

Pupil premium strategy statement 2024-25

Before completing this template, you should read the guidance on [using pupil premium](#).

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 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
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2024
Date on which it will be reviewed	September 2027
Statement authorised by	LGB
Pupil premium lead	Mr A Wilkes
Governor / Trustee lead	Mrs Jennifer Nock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25, 160
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 25,160

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

- Our aim at St Joseph's Catholic Primary School is to ensure that teaching and learning opportunities meet the needs of all of our pupils, with a strong focus on our disadvantaged pupils. All staff and members of the Local Governing Body are committed to meeting the academic, social and pastoral needs of our Pupil Premium pupils.
- Each child at St Joseph's Catholic Primary School is valued and supported to achieve their full potential and further develop their God-given talents. To achieve this aim, we ensure that robust assessment takes place along with appropriate provision in line with the children's needs.
- Pupil Premium funding will continue to be allocated following an analysis of needs of groups and individuals.

The key principles of our strategy are as follows:

- To ensure that the gap between PP and Non-PP diminishes within Reading, Writing and Maths.
- To promote and prioritise high quality teaching and learning across the school.
- To continue to support the mental health and well-being promoting a positive school ethos.
- To develop communication, language and oracy across the school with specific focus on Early Years and KS1.

Challenges

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

Challenge number	Detail of challenge
1	Pupils processing and retention of key knowledge across core subjects
2	Pupils not achieving at least expected attainment and progress across core subjects
3	Pupils' readiness for the next stage in their learning journey
4	The children's mental health and wellbeing to lead to positive outcomes
5	Engagement in homework and wider curriculum activities
6	A small number of our disadvantaged children have lower attendance than non-disadvantaged pupils

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
Pupils to achieve at better than expected level of progress in reading, writing and maths	Internal data to show that targeted pupils will achieve better than expected progress in reading, writing and maths
Improved pupils' emotional health and well-being	<p>Improved levels of attendance</p> <p>Pupil voice demonstrates a positive learning attitude</p> <p>Pupil readiness for the next stage in their education journey</p> <p>Pupils personal development is excellent and leads to good outcomes</p> <p>Emotional Literacy Support Assistant has a positive impact with improved attendance levels, and pupil outcomes</p>
Continue to increase the attendance and punctuality of PP children	Close monitoring evidences that disadvantaged children's attendance increases across the year – with a reduction in persistent absence for disadvantaged children
Pupil Premium pupils' attainment to be in line with or better than non-pupil premium pupils	<p>Attainment measures on the school's tracking system (Insight) indicate same or better attainment than non-disadvantaged children and in line with national averages with an aspiration to reach Emmaus 90% target</p> <p>Edukey Provision maps demonstrate positive progress within intervention groups as evidenced through robust tracking – including evidenced by PP Teaching Assistant</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: £3, 207.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing programme of CPDF for staff:</p> <p>External providers to support all staff CPDF i.e. Catholic Primary Partnership, Stourbridge Learning Partnership, Dudley MBC, Emmaus CMAC, Emotional Literacy Support Assistant training provider, National College, Ofsted research published materials, EEF, MAC and Township Coordinator Meetings</p>	<p>School is continuing to follow best practice/current research in terms of its pedagogical approach to high quality teaching and learning to ensure that gap between disadvantaged and non-disadvantaged pupils decreases.</p> <p>This will include:</p> <p>Further embed our pedagogical approaches in school that are rooted in best practice and research; including the use of further resources to support our focus on Tom Sherrington's WALKTHRU's with a focus on teaching and learning.</p> <p>Supporting subject leaders with current best practice within the subjects that they lead and CPD for staff – including the release of subject leaders – to continue to embed a culture of learning and scholarship throughout school, leading to high quality teaching and assessment to respond to the emerging needs of pupils – with an aim of ensuring that outcomes for pupil premium children improve.</p> <p>Embedding of CPD for teachers and support staff in which they are focused on support, a consistent approach to teaching and learning and developing next steps as a team including delivery by senior leaders and subject leaders.</p> <p>Emotional Literacy Support Assistant training for teaching assistant to support children's complex needs that have</p>	<p>1, 2, 3,4, 5</p>

	<p>emerged, leading to improved outcomes and children who are secure in their environment and prepared for their next stage in education.</p> <p>Supporting pupils' social, emotional and behavioural needs with further CPD in Emotional Literacy Support Assistant (1 adult) training and restraint (3 adults)</p> <p>CPD provided to staff by Mental Health Leader and ELSA – developing skills to support pupils within and outside school to increase cultural capital and prepare the children for their next stage in education</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18, 553

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition support for identified children	<p>Termly Pupil Progress Review meetings to include a focus on attainment, progress and attendance.</p> <p>Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within Insight).</p> <p>Data analysis and question level analysis from assessments</p>	1, 2 and 3
Targeted small group support with key mathematics skills and knowledge – ongoing pre-teach and re-teach sessions with TAs. Additional interventions or 1:1 where needed.	<p>Termly Pupil Progress Review meetings.</p> <p>Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within Insight).</p>	1, 2 and 3
Targeted small group support with key English skills – ongoing pre-teach and re-teach sessions with TAs.	<p>Termly Pupil Progress Review meetings.</p> <p>Staff ongoing assessments of pupils' progress and attainment – identified</p>	1, 2 and 3

