

# Pupil premium strategy statement

This statement details our school's use of pupil 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, Boughton
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	DECEMBER 2024
Date on which it will be reviewed	DECEMBER 2027
Statement authorised by	Elspeth Wilkins-Campbell
Pupil premium lead	Sinead Broad
Governor / Trustee lead	David Patterson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,128.47
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,128.47

# 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 to the best of their ability across all subject areas including their emotional well-being. The focus of our pupil premium strategy 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.

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
- Act early to intervene at the point need is identified
- Adapt 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	Increasing Resources for Emotional and Well-Being Support through ELSA.

	<p>The emotional and well-being needs of children eligible for Pupil Premium funding are critical factors in ensuring that these pupils can fully engage with their learning and achieve their academic potential. A key initiative to address these needs within the school is the Emotional Literacy Support Assistant (ELSA) programme, which has already proven effective in supporting a significant proportion of Pupil Premium pupils. With a high percentage of Pupil Premium students having already accessed ELSA support, it is evident that this intervention is an essential resource for enhancing the emotional and social development of these pupils. Expanding access to ELSA support will provide further opportunities for pupils to develop coping strategies, emotional resilience, and social skills—critical components for both academic success and personal well-being. Our school now has 2 qualified ELSA specialists.</p>
2	<p>Improve parental engagement- school employ a 4 day a week Child And Family Support worker to liaise with families, support parents in accessing services and building relationships that will positively impact on the children.</p>
3	<p>Wave one support- quality first teaching refers to effective, inclusive, and differentiated teaching that is designed to meet the needs of all pupils in the classroom, particularly those who are at a disadvantage due to socio-economic factors, learning difficulties, or other barriers. For children eligible for Pupil Premium, this form of teaching is not just beneficial—it is essential. Without a solid foundation of high-quality teaching, these pupils are less likely to make the progress they are capable of, exacerbating the gap in academic achievement between them and their peers.</p> <p>The fact that % of Pupil Premium pupils are also on the SEND register highlights the importance of adapting classroom practices to ensure that these pupils are fully supported. SEND pupils, particularly those with complex needs, often require additional adjustments in teaching strategies, resources, and support systems to access the curriculum effectively.</p>
4	<p>Wave Two interventions are critical in supporting pupils, particularly those eligible for Pupil Premium funding, who may not be making sufficient progress with Quality First Teaching (QFT) alone. These targeted interventions focus on addressing specific learning gaps and ensuring that pupils can reach age-related expectations. For pupils eligible for Pupil Premium, these interventions are particularly important, as they provide tailored support that helps mitigate the barriers they face due to socio-economic disadvantage, learning needs, or gaps in prior learning.</p> <p>Given that Teaching Assistants (TAs) play a central role in delivering Wave Two interventions, it is essential that they receive appropriate training to ensure the interventions are effective and that the Pupil Premium funding is used efficiently to benefit the pupils who need it most.</p>
5	<p>Over the past three years, the attendance data for our disadvantaged pupils has been well below national average, including 3 families classed with persistent absence. The attendance team need to establish more robust monitoring systems that supports these vulnerable families and identify early intervention support where necessary.</p>

6	<p>Improve oral language and vocabulary skills.</p> <p>Communication has been identified as an issue on entry to the Early Years for the last three years. School are now adopting the Voice 21 initiative in school to promote communication and oracy skills throughout school.</p>
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## 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
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025/2026 demonstrated by:</p> <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> <li>• Their attendance will remain high in-line with non-PP children.</li> <li>• Ongoing monitoring and communication with staff.</li> <li>• Pupil voice reports that our children feel safe and happy in school.</li> <li>• Curriculum supports wellbeing, through mindfulness/ meditation session, PSHE and the RE curriculum.</li> </ul>
<p>Improved maths and English skills among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Summative assessment</li> <li>• Formative assessments</li> <li>• Evidence from engagement in lessons</li> <li>• Book scrutiny</li> <li>• Ongoing formative assessments</li> </ul>

To ensure all disadvantaged children have access to appropriate support and reduce barriers to learning

- Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.
- Termly assessment meetings with SLT and interventions identified and planned for.
- ELSA support provided.
- Staff are well trained, highly skilled and appreciate their responsibility to provide quality first teaching.
- Early academic intervention through speech and language, high quality SEND provision and phonics.
- After school/breakfast provision supports the smooth transition into school as well as nurture provision at lunch time to help with social anxiety/misinterpretations

