CISS has led to better outcomes for them.

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: £9152.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments Staff time to carry out pupil progress meetings with SLT to plan for intervention and support	NFER tests will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they are identified and receive the correct additional support through interventions or teacher instruction <u>EEF-Guide-to-the-Pupil-Premium-Section 2 'Use strong evidence to support your strategy'</u>	1, 2, 3, 4, 6
Embedding the engagement of disadvantaged pupils in quality discussion in	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken	2, 3, 4, 6

<p>lessons so they are required to articulate ideas, clarify understanding and extend their vocabulary</p> <p>We will fund ongoing teacher training and release time so that staff have the opportunity to observe one another and collaborate on effective approaches.</p>	<p>language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary NELL; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. <p>EEF Toolkits - Oral language Interventions</p> <p>EEF Toolkits – Peer Tutoring</p> <p>EEF Toolkits – Collaborative Learning Approaches</p> <p>EEF Toolkits – Meta Cognition and Self Regulation</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils</p>	<p>2, 3, 4, 6</p>
<p>CPD to improve phonics teaching and reading</p>	<p>Ensure all new staff have received training in the delivery of phonics.</p> <p>Phonics books purchased and relabelled to match phonics phases</p> <p>Children have access to a phonics reading book as well as a reading for pleasure book.</p> <p>EEF Toolkits – Phonics</p> <p>EEF Toolkits – Collaborative Learning Approaches</p>	<p>2, 3, 4, 6</p>
<p>CPD to improve the teaching of guided reading</p>	<p>Ensure staff understand the key principles and the way reading is taught at school. CPD for subject leads regarding best practice.</p> <p>Team teaching approaches to embed processes and t build confidence</p> <p>EEF Toolkits – Collaborative Learning Approaches</p> <p>EEF Toolkits – Peer Tutoring</p>	<p>2, 3, 4, 6</p>
<p>Improve the quality of social and emotional learning by making full use of KAGAN Cooperative Learning Structures in lessons, along with peer assessment strategies to</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF Toolkits – Collaborative Learning Approaches</p>	<p>2, 3, 4,5, 6</p>

support greater engagement in learning	EEF Toolkits – Peer Tutoring EEF Toolkits – Meta Cognition and Self Regulation	
<p>Improve the behaviour for learning of all disadvantaged pupils.</p> <p>Provide a mentor for those disadvantaged pupils who need some pastoral support.</p>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, and to raise aspirations.</p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the pupil's management of their learning or self-regulation.</p> <p>EEF Toolkits – Mentoring EEF Toolkits – Feedback EEF Toolkits – Behaviour Interventions</p>	2, 3, 4, 5, 6, 7
PE subject leader to monitor the take up of after school clubs and competitions for disadvantaged pupils	<p>PE lead to act as mentor so that pupils are checked in with regularly and encouraged to give things a go</p> <p>EEF Toolkits – Mentoring</p>	5, 7
Attendance of disadvantaged pupils to be monitored termly with school attendance officer with actions arising	<p>Good attendance leads to better outcomes at school</p>	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £23871.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI – Nuffield early Language Intervention	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>EEF Toolkits - Oral language Interventions</p>	2, 3, 4, 5, 6

<p>Lancashire Reading Partnership reading intervention</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><u>EEF Toolkits – Reading Comprehension Strategies</u></p>	<p>2, 3, 4, 5, 6,</p>
<p>Tutoring</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><u>EEF Toolkits – Small Group Tuition</u> <u>EEF Toolkits – One to One Tuition</u> <u>EEF Toolkits – Meta Cognition and Self-Regulation</u></p>	
<p>Termly pupil progress meetings</p>	<p>Examining an array of evidence before making decisions about the interventions to use for specific pupils to make sure that they provide appropriate and effective solutions is key. Additionally, thinking hard about the specific contextual factors of school, and any necessary 'intelligent adaptations', is essential when interpreting the evidence that informs strategy</p> <p><u>EEF-Guide-to-the-Pupil-Premium-Section 2 'Use strong evidence to support your strategy'</u></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Web based programmes to support learning at home, in class and during after school and intervention sessions</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. Pupils can have individual sets of activities which they complete, often largely independently. Digital technologies have been employed to facilitate individual activities and feedback.</p> <p><u>EEF Toolkits – Individualised Instruction</u> <u>EEF Toolkits – Parental Engagement</u></p>	<p>2, 3, 4, 5,</p>

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

Budgeted cost: £5217.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trips, clubs, instrumental music lessons and residential are accessible for disadvantaged children.</p>	<p>Enrichment activities enhance the curriculum and help to develop culture capital.</p> <p>Learning is contextualised in concrete and language rich environments.</p> <p>Ofsted research places emphasis on improving culture capital particularly for disadvantaged pupils.</p> <p>Enrichment opportunities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, the benefits of physical activity for core academic attainment particularly literacy and mathematics is clear.</p> <p>EEF – describes the benefits to children in learning to play musical instruments.</p> <p>EEF Toolkits – Arts Participation</p> <p>EEF Toolkits – Physical Activity</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

Total budgeted cost: £38241.25

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

- Children have had access to effective comprehension resources, both at home and at school, that tracks their reading preferences and progress through book bands.
- Children’s early language skills improved
- Children have quality first teaching specifically in reasoning and problem solving using high quality resources that are used consistently across KS1 and KS2
- Children have small group teaching to close gaps
- The children are more able to practise their developing phonics knowledge and skills when reading their reading books at home and at school.

- Children have small group teaching to close gaps
- Improvements to pupils' sense of themselves as learners and their attitudes to learning Help to overcome barriers that may influence pupils' love and enthusiasm for learning
- Children's attendance is improved

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nuffield early Language Programme	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Web based programmes to support learning at home, in class and during after school and intervention sessions
What was the impact of that spending on service pupil premium eligible pupils?	Reading age tracked and gains made

Further information (optional)

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