



Pupil premium strategy statement

Expenditure evaluation

Strategy plan

**“I was disadvantaged as a child, yet I
had the advantage of being in the
company of great teachers.”**

**(A.P.J. Abdul Khan, 11th President of
India)**

***“Every one of our children is carrying something the world is waiting for – it’s just
the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles To ensure that teaching and learning opportunities meet the needs of all pupils.

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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, Plymouth.
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Mark Dyson
Pupil premium lead	Darren Moore
Governor / Trustee lead	Lyn McCloughlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,517
Recovery premium funding allocation this academic year	£7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,622

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

St Joseph's school is in the most deprived ward in the city and the lowest 10% of wards in the country with an IDACI of 0.317. As a result, we are aware of the level of deprivation some of our children experience on a day to day basis. Not only does this statistically demonstrate that disadvantaged children have low starting points on entry to school, they also require more support and attention in their social, emotional and behavioural needs too. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers. We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies. Our disadvantaged pupils have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects. Embedded into our practice is the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our curriculum provides our children with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society. Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families and through the deployment of external agencies, for example, the educational psychologist.

Throughout our Pupil Premium strategy, we have focused on national, evidence-based practice to help us address disadvantage and raise the attainment of our pupils, leading to better life chances, life choices and opportunity. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members continue to have the highest expectations of all pupils. When making decisions about Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Strategies should focus on the needs of the pupils, not labels, and one size cannot fit all. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, poor language development and comprehension, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. Educational disadvantage cannot be tackled in isolation so we will ensure that all teaching staff are involved in the analysis of assessment to ensure they are fully aware of what we need to address across the school.

Our school will:

- Have a designated Senior Leader who contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research.
- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- Ensure all staff have a collective understanding of how disadvantage impacts on pupils' learning and how the school is addressing that impact.

- Use assessment to support learning, inform high-level decisions and inform classroom practice.

Excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

- Build strong relationships with pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.

- Provide pupils with a rounded education that is well taught, well-resourced and properly funded.

- We know that high-quality teaching is adaptive and meets the needs of the learner. Differentiation is about 'scaffolding up' and not setting limitations on what pupils can achieve.

- Address financial and practical barriers to learning and enrichment
- Understand that attendance is fundamental to student success and intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills.
2	Poor progress of disadvantaged children compared to non-disadvantaged children in reading, writing and maths. Many pupils in this group have low self-esteem relating to reading and writing and foundation skills are not retained over time.
3	Children are absent from school missing vital learning and sequences of lessons. Persistent lateness impacts on learning with interruptions of inputs of lessons.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	Low levels of parental engagement and skills of parents are low when supporting children.
6	High levels of external agency support- Some children have experienced ACE which has impacted significantly on their ability to learn.

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
Good evidence of progress made in reading, writing and maths.	All disadvantaged children make equitable progress against non-disadvantaged children.
Attendance and punctuality of disadvantaged children will be improved.	Attendance of disadvantaged children will be at 95% or higher.
Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others	Teachers are highly skilled in imparting curriculum knowledge and use AfL strategies to ensure children retain and apply key knowledge from across the curriculum. A significant proportion of children achieve the expected standard across foundation subjects. Opportunities are provided throughout the curriculum for children to experience that they would never normally have done within their time at home
PSA to regularly meet with vulnerable families and offer support and advice where necessary. PSA to	Disadvantaged families know who they can speak to in order to get advice and support for

attend house visits, TAC meetings and work alongside the EWO to monitor and report on those children who are regularly absent.	themselves and their children. Relationships between families and staff are improved and communication is effective.
Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life. SEMH Outcomes will improve across school. Children with SEMH barriers are supported through interventions delivered by a trained mental health practitioner (HLTA).	Pupils involved in pastoral interventions make at least expected progress The % of disadvantaged pupils who receive fixed-term exclusions is reduced. Targets for disadvantaged pupils on individual social and emotional plans are met. Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help

