

Pupil premium strategy statement

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 and Nursery, Boughton
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	27.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-2024 2024-2025
Date this statement was published	25 th November 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Elspeth Wilkins-Campbell
Pupil premium lead	Elspeth Wilkins-Campbell
Governor / Trustee lead	David Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,620
Recovery premium funding allocation this academic year	£9135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£101,755

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.

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.

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

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, writing and maths.
2	Attendance and punctuality.
3	Poor parental engagement.
4	Improve oral language and vocabulary skills.
5	Continue to develop well-being opportunities to support social, emotional and mental health needs.

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 in reading	Achieve at least national average progress scores in KS2 reading.
Progress in mathematics	Achieve national average progress scores in KS2 maths.
Progress in writing	Achieve national average progress scores in KS2 writing
Improvement in overall attendance of disadvantaged pupils and reduction in number of pupils identified as having issues with persistent absence.	Percentage of attendance is broadly in line with national average and percentage of persistent absence cases drastically improves.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching- ongoing CPD to improve phonics teaching and reading. Implementation of new phonics validated scheme- Little Wandle	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 (EEF)	1 and 4 Little Wandle fully embedded in EYFS and KS1, new reading scheme to be adopted in KS2 in 23/24
Quality first teaching approach to ensure whole curriculum supports all pupils, especially our vulnerable groups.	EEF research demonstrates quality first teaching is the most effective approach to boost attainment- ensuring CPD is high quality and appropriate to ensure a high quality curriculum offer.	1 Curriculum redesigned to ensure disciplinary and substantive knowledge clearly identified.
Coaching model implemented across family of schools to support progress in writing.	EEF has identified teaching as the top priority including CPD for disadvantaged pupils, therefore providing opportunities for a coaching model between schools to support writing development.	1 Model now adapted within school and writing curriculum adapted to ensure adequate time allocated to skills.

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

Budgeted cost: £70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants in each year group in afternoons to provide targeted support to individuals and groups.	EEF- small group directed tasks enable the focus to be exclusively upon specific learning points and allow catch up opportunities or pre-learning as appropriate.	1 and 4 Intervention monitoring and pupil progress monitoring to ensure effectiveness.
Purchase of a programme to improve listening,	Oral language interventions can have a positive impact on pupils' language skills. Approaches that	1 and 4 In 23/24 we are taking part in an EEF trial 'Infant Language Link'.

narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills- NELI	focus on speaking, listening and a combination of the two show positive impacts on attainment (EEF)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as Top up sessions at KS1/ F2 and streamed throughout KS2`	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 4 Intervention monitoring and pupil progress monitoring to ensure effectiveness.
Two days per week additional teacher funded by National Tutoring Programme to support PP children from Year 1-6 on areas identified from assessment.	Government part-funded NTP	1,2 and 3 Evidenced through SLT monitoring and data monitoring.

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and Family Support Worker employed to work with vulnerable families and improve parental engagement, attendance and behaviour.	EEF defines parental engagement as the involvement of parents in supporting their children's academic learning, including approaches which aim to develop parental skills or encourage parents to support their child and intensive support for parents in crisis.	1,2,3

Forest School and ELSA provision to support mental health and well-being, especially with children with behaviour difficulties.	EEF Social and emotional learning-interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	2 and 5 School now have 2 trained ELSA and 5 Forest School leads.
Whole staff training on behavior management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school (Restorative Justice training and Equally Safe project)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 and 5 Equaliteach programme.

Total budgeted cost: £106,000

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 2021 to 2022 academic year.

Data during 2022/2023 for the end of KS2 were as follows:

Reading-

Writing- 60% deprived children achieved age expectation (20% GD)

Maths- 60% deprived children achieved age expectation (11% GD)

Compared to the achievement of non-disadvantaged children this is still not inline. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools all across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching and DFE device allocation.

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