

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 RC Primary
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs R Hince (HT) Ms P Howe (CoG)
Pupil premium lead	Mrs R Hince
Governor / Trustee lead	Mr P McDonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,875
Recovery premium funding allocation this academic year	£10,875
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 academy in a trust that pools this funding, state the amount available to your school this academic year	£112,750

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel.

The funding we receive enables us to accelerate progress, raise attainment, increase engagement and widen aspirations to enable these children to perform at least as well as their peers who are not pp.

This gap is markedly evident in the Early Years and can grow wider throughout the following school years. In St Joseph's, we provide intervention immediately and then continue to meet the needs of disadvantaged pupils throughout their time here. We consider carefully how best to use the funding, research shows that quality first teaching for all benefits all pupils, particularly the most disadvantaged. Targeted support and intervention is quickly put into place, supporting both academic and emotional wellbeing. Our approach will be able to respond to changing demands and needs.

- Provide targeted intervention programmes for underachieving pupils and those with SEND
- Provide early intervention for children at risk of falling behind
- Ensure that we have additional staff to support children in reading, writing and maths as well as providing emotional support
- Provide small group and one-to-one speech and language therapy
- Provide time specific interventions for children needing additional support to ensure that they can make expected progress
- Subsidise the cost of educational visits ensuring equal access to a wide range of opportunities and experiences
- Provide school uniform as required at the beginning of the school year
- Ensure additional support is available at times of need eg. breakfast club fees, after school activities

School context:

St. Joseph's is located in Ordsall, Salford which is ranked as the 18th most deprived local authority in England (out of 353) according to the 2020 Index of Multiple Deprivation. Salford has a very mixed, with areas affluence and areas of high deprivation. Statistics show that Ordsall experiences above average levels of employment deprivation, extremely high levels of health deprivation and disability including Mental Health considerations. In addition, crime deprivation is considered extremely high. These contextual considerations must be taken into account to fully

understand the whole school demographic and the barriers to learning which some children will experience.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills and vocabulary. Identified speech and language delays which lead to social communication difficulties, and issues with reading and writing. These can also negatively impact on behaviour. There are low levels of speaking and listening skills for a majority of children and without targeted support and intervention, this can impact on their outcomes across all Key Stages. The effects of the COVID-19 pandemic are clearly visible, especially with our youngest children.
2	Low baseline attainment on entry to EYFS, poor communication and self care skills will prohibit progress if not addressed immediately.
3	Safeguarding and emotional barriers to learning and engagement lead to low resilience. Some children's family circumstances and/or expectations impact negatively upon their learning and ability to take up extra-curricular opportunities. Safeguarding and welfare issues which lead to Social Services involvement or trauma and other mental health issues in the family and/or child may also inhibit life chances.
4	Attendance and punctuality of targeted groups of pupils which has a negative effect on progress, attainment and wider school experiences. Significant movement to and from school within school year. High numbers of children EAL with no English on entry to school
5	Social and economic factors including life experiences resulting in low self esteem, low confidence, low attainment. Families unable to provide additional experiences/activities. Socio-economic disadvantage creating barriers and a perception of 'them and us.'
6	Low parental aspiration, which can lead to lack of support and commitment to succeed. Few families have experience of higher education or university and careers that are available.
7	Disadvantage, including poverty, working poor and poverty of expectation means that some children do not have access to support and resources at home. Low parental engagement and/or parenting skills.

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 and speech skills for PP pupils from EYFS to Year 6	Pupils eligible for PP are meeting age related expectations by the end of EYFS. Children are becoming increasingly articulate using a wider range of vocabulary throughout school in all areas of the curriculum. Evidenced in books, pupil interviews, learning walks.
Sustained and significant progress in all areas of development so that from very low starting points on entry to EYFS, the gap is narrowing to that expected nationally. End of EYFS, Year 1 & 2 phonics screening, end KS1, Y4 multiplication check and end KS2.	Pupils eligible for PP make at least the same progress as other pupils, which has a positive impact on the numbers of PP children working at age related expectations at the end of Reception. Evidenced in Learning Journeys, pupil interviews.
Children are able to employ learnt strategies to regulate their responses.	Children respond appropriately in all areas of school life, increasing numbers of children eligible for PP are working at age related expectations at the end of EYFS, KS1 and KS2. Phonics screening and Y4 times tables check shows no significant difference between PP and other children. Evidenced in books, pupil interviews, learning walks, formative and summative assessments.
Attendance and punctuality is in line with national expectations	Reduced numbers of PP children who are persistently absent to be in line/lower than national. Overall attendance of PP children increases to 96% in line with other pupils nationally. Improved punctuality of PP children to be in line with other pupils.
Social and economic factors including life experiences are mitigated due to the experiences offered throughout time at St. Joseph's.	All children eligible for PP have access to extra curricular groups and a wide range of educational trips and visits. Increase in participation evidenced in registers.
Parental Aspiration has been raised. Increasing participation in whole school life.	Increasing numbers of parents attend workshops, open mornings, respond to questionnaires and become involved in supporting their children in school.
Disadvantage, including poverty, working poor and poverty of expectation	Increasing numbers of children eligible for PP funding are working at age related expectations at the end of EYFS, KS1 and KS2. They have access to resources at home to support their learning.