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: £41,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD into effective feedback for teachers to be delivered in line with the new feedback and marking policy.	EEF Effective Feedback The Feedback Pendulum.	1 and 2
Incremental Read, Write, Inc (RWI) coaching for TAs and teachers in KS1.	EF Making the most of teaching assistants. EEF closing the attainment gap.	1, 2 and 3.
50% of SENDCo to be spent on improving opportunities and outcomes for those children with SEND	Of our 21 children who are SEND, 18 are disadvantaged (86%) Gap between SEND and non-SEND is significant and needs to be narrowed in reading, writing and maths.	1,2,3 and 6.
Release time provided for Mental Health lead (HLTA) to continue to undertake and deliver CPD into supporting children's mental health.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_well_being.pdf	1,2 and 6.

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

Budgeted cost: £25,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to identify which PP children need additional academic support and to plan for TA's to be deployed across year group teams to support those PP children	EEF Making the most of teaching assistants. EEF closing the attainment gap. RWI maths % PP against ARE below national and accelerated progress needs to happen.	1,2 and 4.
TA's to deliver high quality interventions in Reading, Writing and Maths and deliver them daily to PP children (as required) Interventions to be timetabled (where appropriate) and specific targets to be set with entrance and exit evidence to show impact.	The Pupil Premium- Mark Rowlands EEF Making the most of teaching assistants. EEF closing the attainment gap Precision Teaching- MAST	1, 2, 3 and 4.
HLTA to carry out specific, bespoke interventions and deliver them daily to PP children (as required). Interventions to be timetabled (where appropriate) and specific targets to be set with entrance and exit evidence to show impact.	The Pupil Premium- Mark Rowlands EEF Making the most of teaching assistants. EEF closing the attainment gap Precision Teaching- MAST	1,2, 3 and 4.
Supply to be provided to release teachers to provide conferencing/feedback time for writing.	EEF suggests that feedback is a highly effective tool to improve attainment and progress. Teachers know their children best – so we feel they are best placed to provide children with targeted intervention and feedback whilst the rest of the class is taught by a 'specialised' supply.	1 and 2

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

Budgeted cost: £ 13,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA to encourage parents into school to support with their children at home and to help raise aspirations	Due to high number of children in receipt of FSM, and the high levels of deprivation within our school community, it is important to get parents into school as often as possible. Sometimes this will be for informal coffee mornings, sometimes it may be to engage on a more formal level via meetings with additional professionals and other	3,,5 and 6.

	times it may be to engage with their child's learning such as partaking in lessons, exhibitions or assemblies. The PSA will be responsible for getting parents in as regularly as possible.	
Access to a range of resources to support children with their social and emotional wellbeing such as excellence cluster.	3rd space learning (SEL) review.	3,,5 and 6.
Access to a mental health lead practitioner within the school so that pinpointed specific support can be offered to children who are suffering from poor mental health.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6491840/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf Promoting children and young people's mental health and wellbeing document, DFE 2021.	5
All children engage with activities that support cultural capital, such as pantomime visits, trip contributions etc.	Cultural capital is an important part of our school curriculum – providing children with Essential Learning Experiences such as trips to the beach, local walks or residential visits. Some may be pertinent to a specific year group whereas others will be whole-school based, such as a trip to the pantomime.	2,3,4,5 and 6.
Subsidised access to music, extracurricular activities such as residentials, after school clubs.	BS has been granted access to PP funding for the academic year for music lessons. 30 weeks @ £11 = £330 towards costs.	1,2,3,4,5 and 6.

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.Total budgeted cost: £80,622

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review: Year One - 2021-2022

Through effective CPD, teachers have a better pedagogical awareness of children's learning and subsequently this has meant that the effectiveness of teaching all pupils, including those who are disadvantaged, has been improved. Furthermore, through effective CPD which has been provided to all of our staff, children who have been suffering from the effects of SEMH have been quickly identified and interventions and support has been put in place. All staff have received Trauma informed training and this has supported the collective understanding that staff have of how to best support children who suffer from the effects of trauma.

