

# Pupil premium strategy statement 2024/5

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Joseph's Catholic Primary School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021/22 - 2024/5
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Paul Craig/ Ailine Gibson
Pupil premium lead	Paul Craig
Governor / Trustee lead	Ailine Gibson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,630
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	£52,630
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst 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 excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

#### Principles

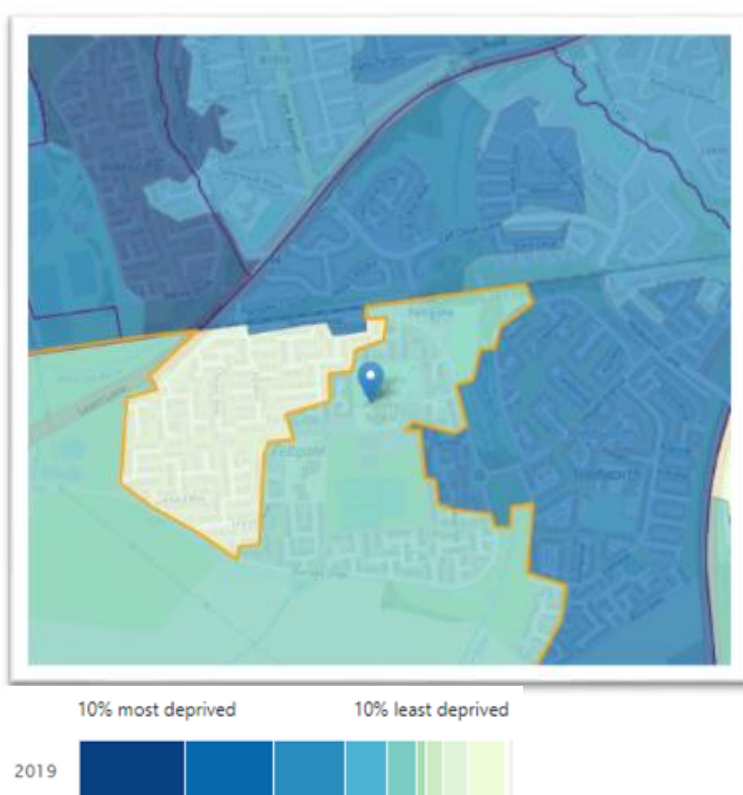
- We ensure that teaching and learning opportunities meet the needs of all the pupils

- We 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 or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, 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.

## Demography and School Context

St Joseph's Catholic Primary School is located in the Fellgate area of Jarrow and is part of the Bishop Chadwick Catholic Education Trust (BCCET). We are a one-form entry school, with a 26 part time place Nursery (though we offer 30h provision).

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to. The school is identified in the 50% most deprived areas of the UK



## Long Term Objective

- To consistently narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to consistently exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Achieving These Objectives

The range of provision the school considers making for this group include and would not be limited to:

- To allocate support to provide small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support or small group work
- Transition from primary to secondary (through the BCCET Continuity Curriculum) and transition internally and into EYFS.
- Subsidise all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and resources.
- To allow the children to learn a musical instrument and to sing in the school choir.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Joseph's values and thus enhance learning.

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

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped language and communication skills among many disadvantaged pupils. This is especially evident in EYFS classes, with many entering Nursery with extremely underdeveloped vocabulary.  On entry to Nursery, less of our Disadvantaged pupils were assessed at age related levels in all areas of CLLD, compared to non-disadvantaged, with less of our Disadvantaged pupils assessed at age related levels in CL, compared to non-disadvantaged.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	On entry to Nursery, less of our Disadvantaged pupils were assessed at age related levels in all areas of CLLD, compared to non-disadvantaged, with less of our Disadvantaged pupils assessed at age related levels in CL, compared to non-disadvantaged.
4	Our assessments and observations indicate that the social and emotional issues, as well as wellbeing of many of our disadvantaged pupils, have been impacted by partial school closures to a greater extent than for other pupils. Extra support is needed for these pupils to fully access the curriculum. Teacher referrals for support have markedly increased during the pandemic.
5	There has been a lack of enrichment opportunities during the school closures of previous years. These challenges particularly affect disadvantaged pupils. Even with offers of Summer school, there was a limited uptake from disadvantaged families.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 0.2% lower than for non-disadvantaged pupils. Although this is a relatively small number, it still equates to a full day out of school.  16% of disadvantaged pupils have been 'persistently absent' compared to 7% of their peers during this year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Engagement of families in school events, including those supporting families, is good. However, attendance from disadvantaged families is lower than non-disadvantaged families. This negatively impacts on both academic and emotional development of the 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
Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils,

vocabulary among disadvantaged pupils.	especially in EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment, including end of EYFS assessments.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes consistently show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes consistently show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being below national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.1%.</li> <li>• the percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
To increase the numbers of disadvantaged families attending school supportive activities and workshops	Increase attendance from disadvantaged families and ensure there is a higher than proportionate number of families attending events.

