

Pupil premium strategy statement – St Joseph & St Theresa Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Isabel Walker
Pupil premium lead	Isabel Walker
Governor / Trustee lead	Elaine Ilsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,700
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£47,700

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph & St Theresa, our aim is for all children to foster a love of learning and be provided with an environment in which they feel safe, happy and able to meet their potential. We recognise that some children, regardless of social background, face external factors which may impede their learning and extra support is required in order to support these children in reaching the expected standard. Our aim is for all children, particularly our vulnerable learners, to feel content and safe within our school environment and for their needs and potential barriers to learning to be identified at the earliest opportunity. Vulnerable starters are identified on the school's tracking system throughout their school journey and termly interventions are planned for and reviewed to ensure that children are making appropriate progress.

Our strategy plan has identified that adult intervention through direct and explicit teaching alongside quality first teaching in every class using Rosenshine Principles of Instruction enables learning to be broken down into smaller, more manageable steps. This reduces the amount of stress on children's working memory and allows for information to be constructed into knowledge and assimilated with long term memory which enables children to learn and remember more. We recognise that this teaching approach will not only support children as who are identified as 'vulnerable learners' but all children.

Our strategy plan focuses on the importance of ensuring that all children, with a focus on vulnerable learners, are able to recognise all sounds set out in Letters and Sounds Phase 5 alongside the first 100 High Frequency Words and are able to apply these to fluently read age appropriate texts. We recognise the importance of being able to read fluently in all curriculum areas, not just English; and the impact this has on future learning and success in later life.

Our ultimate objective is for the combined amount of children achieving expected standard in reading, writing and mathematics to increase from 43% to 60% within 3 years by embedding the strategies shared across the whole school and to ensure that the delivery of teaching is consistently of high quality.

We have 34 children in receipt of PP across the school. These principals summarise our strategy and aims:

- Pupils' mental health and well-being is a central to our school ethos: ensuring all children feel safe, secure and happy is our highest priority to enable them to learn effectively.
- Whole class quality first teaching remains a priority for all children at our school. Class teachers, working with experienced teaching assistants, are best placed to deliver high quality teaching & learning for our children –they know their children best and can provide a challenging curriculum for all.
- All pupils, regardless of social background will be given the same educational opportunities.
- Termly data collection (based on NFER testing) will be analysed and targeted intervention will be planned based on identified areas of concern in core subject areas.

Challenges

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

Challenge number	Detail of challenge
1	Research states that disadvantaged and vulnerable children are more likely to be low attaining and will often start their school journey below age related expectations.
2	<p>Termly assessments and historic data show that disadvantaged children often have difficulties around phonics, especially phonological awareness. Children may not regularly:</p> <ul style="list-style-type: none"> • access reading books at home; • reading to an adult or listening to an adult read • be provided with time to practice and consolidate sounds taught in school.
3	Communication and language is an area of weakness under-developed for our younger children (Early Years & KS1) due to Covid restrictions & lack of normal social interaction both at school and home. In addition, children who receive support for Speech and Language have been at a disadvantage due to the lack of face to face support from specialist workers.
4	53% of our disadvantaged children fall into another vulnerable group especially having an additional special educational need.
5	Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges affected all children, but particularly our disadvantaged pupils, including their attainment and SEMH needs. During this period, there was a significant increase in the amount of referrals to Action for Children and Tier 2 Sickle Cell support for these families
6	Children may not be equipped with the emotional regulation skills required to engage appropriately and successfully in activities which challenge.
7	Attendance data from previous years indicates disadvantaged pupils as a group have less persistent absentees when compared to our other children. However for some disadvantaged children their attendance is significantly lower than 'other children'. Consider strategies for these and other persistent absentees to improve overall attendance, where financial barriers at home will not be a constraint