Regular and robust implementation, monitoring and coaching of staff in the delivery of Read, Write, Inc (RWI), has meant that CSOSM's phonics screening score in May 2022 was 93% which was above the national average. Through the purchasing of RWI resources such as books and home book bags, we have been able to effectively match the reading levels of children to the correct colour RWI books and this has meant that some disadvantaged children have made accelerated progress in KS1 (as highlighted in phonics screening check).

The school has worked tirelessly with its parents to improve relationships with the parents and the local community and the work undertaken by both the PSA as well as the SENDCO has had an enormously positive impact on this. Through discussions with parents and an 'open door' policy, our most vulnerable families and children have been provided with both academic and pastoral support. This has also meant that persistent absence and lateness has been reduced. In addition, the implementation of a breakfast club has been successful as it has allowed us to target specific disadvantaged children to offer them a good breakfast before starting school. Subsequently, this has meant that targeted children have been able to start the day in the right way. It has also meant that children who are persistently late are given an opportunity to come into school earlier.

Where children have fallen behind in their learning, we have been successful in quickly identifying those who may need additional help and then putting small group or 1-1 interventions in place.

Teachers have also been supported in using data from our school tracking app, (Insight), to make informed judgements about which children are likely to need additional support and have been specific in which interventions should be planned for and delivered by either themselves or support staff.

The investment into technology at St Joseph's has meant that all children from years 2-6 have access to a Chromebook. This has meant that disadvantaged children have been supported with their learning using technology and apps such as google slides as

well as educational based learning platforms such as IXL and TT rockstars. Furthermore, disadvantaged children have been able to use the chromebooks independently for things such as research.

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
TT Rockstars	TT Rockstars
IXL	IXL
Accelerated reader	Oxford University
Comparative marking	No more marking
Precision teaching	Plymouth MAST
Dyslexia Gold	Dyslexia Gold

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Review Year Two

Review Year 2022-2023

Teaching (For example CPD, Recruitment, Retention). £41,622

All teaching staff received a package of quality CPD which focused on areas of teaching and learning, in particular giving high quality feedback to children through live feedback as well as 'in the moment' oral feedback. A new 'feedback and marking'

policy was introduced across the school and teachers received training on the expectations of the new policy. Children are now receiving high quality feedback throughout all lessons. Other CPD sessions have included 'adaptive teaching' so that all teachers can make adaptations to planning and lessons to ensure that all children and their needs are catered for. The SLT have then monitored this through learning walks and DDIs to ensure that lessons and outcomes for all children are high.

83% of children passed the 2023 phonics screening check due to a robust and effective implementation of RWI. Long term sickness meant that leaders made decisions to combine groups to ensure that all children received consistent, high quality phonics sessions on a daily basis. At the start of the 2022-2023 academic year, the early reading leader was released once a week to provide coaching for the RWI staff. This continued until Spring 2023.

The SENDCo has worked tirelessly across the school to ensure that all children who require additional support receive it. The SENDCo has ensured that EHCP provision is robust and effective for our vulnerable children. Where support staff require additional training to support children with their needs, this has been provided.

The MH practitioner worked with children during the Autumn and Spring term 2022-2023 and she worked with identified and key children. We also provided small group MH support with a trained TA and this continued throughout the year. All staff have received Trauma Informed training (CAST approach). From September 2023- 2 x staff are undertaking the Trauma Informed Lead Practitioner training which will provide them with an NVQ at the end of their training. Moving forward, this will provide the school with the relevant training and qualifications to best support those children who have suffered from trauma in their young lives as well as provide effective MH support.

Targeted Academic Support

The SLT have deployed staff across the school effectively to ensure that provision and adult support is on a needs first basis. Where there have been instances where particular year groups have needed further support, adults have made in year transfers to best support our vulnerable children. Time has been planned for teachers to meet alongside the SLT to discuss their class in depth on a termly basis, analysing data and pinpointing specific needs and areas of concern. Teachers have become much more robust at analysing their data to pinpoint where interventions should be a priority.

