

## 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 Catholic Primary School
Number of pupils in school	<b>190</b>
Proportion (%) of pupil premium eligible pupils	<b>64% (122/190)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024 (Reviewed annually)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Michelle Ashley (HT)
Pupil premium lead	Megan Teague (AHT)
Governor / Trustee lead	P. Thomas (Gov)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£190 605</b>
Recovery premium funding allocation this academic year (Supplementary Grant)	<b>£18 995</b>
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	<b>£209 600</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*The intent of the Pupil Premium Strategy is to identify and address any barriers to learning and progress, which may restrict our disadvantaged pupils from achieving to the best of their ability – not only academically but as a child of God.*

*It is our intention to provide a broad and rich curriculum, which enables pupils to develop their knowledge and skills, and to provide them with a range of experiences which will enrich their knowledgebase.*

*In order to achieve our aims, we have focused on deploying teaching staff in the most beneficial way to our disadvantaged pupils. We also aim to provide the best chance at disadvantaged pupils making progress by employing the expertise of outside agencies and their services, such as Father Hudson’s Family Support, or the Speech and Language Team.*

*Our ultimate aim is to ensure that disadvantaged pupils have every opportunity to learn and grow as a child of God, in the same way that their more privileged peers do. Being from a disadvantaged background should not have a negative impact on the education they receive or the opportunities and experiences they are presented with, as we are all created equally in the image and likeness of God.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Oral language skills in Early Years are lower for many pupils eligible for PP – this can have a negative impact on levels of progress throughout school years.
2	Many pupils eligible to receive PP funding are from a deprived background (low income family) and live in an area of inner-city Birmingham, with a high level of deprivation. Pupils may have had limited life experiences, which may limit their broader knowledge and understanding of the world around them – this means that pupils may experience social and emotional issues due to limited access to extra-curricular activities.
3	Many pupils eligible have fewer life experiences and a restricted vocabulary – this can have a negative impact on a pupil’s understanding with more complex tasks, such as accessing different text types and contexts, especially within the broad curriculum subjects.

4	Many pupils eligible for PP receive less support with reading and spelling at home due to parents having English as an additional language – this can slow the progress made with reading, and the understanding and accurate use of phonics.
5	There are emotional and/or behaviour issues with some pupils, who are eligible for PP – this can have a negative impact on their academic progress and achievement.
6	There is a high proportion of pupils with specific learning difficulties eligible for PP. This means a slower rate of progress for many of them. Out of the 122 pupils eligible for PP, 26 of them are also on the SEN register; therefore 21% of PP pupils are also SEN.

## 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
<i>That PP pupils make the same progress as non-PP pupils – Reading, Writing, Maths.</i>	Through assessment reviews and Pupil Progress Meetings, PP pupils will be identified as making the same (or better) as non-PP pupils.
To remove any barriers to learning that PP pupils may have.	Through high-quality teaching, planning and resourcing of lessons, PP pupils are able to access all areas of learning, in order to make good progress. Pupils will have access to the relevant experts, where necessary, in order to enhance their opportunities and achievements.
To provide a broad and rich curriculum to enhance the knowledge and life experiences of pupils.	Through thorough planning and high-quality teaching, pupils will be exposed to a curriculum, which offers wide variety of learning topics and experiences to develop their knowledge, understanding and skills, over a period of time.
To ensure that pupils are exposed to a culture of positive mental health and wellbeing, which will allow them more opportunity to achieve to the best of their ability.	Ensure that an action plan is constructed and a wellbeing 'team' is established in school, in order to improve staff and pupil happiness and wellbeing; and therefore progress and achievement also.