## 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: **£17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Early identification of PP pupils with poor S&amp;L in Nursery (or on entry to Reception if they didn't attend our Nursery). Referrals made immediately to S&amp;L team.</p> <p>Work alongside S&amp;L team with individual PP pupils and carry out follow up activities, including BLAST and ECAT programmes</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Primary Literacy Project and Talk 4 Writing approach to English teaching. English lead to attend national training and share with staff.</p> <p>Wordless picture books in nursery and at least once 1:1 reading with staff</p>	<p>Pupils' writing can be improved by teaching them to plan and monitor their writing.</p> <p>Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.</p> <p>These include pre-writing activities, drafting, editing and revising and sharing.</p> <p>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.</p> <p>EEF IMPROVING LITERACY IN KEY STAGE 1 - Summary of recommendations</p>	1, 2
<p>Continue to purchase resources for the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Sounds Write) to secure stronger phonics teaching for all pupils. This includes training all members of staff to ensure consistency of delivery across the school</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>We have ensured that all staff (including in KS2) have had access to high quality training. There are also opportunities for staff to coach and support each other in phonics delivery, including electronically</p>	2
<p>Fund teacher release time (x2) to embed key elements of guidance in school and to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	3

access Great North Maths Hub resources and CPD (including Teaching for Mastery training).	Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Fund subject leader time to develop each curriculum area, with a clear focus on supporting disadvantaged pupils in accessing the skills and knowledge needed for the KS3 curriculum	Subject leaders must have a consistent understanding of their own curriculum area, with a thorough working knowledge of the impact of a cohesive curriculum	

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

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing subscription to programme (Lexia) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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:	2



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

Budgeted cost: **£22,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all pupils have access to high quality emotional wellbeing support through our Child Wellbeing Lead.</p> <p>This is through individual, group and class intervention, as well as after school provision</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Improve the quality of social and emotional mental health of pupils (SEMH), especially those pupils who have anxieties and worries during COVID. This will include the continuation of a MHWB lead who will manage and work alongside pupils who need support, as well as guidance for staff. Also need to purchase appropriate resources (including books, intervention material, physical resources) to support the delivery of MHWB interventions</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p>Disadvantaged pupils have limited opportunities to develop life and cultural experiences. Greater opportunities identified for pupils</p>	<p>There is evidence showing that providing extra-curricular activities and opportunities, including social action, can help</p>	4, 5

<p>through involvement in clubs - choir (including singing at St Matthew's Church and local community, involvement in BCCET choir), sports (including school representation), plus subsidised and free involvement in all after school clubs.</p> <p>Curriculum enhancement through visits outside school, including theatre, museums etc.</p> <p>Attending residential at Thuston OAC which will enhance their aspirations and self confidence, and YMT to develop spiritual understanding</p>	<p>to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a></p>	
<p>Engage parents and families of disadvantaged pupils, providing strategies for supporting their child at home and engaging further in school life and strengthening engagement of pupils with a focus on support for parents and hard to reach families. Building up aspirations and skills of parents of pupils through Open morning sessions with parents working alongside the child, identifying skills and knowledge transferable to the home.</p> <p>Parent workshops, including with Foundation of Light, targeting disadvantaged families (with some focus around positive mental health initiatives)</p> <p>Improved e-communication through social media</p> <p>Improved support for parents, both online and in paper form e.g. Curriculum planners, pre learning links</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4, 6, 7
<p>Free uniform given to struggling families</p> <p>Poverty proofing process to identify how to support PP families</p>	<p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low income students in terms of attendance</p>	4, 7

	at school, behaviour and relationships with peers.	
<p>Ensure the emotional well-being of all children. Children participate in regular counselling, mentorship and emotional resilience sessions</p> <p>CPD programme to upskill TA teams in a range of appropriate programmes to support mental health, including 'Fun Friends' and 'Friends for Life'.</p>	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £52,360**

## 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 to 2024 academic year.

Disadvantaged pupil progress scores for last academic year (End of KS2 SATS assessments)

Measure	Score
Meeting expected standard at KS2	
RWM	63% (National 46%)
Reading	100% (National 62%)
Writing	88% (National 58%)
Maths	63% (National 59%)

8 pupils of the year group were identified as Disadvantaged, meaning it is very difficult to compare national figures. However, there were positives in that in reading, writing and maths, most or all met expected standards. This was below non-disadvantaged, but again, due to small numbers, is difficult to correlate.

Disadvantaged attendance was marginally below the Trust target of 96% in 2023-24 at 94.8%, but this was above the Trust average of 93.3%. St Joseph's attendance for 23-24 shows minimal gaps in attendance between those disadvantaged and those who aren't.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over the last few years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. On returning to school, our use of the Leuven's scale showed that there was a clear difference between disadvantaged and non-disadvantaged 'readiness' for school in Nursery and Reception, with a high number of disadvantaged pupils with low returns in terms of both emotional well being and levels of involvement. We will measure this again in April 2025 to see if there are any changes or improvements. Again, the significant impact was on our younger pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Programme	Provider
Data analysis / demographic analysis / Assessment / Behaviour / Attendance	Data2Action
Behaviour and Nurture Support	ST Emotional Resilience Team

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Funds used to provide free or subsidised educational visits for service pupils</p> <p>We have also given free Breakfast Club places to service pupils</p> <p>Funds identified for wellbeing support through MHWB lead, including resources.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service children are able to access all extra curricular activities, ensuring increased social involvement and improved attitudes to learning.</p> <p>Impact on one family in particular who suffered during year, with clear teacher identification of improved well being and involvement (including in Leuven's Scale)</p>

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Offering leadership roles within schools for Disadvantaged pupils e.g. House group leaders, RE ambassadors etc

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.