In KS1, phonics interventions are planned and delivered so that children who have fallen behind are able to make accelerated progress. Teachers direct TAs to plan and deliver interventions specific to children's needs. In KS2, TAs are deployed by the class teacher to work with specific, focused groups of children.

The HLTA has provided cover to teachers to allow them to work with small groups of children to consolidate learning and address misconceptions. This has also meant that the teachers are able to spend time working with children on their writing providing targeted feedback and advice to PP children. The HLTA has also planned and delivered catch up phonics sessions.

Wider strategies to improve attendance and wellbeing etc.

The PSA has worked tirelessly with parents to build relationships and provide targeted family support. She has also worked alongside the DHT to produce a new attendance policy which is reflective of the DFEs approach to improving attendance. Through fortnightly meetings, we have targeted PP children who are persistently absent. Consequently, there was a 6% improvement in the attendance of PP children throughout the 2022-2023 year.

The school also introduced bagels for all children who arrived between 8:30 and 8:45 as a way of encouraging children to arrive at school on time and this improved lateness by 4%. Where parents needed additional support, the PSA arranged meetings alongside the DHT and SENDCo to look at ways we could support and improve attendance.

Throughout the academic year, some PP children received some subsidised music lessons which was provided through an external music tutor (PP+)

Review year 2023-2024

This year we have continued to focus on relationships with our parents and children and we have prioritised the attendance of our PP children. Our PSA has worked with our parents to develop positive relationships which has had a positive impact on the attendance of our pupils with our current attendance of **93.1%**. The introduction of free bagels for breakfast has also impacted positively on our attendance and there has been a reduction in the numbers of children who are persistently late.

Through the analysis of our reading data, we identified that we needed to implement a consistent approach to the teaching of early reading. We have ensured that all of our staff have received the full RWI training so that all staff are fully aware of how to deliver high quality, early reading sessions. Furthermore, we have also implemented a coaching model so that our early reading leader is able to monitor the effectiveness of the implementation. Where additional coaching has been required, the early reading leader has been quick to ensure that support is provided. We have also focused on our EYFS provision and we have invested in 'Drawing Club' to expose our EYFS children to higher level vocabulary. Due to many of our children joining EYFS from disadvantaged backgrounds and with low starting points, we have prioritised vocabulary and early language as a priority for our children. Our EYFS teacher has attended the 'Making a strong start in EYFS' training and looks to ensure that all of our children, regardless of their starting point, make good progress quickly.

We have trained a member of staff in the diploma L5 Trauma and mental health practitioner for Trauma Informed Schools. As part of her role, she has supported children who have had current or historic trauma. In addition, we have also employed a member of staff who already has a counselling certificate and is currently working towards an advanced diploma in counselling and psychotherapy,

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Review Year Three

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

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?	
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.

Additional strategies used to support disadvantaged pupils.

High quality teaching and learning.	Developing high quality teaching, learning, assessment and a curriculum which is designed to respond to the needs of our pupils.
	Implementing Rosenshine's principles to build on high quality teaching and learning.
	Implementing a new feedback and marking policy which is evidence based so that all children can make at least good progress.
	Setting up a CPD coaching model so that teachers can collaborate and improve their own practice so that they can be the best practitioners they can be- striving for excellence.
	Supporting middle leaders to grow into their roles of subject leadership so that they have a clear understanding of their subjects and how they need to be shaped and developed to meet the needs of our children.
Targeted academic support.	1-1 and small group tuition provided .
	Activities and resources meet the needs of all SEND and disadvantaged pupils.
	Effective deployment of support staff to deliver high quality, evidence informed interventions.
Wider strategies.	Breakfast club offered on a daily basis.
	Opportunities for children to take part in extracurricular activities, residential and trips.