## 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: **£21948.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Increased CPD of teaching and support staff</i></p>	<p>Signed up to National College to enable staff to update their knowledge / understanding of areas such as: SEN strategies; Subject leader roles and responsibilities; Challenging all pupils; Adaptive teaching.</p> <p>In-house CPD on Reading and Writing to ensure that DfE recommendations are being followed, in order to improve teaching and learning of all pupils.</p> <p>CPD also delivered for new Mastery Maths strategy.</p> <p>CPD refreshers are being delivered for the ELS Phonics scheme throughout the year.</p> <p>CPD being delivered by local SEND partner school (Hamilton) to support staff when planning for the SEND children in school.</p> <p>CPD will be delivered focusing on medical training for staff. This has been allocated through the West Midlands NHS offer for schools.</p> <p>Going forward, there may be opportunities for additional SEND CPD – Speech and Language and CAT Team.</p>	<p>3 / 4 / 6</p>

<p><i>Curriculum Subject Leader Development to ensure that school offers a knowledge-rich and skills based curriculum, that allows pupils to increase their experiences and make progress</i></p>	<p>All subject leads have been supported by SLT to develop their knowledge, understanding and ownership of their particular curriculum area. Subject leaders will receive time to complete essential monitoring of their subject during an inset day in January 2024.</p> <p>CPD being delivered by School Improvement Partner Ben Taylor throughout the academic year. This is factored into our whole school budget.</p>	<p>2 / 3</p>
<p><i>External CPD provision to improve staff skills, knowledge and expertise</i></p>	<p>Teaching and support staff offered CPD via external agencies such as the Catholic Partnership, Birmingham Diocese (BDES) or Services for Education etc.</p>	<p>3 / 4 / 6</p>
<p><i>Collaborative working partnerships to exploit the expertise of partner schools and share good practice</i></p>	<p>Working in partnership with other schools from the St Teresa of Calcutta MAC, and schools from the Caritas Christi In Urbe working group to develop collaborative and supportive working parties. Develop staff working parties for different subject and responsibility areas eg: SENDCO leads, DSLs, English leads etc.</p>	<p>1 / 2 / 3 / 4 / 5 / 6</p>
<p><i>Catch-up boosters, which aim to close gaps in learning and increase progress and attainment</i></p>	<p>Through Recovery Funding, employ extra teaching staff to provide booster support and extra teaching of the core subject areas. Deploy these staff in priority year groups, which present the greatest needs: Y1, Y2, Y3 and Y4.</p>	<p>1 / 2 / 3 / 4</p>

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

Budgeted cost: **£ 142 226**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Language support / Interventions</i>	<p>Welcomm Language support intervention delivered in Reception class and Year 1. Two LSAs have been trained and are delivering this to identified pupils (after baseline / re-assessment).</p> <p>Flash Academy Language support tool has been purchased, in order to help with language acquisition and building pupil knowledge of the English language.</p> <p>Speech therapy – half a day per week provided by West Midland Speech Therapy Services. Assessment and individual plans for targeted children. Training for teaching assistants for follow up language support in class work. 1 S&amp;L therapists in school, who is targeting high level of needs in EYFS and KS1.</p> <p>NHS speech and language therapist – free through the NHS as appointments can now be in school and do not have to be in clinics.</p>	1 / 2 / 3 / 4 / 6
<i>Maths and Reading support / interventions</i>	<p>1<sup>st</sup> Class at number / Success at Number / Success at Arithmetic interventions are implemented and delivered to pupils, in order to close gaps and improve progress and attainment. Delivered from Y1-Y6.</p> <p>‘On Track Maths’ strategy used in teaching to allow SEN/LA pupils to access teaching and learning.</p> <p>Project X Reading intervention implemented and delivered to pupils, in order to close gap and improve progress and attainment.</p>	1 / 2 / 3 / 4 / 6

	<p>One:One reading intervention using the Toe-by-Toe scheme, for pupils with specific needs / traits linked to Dyslexia.</p> <p>Small group 'catch up' teaching in phonics and reading (Rec,Y1,Y2)</p> <p>Small group 'catch up' pre-teaching time in Ks1 and Ks2.</p> <p>Catch up groups to be delivered live within lessons by the class teacher.</p>	
<p><i>Small group teaching support</i></p>	<p>DHT working in Y6 to support Maths groups each morning. DHT will also be allocated groups to support with writing.</p> <p>Extra staff deployed in REC / Y1 to support pupils learning, especially those with specific and challenging needs.</p>	<p>1 / 3 / 6</p>

