



Pupil Premium Strategy Statement

Expenditure Evaluation &

Strategy Plan

(2024-25)

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Catholic Primary
Number of pupils in school	90 (Sept 24)
Proportion (%) of pupil premium eligible pupils	21% (Sept 24) 19/90
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	3-year plan: September 24
Date on which it will be reviewed	October 2025
Statement authorised by	Alyson Tyler
Pupil premium lead	Nichola Day
Governor / Trustee lead	Andrew Kennedy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,099
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Total budget for this academic year If your school is an acad emy in a trust that pools this funding, state the amount available to your school this academic year	£31,099
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas. The focus for our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

High-quality teaching and bespoke pastoral support are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside process for their disadvantaged peers. Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. Common barriers to learning for disadvantaged children, can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

St Joseph's ultimate objectives for your disadvantaged pupils

- To remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve at least national expectations in reading, writing and maths.
- To support pupil's physical and emotional health and wellbeing to enable them to access their learning.
- Equity of access to all areas of the curriculum including wider school opportunities for disadvantaged pupils.

We aim to do this through:

- Ensuring high quality teaching and learning in every class which meet the needs of all pupils.
- Adopting a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Acting early to intervene at the point need is identified.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

- Teaching assistant support in every class.
- Bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Provide financial support for extra-curricular activities such as residential and in some situations subsidies for schools trips, ensuring children have first-hand experiences to draw upon to support in their learning in the classroom.
- Development of enrichment across the curriculum to increase social and cultural capital.
- Systematic monitoring of attendance and bespoke support for families through a Family Support Worker and Attendance Officer.
- Increase provision within the school's pastoral team to support children's social and emotional learning/TIS training for all TAs.

Challenges

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

Challenge number	Detail of challenge															
1	<p>Attendance. The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>Other</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>22-23</td> <td>91.8%</td> <td>86.16%</td> <td>93.85%</td> <td>16/30 PAs were PP</td> </tr> <tr> <td>23-24</td> <td>93.2%</td> <td>89.1%</td> <td></td> <td>6/11 PAs were PP</td> </tr> </tbody> </table>		All	PP	Other	PA	22-23	91.8%	86.16%	93.85%	16/30 PAs were PP	23-24	93.2%	89.1%		6/11 PAs were PP
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22-23	91.8%	86.16%	93.85%	16/30 PAs were PP												
23-24	93.2%	89.1%		6/11 PAs were PP												
2	<p>Outcomes. Analysis of data shows that disadvantaged children are working below national compared to non-disadvantaged pupils, especially in KS1 and achieving greater depth. In the majority of classes, the samples of pupils is too small to make any viable hypothesis but PP are performing lower than their non-PP counterparts.</p>															
3	<p>Pastoral. Pupils' emotional well-being, social and behavioural needs affect children being in a position to able to make progress and their readiness to learn. Weaknesses in learning behaviours have a detrimental effect on academic progress. E.g. poor self-regulation, poor levels of self-esteem and resilience and attachment issues</p>															

4	Chaotic family lives and Children's Services involvement. Parental capacity/ability to support and develop their child in areas such as SEMH, attendance and positive attitudes to learning.
5	SEND 52% of pupils who qualify for Pupil Premium funding have specific SEND needs.

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.

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
The attendance of pupils in receipt of pupil premium is in line with those of all children nationally, reducing the proportion classed as persistent absentees.	<ul style="list-style-type: none">• The gap narrows between the attendance for all children nationally, and pupils in receipt of pupil premium funding at St Joseph's.• The proportion of pupils in receipt of pupil premium classed as persistent absentees is reduced
Outcomes for pupils, in receipt of pupil premium, improve. All pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.	<ul style="list-style-type: none">• Percentages of pupils, in receipt of pupil premium, at ARE and GD in reading, writing and maths improve across all cohorts.• Standardised scores improve for those pupils who are in receipt of pupil premium.
Pupil premium children are supported emotionally and socially in order to fully access the curriculum.	<ul style="list-style-type: none">• Percentages of identified pupils at ARE improve, or if not at ARE, identified targets for progress are met.• Drop-ins, book looks and talking to the children show good attitudes to learning for all pupils.