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>1</p> <p>For quality first teaching to be present in all lessons across the school using Rosenshine Principle of Instruction and Chris Quigley resources.</p> <p>Accurate assessments used to identify children 'at risk' of not making expected progress, so that targeted interventions can be planned and delivered.</p>	<p>Greater percentage of children working at age related expectations and the attainment gap between our disadvantaged & non-disadvantaged learners closing.</p> <p>Accurate and timely identification of children who need additional support academically.</p> <p>Support is focused, measured and impact on children's outcomes indicates children of all abilities make expected progress and the percentage of children achieving age-related expectations from starting points increases during the cohorts educational journey at our school. In 2022-23, school have changed the tracking systems in place for assessment (Insight Tracker) this will allow for even more detailed analysis and planning for vulnerable groups</p>
<p>1 & 2</p> <p>A consistent and embedded approach to the teaching of phonics is used across Early Years, KS1 and in KS2 (where there is still a need) through a systematic synthetic phonics programme.</p>	<p>High quality consistent teaching of phonics and early reading for every child in every classroom, helping to grow a love of reading.</p> <p>Timely 'keep up' interventions to ensure no child falls behind.</p> <p>For the percentage of children passing the Year 1 Phonics Screening Check to remain in-line or above national and to be above 90% by 2022-23.</p>
<p>1 & 3</p> <p>For vulnerable starters who display lower than expected levels of attainment for communication & interaction or are accessing Speech & Language Therapist support to access additional support.</p>	<p>1:1 targeted support for children under SALT, delivered by staff in class as well as the SALT specialist sessions.</p> <p>Early Years SENCO employed for early identification of vulnerable starters and to aid the planning and delivery of focused communication & language intervention sessions for Early Years and KS1 children.</p> <p>For vulnerable learners to be able to communicate their needs, feelings and interact appropriately with their peers.</p> <p>For the language gap between vulnerable starters and other children to narrow by the end of KS1.</p>
<p>1, 2 & 4</p> <p>For one-to-one and small group support programmes to be used to support children who have additional needs, whether these be academic or pastoral in order for those children to be able to fully access the learning opportunities available.</p>	<p>Effective use of the graduated approach by all teachers to ensure children with additional needs are identified at the earliest opportunity.</p> <p>SEND assessments evidence progress of all children with SEND and/or identified within a vulnerable group.</p> <p>SEND/Vulnerable children are aware of the progress they are making and proud of their achievements, therefore developing a growth mindset.</p> <p>IEP's are created with class teachers & teaching assistants who work closely with specific children.</p>

	<p>These are shared with children and children complete their 'thoughts & feelings'. Parents are invited into school so that these IEPs can be shared with parents. Parents are invited to make a comment regarding the support/targets set ensuring that all stakeholders work together in a continued way to support the child.</p>
<p>5 All children to partake in 20minutes of physical activity at lunchtime, with activities promoting mental health, wellbeing and positive growth mindsets</p>	<p>Physically active, structured lunchtime approach for all children:</p> <ul style="list-style-type: none"> • Self-esteem, self-confidence and team building activities • Physical development and sports enrichment <p>Nurture intervention and support for disadvantaged, vulnerable and any child with an SEMH need, including:</p> <ul style="list-style-type: none"> • Forest school • Emotion Coaching • Dizzy Heights • Action for Children • ELSA groups <p>Sports after school club provision for all children partially funded by the school, with a number of free spaces allocated for our disadvantaged children.</p> <p>Residential experiences for KS2 children, with partial or fully funded spaces for disadvantaged children</p>
<p>6 To become an 'Attachment Aware & Trauma Informed' school.</p> <p>For children to become more emotionally secure and be able to recognise feelings, know how to manage these efficiently through self-regulation.</p>	<p>For emotion coaching to be an embedded part of the school behaviour regulation policy and practices by 2024-25.</p> <p>For all staff to be trained in 'Attachment Aware and Trauma informed' approached through the Educational Psychology team.</p> <p>Children to be able to identify and name their feelings.</p> <p>For children to use self-regulation strategies if they feel they need to.</p> <p>For children to be 'emotionally' ready to learn throughout the school day.</p>
<p>7 To achieve & sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>All children will have access to a variety of activities with parental finances not creating a barrier.</p>	<p>Attendance rates for all pupils to be 96%+</p> <p>Disadvantaged children will access trips, enrichment days and extra-curricular activities, these will be subsidised in part or wholly depending on individual family's needs.</p> <p>Varied books will be provided for families with limited resources at home.</p> <p>Offer of school run before school club/activity for vulnerable families & persistent absentees.</p>

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: £ 18,023.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching through to enable inclusive teaching for all children, including Chris Quigley INSET, high quality CPD opportunities (cascaded to all staff) in core and non-core subject and SEND updates.</p> <p>Well thought-out planning and sequencing of all curriculum areas and content allows for spaced repetition (Chris Quigley)</p> <p>Retention of experienced staff through consideration of workload & prioritisation of high quality teaching</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</p> <p>Research shows that teaching is most effective when it includes the following: Distributed practice, i.e. short, frequent teaching sessions, that incorporate practice of identified skills, and address areas such as memory deficits (Baddeley, 1997). The more often children and young people practise a skill the more likely it is to be mastered (Moreira, Pinto, Starling & Jaegar, 2019)</p>	<p>1 & 2</p>
<p>Continued embedding, resourcing and monitoring &</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1 & 2</p>