Additional interventions or 1:1 where needed.	gaps in learning (termly data drops within MIS).	
Boosters in place to help address the gaps in knowledge identified through Pupil Progress meetings. Small group and 1:1 support implemented across the school for PP pupils	Small group sizes to provide more opportunities for teachers to address gaps and develop new skills and approaches for learners.	1, 2 and 3

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

Budgeted cost: £ 3, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support for children to help with transition (including Emotional Literacy Support and Learning Support Service)	Pupil voice and staff ongoing assessment of pupils' well-being. Staff ongoing assessment of pupils (outcomes at the end of the academic year).	4, 5
Ongoing mental health and well-being support from SENCo and senior mental health lead Wellbeing Interventions set up across the school to address social skills	Pupil voice and staff ongoing assessment of pupils' well-being. Staff ongoing assessment of pupils (outcomes at the end of the academic year). School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning, attendance and homework.	4, 5
Training and reintroduction of Junior PCSOs	PCSOs from WM police (support by Vice Principal) to provide training and embed effective practice of leading and delivering this programme as evidenced	4, 5

to aid the development of the children's self-esteem, resilience, confidence and teamwork.	through personal development curriculum and pupil voice.	
Support in ensuring PP children are able to engage in school trips and after school clubs. Providing support where needed to improve attendance in these activities across the school year.	Provide a number of academic and wider experiences for Pupil Premium children as evidenced through personal development curriculum document and pupil voice.	4, 5
Support for PP children and families where impacted by wider social and economic factors	Targeting the social and emotional needs of families who require additional support – supporting cultural capital.	4, 5
Support in ensuring that the attendance of our disadvantaged children is in line with non-disadvantaged children.	Careful daily monitoring of attendance for PP children by PP Teaching assistant and Principal. Analysis of attendance document. Issuing letters in line with Emmaus attendance policy and Principal following local authority procedures. Targeted support to increase attendance of disadvantaged children. Support for families where additional support is required by families to increase attendance in school. Ensure a high quality, engaging curriculum offer to lead to increased and sustained attendance in school.	

Total budgeted cost: £

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.

Attainment breakdown of PP and non PP children by ensuring high quality teaching in class and focused intervention (**based on 18 children**)

Whole school – attainment

Subject	PP	Non-PP
Reading	81.25%	87.31%
Writing	81.25%	84.33%
Maths	68.75%	92.54%

Taken from Arbor MIS system

Progress

Small group and one-to-one support enabled the pupils to make progress from baselines:

Reading 5.4 grades

Writing 5.1 grades

Maths 4.4 grades

School expectation is 6 grades from baseline

Our PP children have continued to be supported through the continuation of the 'Active Maths' and 'Maths on the Move' programmes. Ongoing communication between the class teachers and 'Sport Educator' supported pre-tutoring and re-teach strategies.

The whole-school approach on Maths Mastery (Sustaining programme) also enabled pupils to make at least good progress in maths.

Mental health and well-being support through wellbeing interventions, mentor-link SENCo support and mental health first aider have supported children with their mental health and wellbeing.

The funding has also continued to be used to support Key Stage 1 children with Phonics (Read Write Inc.) taught in small groups as part of the ongoing assessment of pupils – overall **83%** of Year 1 children achieved the PSC.

Pupils with Speech and Language Communication Needs (SLCN) were supported through SMART targets set by the class teachers with support from the SENCo.

External agencies such as Mentor Link, Learning Support Service, Educational Psychology Service etc. provided targeted support for identified children.

Ongoing monitoring by the TA supporting PP ensured that records and provision were reviewed and appropriate support was given to identified pupils. Interventions (including Issuing of penalty fines) and initiatives supported the improvement in absence rates of PP children. Parents contacted, roles of responsibility provided in school and enrichment opportunities have decreased persistent absence of PP children.

Not FSM attendance – **97.1%** PP attendance - **92.79%**

Social and emotional Wellbeing support

Vice Principal has undertaken Senior Mental Health Lead course.

Vice Principal has undertaken positive handling and de-escalation training.

PCSO course for targeted children in school.

Mental health and Wellbeing work in school – including externally provided yoga in children’s mental health week.

Nurture groups provided.

Clothing allowance where required to support with social and economic emerging needs.

Hardship fund also utilised for targeted pupils.

Support for children to attend school trips/residentials.

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
Maths Mastery Approach – Sustaining Programme Mastering Number Programme (Reception and KS1)	Maths Hub – no fee – teacher time to provide training to staff and attend meetings
Maths on the Move/Active Maths	RB Gym and Sport – paid through PE SPG Funding
Mentor Link Support Advisors	Mentor Link
WM Police	PC Andrews delivering workshops Junior PCSOs (no fee involved)
Tom Sherrington Walkthrus	Walkthrus

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

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.

The school will continue to support disadvantaged pupils through 1:1 and small group tuition by a teaching assistant funded through pupil premium. For 2024-25, this will continue to target SEND children's SMART targets through small group activities in order to further embed the progress made with this approach in the previous academic year. This funding will also be used to pay for the transition programme 'Balance ability' for all children in Reception (including those who are disadvantaged) to help with the Physical Development ELG and prepare for transition into Year 1. This will take place in the Summer term over 12 weeks.

Curriculum development will continue to support high quality teaching for all of the children, including our PP children.

Pupil Premium funding will also be used to supplement the social, emotional and behavioural needs of the children through investing in a teaching assistant (mental health first aider) undertaking the Emotional Literacy Support Assistant training.