Activity in this academic year





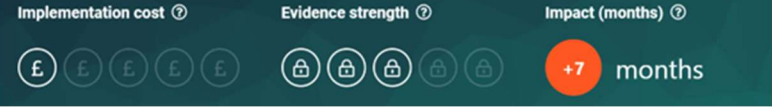
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£14, 163.80**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD in English, maths, and foundation subjects for all staff.</p> <p><i>We are part of SWIFT, Devon English and Maths Hub and Plymouth CASTs subject leader networks. A full CPD programme is in place for all teaching staff.</i></p> <p>£1000 in addition to school budget.</p>	<p>There is a strong evidence base that high-quality teaching, developed by CPD is a top priority.</p> <p>High quality staff CPD is essential to follow EEF principles. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Use of NPQ programmes NPQSL for a senior teacher. NPQML – Maths Lead</p> <p>Full, committed engagement with ECT programme through Teach First.</p> <p>Evidence-based training allows quality teaching to be demystified and adopted by more teachers, transforming pedagogy.</p> <p>Termly support with English planning and writing moderation with a cluster of six schools. Opportunities for staff to network and share good practice.</p> <p>Social and emotional learning <small>Moderate impact for very low cost based on very limited evidence.</small></p> 	<p>1,2,5</p>
<p>High quality CPD in Relational Trauma for all staff.</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Working definition of trauma-informed practice - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>

<p>Participation for one teacher on TIS UK diploma. 11 x £190 £2090</p>	<p>Programme is being funded by the trust (£3000). School to pay cover for CT. This is cycle 2 of the training. Impact has been shown in the schools with a practitioner on the course. https://www.traumainformedschools.co.uk/our-impact</p>	
<p>Continue to embed dialogic interventions across the school including taking part in Plymouth Oracy project</p> <p><i>Talk Boost Training for all TAs EYFS/KS1/ KS2</i> £815 additional hours £900 training fees</p> <p><i>Picture News subscription & CPD</i> £300</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions <small>Very high impact for very low cost based on extensive evidence.</small>   </p> <p>+6 months</p> <p>Poor Language and Communication skills on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT in Reception – a large proportion of disadvantaged children access and will either require small group support or 1:1 support from speech and language with an assigned to TA to support.</p> <p>Communication and language approaches <small>Very high impact for very low cost based on moderate evidence.</small>   </p> <p>+7months</p>	1, 2, 4
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1,2

<p>guidance in school</p> <p><i>Leadership release time</i></p> <p>£600</p>	<p>Mastery learning</p> <p>High impact for very low cost based on limited evidence.</p> 	
<p>Enhancement of our Reading teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school</p> <p><i>Leadership release time</i></p> <p>£600</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence.</p> 	
<p>HLTA leading a phonics group resulting in smaller groups</p> <p>£4113.50</p>	<p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence.</p>  <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> 	<p>1,2,5</p>
<p>HLTA to assess all EYFS/Y1 pupils using Speech and Language Link</p> <p>£324.75</p>	<p>Communication and language approaches</p> <p>Very high impact for very low cost based on moderate evidence</p> <p>Implementation cost ? Evidence strength ? Impact (months) ?</p>  <p>Advised by C&I team to start with Speech and Language Link for assessments. Assessing cohorts gives a more bespoke assessment of individual child's C&I levels and next steps.</p>	

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

Budgeted cost: **£10,042.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher assistant hours to support targeted intervention. 10 hrs weekly TA – Y2-5. £4704.40</p>	<p>EEF - Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> 	<p>1, 2, 5</p>
<p>1:1 or Small Group Tuition – Y6 1 x PM x 26 weeks £4654 (+£131)</p>	<p>EEF - One to one tuition High impact for moderate cost based on moderate evidence EEF - Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> 	<p>1,2 , 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. PM x 12 x 3 £684</p>	<p>Synthetic phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF (+6) Very high impact for relatively low cost 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language</p>	<p>1, 2, 5</p>

	<p>interventions make approximately five months' additional progress over the course of a year. NELI – to implement language intervention to improve listening, narrative and vocabulary development.</p>	