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 (CPD, recruitment and retention)

Budgeted cost: £86,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice21 training for all staff to enable high quality support for children.	Oral language interventions toolkit EEF	1, 2, 6, 7
SENDCo to provide bespoke support and training for teachers and support staff.	EEF Teaching Assistant Interventions (targeted interventions for individuals and small groups)	3, 5, 6, 7
Phonics training for all staff.	Phonics toolkit strand EEF	1, 2, 5, 6, 7
Change the Story training for Year 3 staff and Reading lead.	Quality first teaching provides children with the best possible start Oral language interventions toolkit EEF	1, 5, 6, 7
Qualified teacher in Nursery to ensure high quality provision.	Quality first teaching provides children with the best possible start	1, 2, 5, 6, 7
Subject leads to receive support from HT, DHT and Teaching School to ensure progression of knowledge & skills. Identify and overcome emotional barriers to learning & engagement	Maths guidance KS1 and KS2 (publishing.service.gov.uk) DfE subject reports EEF Catch up literacy and numeracy programmes	1, 2, 3, 5, 6, 7
Speech and Language Therapist 2 days per week supporting children. Training and support for staff to continue to deliver interventions throughout the week	Oral language interventions toolkit EEF	1, 2, 5, 6, 7

Bespoke training from Educational Psychology service for staff throughout the year.	Quality first teaching provides children with the best possible start	1, 2, 3, 5, 6, 7
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Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional Little Wandle phonics reading books. Additional sessions for identified pupils who need further support	Phonics toolkit strand EEF	1, 2, 3, 4, 5
Firstclass@number Additional sessions for identified pupils who need further support	EEF Small Group Tuition	5, 6, 7
Engage in school led tutoring for children who have been most impacted by the pandemic.	EEF small Group Tuition EEF One to one tuition EEf implementation of successful intervention	1, 3, 5, 6, 7
Provide support for children who have been affected by COVID through school, CAMHS and Salford Thrive	DfE mental health and wellbeing in schools	3, 5, 6, 7

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

Budgeted cost: £11,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continue to embed all procedures relating to attendance and punctuality by following the school policy. SLA with the EWO to ensure all legal and statutory procedures are followed. Designated attendance lead AC. Training and release time for attendance lead to work with EWO to develop and implement new procedures to support and improve attendance of targeted children	Principles of good practice set out in DfE's improving School Attendance advice. This has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4, 5, 6, 7
Improved communication with parents via an APP leading to increased engagement and support for children.	Parents can contact school immediately to inform us of an absence	4, 5, 6, 7
Sports coach to work with all groups of children from nursery to Year 6 to improve physical fitness and wellbeing	EEF Physical Activity that engage children in sports, dance, or any kind of physical exercise	3, 4, 5, 7
Providing aspirational opportunities for the children in the Arts – Shakespeare for Schools, stage Directions, visits. Core curriculum & extra curricular activities	EEF Arts Participation approaches can have a positive impact on other areas of the curriculum	1, 3, 4, 5, 6, 7
Continue to implement the school behaviour policy, train new staff effectively	EEf Behaviour Report, Improving Behaviour in Schools (Primary)	3, 6, 7

Total budgeted cost: £112,750

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.

In EYFS, 50% of children achieved a GLD, this is in line with LA, slightly below National 52%.

Identified children in Reception to continue with Blank Level 2, some Blank Level 3 and fewer Blank Level 4.

Identified children in Year 1 to continue with Blank Level 2 (3 children), some Blank Level 3 and Blank Level 4.

Where school tracking and assessment data indicates that the outcomes for Pupil Premium children are significantly below their non-disadvantaged peers additional support is in place.

Year 1

	P P 10 children, 33%		Non P P 20 children, 66%	
	At ARE	Above ARE	At ARE	Above ARE
R	50%	10%	33%	10%
W	70%	0%	53%	0%
M	40%	0%	43%	3%

Year 2

	P P 9 children, 31%		Non P P 20 children, 69%	
	At ARE	Above ARE	At ARE	Above ARE
R	80%	0%	59%	3%
W	60%	0%	52%	0%
M	90%	0%	69%	7%

Year 3

	P P 11 children, 38%		Non P P 15 children, 62%	
	At ARE	Above ARE	At ARE	Above ARE
R	45%	27%	46%	31%
W	55%	9%	61%	12%
M	45%	18%	46%	23%

Year 4

	P P 13 children, 45%		Non P P 16 children, 55%	
	At ARE	Above ARE	At ARE	Above ARE
R	46%	15%	62%	10%
W	62%	0%	72%	0%
M	38%	15%	55%	10%

Year 5

	P P 15 children, 52%		Non P P 14 children, 48%	
	At ARE	Above ARE	At ARE	Above ARE
R	73%	0%	55%	12%
W	66%	0%	66%	0%
M	41%	10%	41%	10%

Year 1 phonics screening 70% PP, 61% all achieved score 32+ in May 2023. 10/30 ch PP, 33%.

Year 2 phonics screening 90% PP, 86% all achieved score 32+

Small group phonics interventions supported identified children.

Year 4 Multiplication check average point score 20 all, 17 PP

Our attendance lead worked closely with the EWO to monitor attendance and provide support and strategies for targeted families, which led to improved attendance for some of these children. This was achieved by weekly phone calls, home visits.

Attendance for all children since 4th September 2023 994%, attendance for Pupil Premium children 93%.

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
Times Tables Rockstars	
Spelling Shed	

IDL	
Accelerated reader	
Doodle Maths	

Further information (optional)

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

A KS1 reading area where children can sit quietly and immerse themselves in a book in a quiet area.

Parental involvement in workshops, attending trips promotes engagement and support for the children, as well as fostering friendships and support amongst adults.

Access to the top 100 reading books for each year group to extend children's variety of authors and high quality texts.

Opportunities to attend before and after school sport, dancing, netball, cross country and art club.

Use of the DfE grant to train an additional senior mental health lead, to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.