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

Budgeted cost: **£47 520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support</i>	Father Hudson's family support worker to provide for family support, behaviour and emotional wellbeing – one day per week.	2 / 3 / 5 / 6
<i>Pupil support</i>	Educational Psychologist to work with identified pupils, when required (18 hours paid for). Training / advice given to staff throughout the year.	1 / 2 / 3 / 4 / 5 / 6
<i>Behaviour and attendance incentives</i>	Continued incentives for behaviour and reward strategy to encourage good behaviour and attendance in school – own clothes day for winning house group each half term. Extra playtime on a Friday for class with highest attendance. End of year reward for overall winning house group and other rewards throughout the year e.g. certificates, stickers, bowling etc.	2 / 3 / 5
<i>Emotional support</i>	Nurture programme for identified pupils to support language development and social and emotional development. Learning Mentor support with Social and Emotional well-being of pupils, who are identified as most in need of support.  Additional / supporting resources for use as part of mentoring / mental health interventions and support initiatives.	1 / 5 / 6
<i>Extra-curricular provision</i>	Opportunities for underprivileged pupils to gain life experiences. Subsidising costs for disadvantaged pupils. Helping pupils to develop self-esteem and life skills. Increasing the social skills of pupils in different	2 / 3 / 5 / 6



	situations. –Kingswood trip with Caritas schools.	
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**Total budgeted cost: £ 211 694.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

KS1 SATs	Reading 2023			Writing 2023			Mathematics 2023		
	17/24			13/24			16/24		
	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
St J	38%	62%	(17%)	62%	38%	(10%)	42%	58%	(7%)
Nat		69%			61%			72%	
Bir		66%			59%			68%	

KS2 SATs	Reading 2023			Writing 2023			SPaG 2023			Mathematics 2023		
	/29			/29			/29			/29		
	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
St J	14%	86%	(21%)	34%	66%	(0%)	14%	86%	(66%)	14%	86%	(38%)
Nat		73%			71%			72%			73%	
Bir		70%			69%			74%			73%	

Table below shows the percentage of Pupil Premium children making **expected or better than expected progress (Summer 2023)** – Number shown in brackets is for non-Pupil Premium children:

Class	Reading	Writing	Maths
Reception (15)	67% (78% / 9)	67% (78% / 9)	67% (89% / 9)
Year 1 (22)	41% (50% / 4)	45% (75% / 4)	45% (75% / 4)
Year 2 (20)	60% (40% / 10)	60% (50% / 10)	75% (50% / 10)
Year 3 (18)	67% (70% / 10)	67% (80% / 10)	67% (80% / 10)
Year 4 (24)	71% (50% / 6)	71% (83% / 6)	71% (83% / 6)
Year 5 (18)	81% (91% / 11)	88% (82% / 11)	100% (82% / 11)
Year 6 (18)	100% (73% / 11)	100% (45% / 11)	100% (64% / 11)

Table below shows the percentage of Pupil Premium children **achieving at or above the expected standard (attainment) (Summer 2023)**:

<b>Class</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Reception (15)</b>	<b>53%</b> (89% / 9)	<b>53%</b> (89% / 9)	<b>53%</b> (100% / 9)
<b>Year 1 (22)</b>	<b>55%</b> (50% / 4)	<b>55%</b> (50% / 4)	<b>59%</b> (50% / 4)
<b>Year 2 (20)</b>	<b>65%</b> (60% / 10)	<b>35%</b> (30% / 10)	<b>55%</b> (50% / 10)
<b>Year 3 (18)</b>	<b>83%</b> (70% / 10)	<b>67%</b> (70% / 10)	<b>67%</b> (70% / 10)
<b>Year 4 (24)</b>	<b>63%</b> (67% / 6)	<b>55%</b> (67% / 6)	<b>59%</b> (67% / 6)
<b>Year 5 (18)</b>	<b>44%</b> (64% / 11)	<b>38%</b> (36% / 11)	<b>44%</b> (64% / 11)
<b>Year 6 (18)</b>	<b>82%</b> (73% / 11)	<b>53%</b> (73% / 11)	<b>82%</b> (73% / 11)

See tables on subsequent pages for results of Intervention sessions.