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

Budgeted cost: **£16, 275.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support to cover 50% of residential costs. (£1000).	<p>Enrichment activities will have a positive knock-on effect on attendance rates and cultural capital. Children will have access to the full curriculum. There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship</p> <p>Boost wellbeing, attendance and future aspirations.</p> <p>Education Endowment Foundation EEF</p>	1
<p>Systematic monitoring of attendance</p> <p>Bespoke support for families through a Family Support Worker and Attendance Officer.</p> <p>SWFV SLA</p> <p>£11,990</p>	<p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5
Therapeutic Support in the classroom	<p>Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. EF - 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of</p>	1,2,3,4,5

<p>7 hours weekly £3285.10</p> <p><i>This is in addition to school funded SEMH staffing.</i></p>	<p>emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <div data-bbox="391 403 1193 504"> <p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7</p> </div> <hr/> <div data-bbox="391 548 1193 627"> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> </div>	
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Total budgeted cost: £40, 481.30

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 2022 to 2023 academic year.

Review: Year Two (22-23)

Teaching

Good Level of Development: Reception

1 pupil = 7%

1 PP pupil = 33%

EYFS	
GLD (all) 15	GLD (PP) 3
8 /15 53%	1/3 33%

2/3 did not achieve GLD. 1 child has multiple disadvantages. The other missed 2/6 prime areas.

PHONICS		
	PASS	PP PASS
Year 1	12/15 79%	3/5 75%
Year 2	14/14 100%	3/3 100%

RWI had already been introduced into the school but the groupings were not all fully effective. A change in leadership of phonics and robust monitoring and coaching has led to this pleasing results.

KS1

1 pupil = 7% 1 PP pupil = 33%

KS1 OUTCOMES				
	Class 14 (GD)	Class (14) GD	PP (3)	PP GD (3)
Reading	57%	0%	1/3 33%	0%
Writing	50%	0%	0/3 0%	0%
Maths	64%	0%	1/3 33%	0%

KS1 PP pupils did not achieve well in 2022. All 3 pupils have multiple disadvantages. Small group targeted support in place for 23-24. 2/5 are PAs.

Multiplication Tables Test

There were two PP pupils in the Y4 class. One EHCP pupil was disapplied and the other scored 25/25.

KS2

End of KS2 Outcomes				
	Class ARE (25)	Class GD (25)	PP ARE (2)	PP GD (2)
Reading	48%	10%	50%	0%
Writing	43%	5%	50%	0%
SPaG	43%	0%	50%	0%
Maths	33%	10%	50%	0%
RWMC	29%	0%	50%	0%

Accelerated Reader has shown the most impact in KS2 where the pupils have been tracked and supported with book choices. Staff training on using the available data for analysis. Discussions need to be had on whether to invest in library support for a further year or purchase own books.

Targeted Academic Support

Where pupils have had targeted interventions, progress is good; however, in the gap has not completely closed for the child to achieve age related expectations.

1:1 support in phonics for PP pupils not on track showed to be very impactful with 100% of pupils in the Y2 resits reaching the national benchmark. Y1 phonics was inline with national expectations for all pupils.

1:1 precision teaching for tables resulting in above results for the class and 100% for PP who were eligible to take the test.

Wider Strategies

The Attendance Officer is working with families of PAs to support improved attendance.

In 2022-2023 the attendance of PP children was below that of non-pupil premium pupils. Pupil Premium = **86.16%**. Not Pupil Premium = **93.85%**. **All: 91.8%**
30 pupils ended the year below 90%. 16/30 pupils are in receipt of PPG.

PP pupils remain below national for attendance. The data is significantly altered by the persistent absences of some PP individuals. Families are identifiable if broken down data is displayed due to small numbers. Case studies are available. Data on individual PA successes also available.

The data below shows no significant different between PP and other. Most classes are evenly mixed

Year group	Number of Persistent Absentees (below 90%)	Pupil Premium Pupils	Other
Reception	4	2/4	2/4
Year 1	6	3/6	3/6
Year 2	4	2/4	2/4
Year 3	2	1/2	1/ 2
Year 4	3	1/3	2/3
Year 5	4	1/4	3/4
Year 6	7	2/7	5/7

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
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Read, Write, Inc	Oxford Press
Power Maths	Pearson/White Rose
Accelerated Reader	Renaissance Learning