<p>evaluation for Little Wandle Phonics and Early Reading programme DfE validated Systematic Synthetic Phonics programme to contain to secure stronger phonics teaching for all pupils.</p> <p>Purchase of fluency reading scheme (Little Wandle and Big Cat Collins).</p> <p>Whole school CPD in phonics.</p> <p>Release time for Early reading lead to monitor the effectiveness of the implementation of the programme.</p>	<p>comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>DFE - By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <ul style="list-style-type: none"> • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 21,554.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Afl to identify any misconceptions that have been highlighted during the day to allow for same-day targeted intervention to address mathematics, reading & writing foci.</p> <p>Use of pre and post-teaching as a mechanism to increase confidence in less able achievers, making them the experts, so they can fully participate in whole class quality first teaching. Post teaching</p>	<p>EEF research – small, tailored groups see children making more progress in their learning</p> <p>Sutton Trust 2011 report high quality teaching are especially significant for disadvantaged children.</p>	<p>2, 3 & 4</p>

<p>is used as a strategy for over learning</p> <p>Employment of an extra TA to support targeted children within intervention groups across the school</p>		
<p>NELI and/or Early Language Intervention program to be used to support children with delayed speech, language and communication skills</p> <p>Accelerating reading (EP materials) interventions for targeted children to improve oral fluency.</p> <p>Accelerating reading (EP materials) interventions supporting children in Y1/Y2 based on research completed by the EP service.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Staffordshire-Literacy-Guidance-2021.pdf</p> <p>Education should focus on the following skills that provide the foundation for learning to read. A wide vocabulary (knowledge of words and their meaning) – this can be encouraged by talking about the different vocabulary in the books that are being shared and using this vocabulary in discussions with the children. Phonological awareness this can be encouraged by playing oral word games listening to the sounds and state the word [synthesis]) and what are the sounds (listen to the word and state the sounds [segmentation]).</p> <p>Early identification and intervention for literacy difficulties with young children have to date been shown to be more effective than interventions for older children (Denton & Vaughn, 2010).</p>	<p>2, 3 & 4</p> <p>Additional morning TA in EYFS</p>

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

Budgeted cost: £8,122.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>My Happy Minds programme designed to develop the mental health & wellbeing of</p>	<p>Commissioned by the NHS. because myHappyMind has such a big impact on the children and staff and reduces CAMHS referrals significantly.</p>	<p>6</p>

children by equipping them with the knowledge, skills and tools to thrive through the development of life-long habits	University of Chester validation report	
Self-esteem & Emotion Coaching groups	<p>Maslow's hierarchy of need shows that children will need these needs met before attempting learning.</p> <p>Emotion Coaching training - when children are heightened and within their 'emotional brain' their learning brain is not connected and so no learning will take place.</p> <p>Investigation into the Effectiveness of ELSA in Schools</p>	1-6
Trips, educational visitors/workshops and extra-curricular activities subsidised.	To support the financial position of families within school, to ensure fully inclusive opportunities	7

Total budgeted cost: £47,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For the academic year 2023-24, we still have a below average number of children who are eligible for funding. However, the interventions that we have delivered have positively affected disadvantaged learners across our school. Disadvantaged pupils with SEND demonstrate strong outcomes in reading and writing, with slightly lower scores in maths, reflecting the impact of targeted support and interventions. The trend shows steady progress and the importance of maintaining high-quality, personalised interventions. Pre and post teaching, alongside over learning and well sequenced learning has enabled pupils to talk confidently and positively about their current and prior learning shown through regular pupil voice.

While small cohort sizes can cause percentage fluctuations, the data indicates that tailored interventions and focused teaching are enabling accelerated progress for PP and SEND pupils. Closing remaining gaps in maths and maintaining personalised support continue to be key priorities to ensure all pupils achieve age-related expectations by the end of KS2

Across the school, there has been a strong focus on developing pupils' reading skills, applying these skills across a range of texts, and fostering a genuine love of reading. The Little Wandle programme, now fully embedded in Reception, Year 1, and Year 2, has had a noticeable impact on children's decoding, blending, and fluency. All pupils have access to a fully decodable book alongside an additional text designed to nurture their interest and enjoyment in reading. Daily, high-quality phonics and reading sessions are complemented by targeted "keep-up" sessions in the afternoons. Pupils participating in the Accelerated Reading programme have made clear progress in high-frequency word fluency, increasing their confidence as readers.

Alongside academic progress, pupils' wellbeing and mental health have been prioritised, responding to challenges such as bereavement, family changes, financial difficulties, isolation, and wider disruptions to daily life. Identified pupils have benefited from 1:1 self-esteem sessions and workshops led by the charity *Fireworks*, or our in-school ELSAs with pupil voice indicating high levels of enjoyment and engagement.

Disadvantaged pupils have been fully supported to access educational trips, visitors, and extra-curricular activities, with costs subsidised to remove financial barriers. All year groups have also participated in Forest School sessions, providing valuable outdoor learning experiences that have been enjoyed by all pupils.

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
Write to Learn	Chris Quigley
Mathematics Mastery	Ark Curriculum Plus