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff</p> <p>Improve pupil interactions and relationships through extended play opportunities.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life  <a href="https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p><a href="https://outdoorplayandlearning.org.uk/welcome-for-schools/research/#:~:text=Key%20Findings.of%20learning%20and%20social%20development.">https://outdoorplayandlearning.org.uk/welcome-for-schools/research/#:~:text=Key%20Findings.of%20learning%20and%20social%20development.</a></p> <p>The pupils will be introduced to OPAL (Outside Play and Learning) at lunchtimes and will be supported by staff with their play interactions and personal development. This is also aimed at improving pupils' overall behaviour interactions.</p>	<p>1,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths.</p> <p>This also includes Direct Instruction, Precision Teaching and 1<sup>st</sup> Class Numeracy where required</p>	<p>Internal data and data from 2024 SATs results show that for pupils at the end of KS1 &amp; KS2 there is a gap between those pupils achieving at the expected and higher and others for RWM particularly boys and disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eeef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,6
<p>Paired reading intervention support for disadvantaged pupils who aren't being supported at home with reading-particular focus on KS1.</p>	<p>Internal data and 2019 SATs results show that for EYFS, KS1 &amp; KS2 pupils there is a gap between those pupils achieving at the expected standard.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies-eeef">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies-eeef">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Providing nurture groups to help pupils with wellbeing and social skills</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1,2, 3, 4,5,6

<p><i>Percentage of allocation made from PP funding – topped up by school budget</i></p>	<p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><i>Introducing OPAL across school, providing training for all staff including midday supervisors and allocating time to a TA to oversee OPAL daily.</i></p>	<p>The Outdoor Play and Learning (OPAL) program is effective because it provides children with opportunities to learn and play in a variety of ways, which can lead to many benefits:</p> <ul style="list-style-type: none"> <li>• Physical activity: Children are more active, including girls, SEN, and non-sporty children.</li> <li>• Mental well-being: Research shows that OPAL children are happier and self-reporting improved mental health.</li> <li>• Self-regulation: Children learn to self-regulate through practice, trust, and freedom.</li> <li>• Social skills: Children develop increased social skills as they play with a mix of ages.</li> <li>• Independence and resilience: Children develop independence and resilience skills.</li> <li>• Creativity: Children are given the opportunity to be creative and make decisions.</li> <li>• Risk assessment: Children learn to assess risk and benefit, and decide how to use equipment safely.</li> <li>• Reduced accidents: There are fewer accidents and squabbles.</li> <li>• Improved behavior: Children exhibit improved behavior.</li> <li>• More teaching time: Schools may have up to an hour more teaching time per week.</li> <li>• Improved school culture: The school's understanding and position on play changes</li> </ul> <p><a href="https://outdoorplayandlearning.org.uk/the-opal-primary-programme/">https://outdoorplayandlearning.org.uk/the-opal-primary-programme/</a></p>	<p>1, 2, 3, 4, 5, 6</p>



## 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 2023-2024 academic year.

<b>EYFS</b>	
	<b>Proportion of pupils who have reached a Good Level of Development</b>
<b>EYFS</b>	66% (67.7%)

*Figures in brackets are National Figures for 2024*

<b>Year 1 Phonics Screening Test</b>	
	<b>Proportion of pupils at the expected standard</b>
<b>Phonics</b>	90% (80%)

*Figures in brackets are National Figures for 2024*

<b>KS1</b>		
	<b>Proportion of pupils at the expected standard</b>	<b>Proportion of pupils working above the expected standard</b>
<b>Reading</b>	62%	21%
<b>Writing</b>	45%	0%
<b>Maths</b>	52%	14%
<b>RWM Combined</b>	45%	0%

*Figures in brackets are National Figures for 2024*

<b>KS2</b>			
	<b>Proportion of pupils at the expected standard</b>	<b>Proportion of pupils working above the expected standard</b>	<b>Average scaled score</b>
<b>Reading</b>	80% (74%)	53% (28%)	102 (105)
<b>Writing</b>	57% (72%)	23% (13%)	
<b>Maths</b>	83% (73%)	23% (24%)	98 (104)
<b>RWM Combined</b>	53% (61%)	3% (8%)	
<b>EGaPs</b>	70% (72%)	27% (32%)	98 (105)

*Figures in brackets are National Figures for 2024*

Attendance data for academic year 2023/24 for our disadvantaged pupils is 93.7%, showing the new systems and monitoring procedures are having an impact, this figure was 91% the previous year. 29% of our persistent absenteeism are Pupil Premium. In line with our Trust guidance, we are monitoring closely, arranging meetings and working closely with our Child and Family Support worker to ensure relationships are built and communication is consistent. We will continue further to improve this with continued monitoring this academic year.

### 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*

<b>Programme</b>	<b>Provider</b>
ELSA	Educational Psychology
Voice 21	Voice 21 Oracy
Direct Instruction and Paired Reading	Educational Psychology
Rapid Catch Up	Little Wandle

## 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?	Not applicable- no service children currently.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*