- *Health for Life programme is fully up and running in school – award received for this during the Summer Term.*
- *Norton Hall continue to work with some of our more vulnerable children. This is a pastoral group, where they work on developing friendship groups and how to engage positively with others. Some children are chosen based on being positive role models and others are chosen so they can be supported in developing their social interactions. 30 Pupils benefit from this each term.*
- *Wellbeing Champions and Lunchtime Games Buddies (pupils) are up and running effectively, so children have an input into the wellbeing of others and themselves. Learning Mentor is currently overseeing these groups, so they have a positive whole school impact on Mental Health and Wellbeing. Student Social Worker is also working closely with these groups.*

Name	Sept. '22 Reading Level	Reading Age	Standard Score: RA	Comp Age	Standard Score Comp	April '23 Reading Level	Reading Age	Standard Score: RA	Comp Age	Standard Score: Comp
D	Yr1D	7yrs 6m	102	7yrs 3m	100	EXP	8yr 10m	110	9yrs 8m	117
B	40-60S	6yrs 6m	95	6yrs 5m	92	WB	7yrs 4m	91	7yrs 7m	95
A	Yr1 D	6yrs 11m	92	7yrs 0m	94	WB	9yr 10m	122	9yrs 1m	107
E	40-60S	5yrs 1m	84	5yrs 1m	74	WB	8yrs 2m	103	9yrs 1m	113
D	Yr1 S	7yrs 5m	100	5yrs 6m	84	WT	10yr 4m	130+	9yrs 11m	123
L	Yr2 S	6yrs 6m	83	6yrs 3m	82	WB	9yrs 1m	98	9yrs 4m	102
M	N/A	6yrs 11m	89	6yrs 5m	87	<b>Left school</b>				
A	Yr3 E+	7yrs 5m	87	7yrs 11m	91	WB	9yrs 7m	103	10yrs 4m	109
C	Yr3 E+	8yrs 7m	102	9yrs 1m	108	WB	10yr 3m	122	11yrs 2m	129
A	Yr3 D+	10yr 11m	130+	7yrs 0m	90	WB	10y10m	126	11yrs 2m	130
S	Yr3 D+	8yrs 11m	91	10yrs 7m	109	WB	10yr 4m	98	11yrs 6m	113
A	Yr2 S	8yrs 3m	90	9yrs 8m	105	WB	9yrs 7m	95	9yrs 11m	100
J	Yr2 E+	9yrs 4m	78	7yrs 3m	84	WB	9yrs 0m	88	10yrs 4m	101
D	N/A	9yrs 2m	89	8yrs 6m	93	WB	8yrs 8m	87	7yrs 11m	84
A	Yr3 E+	9yrs 8m	106	10yrs 7m	114	WB	10yr 5m	110	10yrs 4m	104

Table below shows the results of the 'Project X Code' Reading Intervention:

Pupil Name	FSM	PP	Raw Score Sep. '22	Age Score Sep. '22	School Level Sep. '22	Raw Score Mar. '23	Age Score Mar. '23	+/- age range	School level Mar '23
<b>S</b>	Y	Y	37	6yrs 0m	N/A	79	9yrs 2m	+3yr 2m	Yr3 D
<b>M</b>	Y	Y	25	5yrs 1m	N/A	75	8yrs 11m	+3yr10m	Yr3 S
<b>M</b>	Y	Y	38	6yrs 1m	N/A	71	8yrs 7m	+2yr 6m	Yr3 S
<b>C</b>	Y	Y	43	6yrs 5m	Yr3 E+	62	7yrs 11m	+1yr 6m	Yr3 S

Table below shows results for the 1<sup>st</sup> Class @ Number Maths Intervention:

Pupil Name	FSM	PP	Raw Score Oct.'22	Standard score	School Level Oct. '22	Raw Score Feb. '23	Standard score	School level Feb. '23
D	N	Y	4	69	N/A	11	75	Yr2 E
A	N	N	11	78	Yr3 E	17	83	Yr3 D
A	N	N	7	71	Yr2 S	17	83	Yr3 E
M	Y	Y	10	78	Yr3 D+	24	93	Yr3 S+
Z	Y	Y	14	82	Yr3 D+	18	83	Yr3 S+
D	N	N	16	83	Yr3 S+	24	90	Yr4 E
S	Y	Y	14	77	Yr4 E	29	96	Yr4 D

Table below shows results from the Success @ Arithmetic Maths Intervention: