

# Pupil premium strategy statement – St Joseph’s Catholic Primary School, Brindle

This statement details our school’s use of pupil 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	88
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	K. Armstrong
Pupil premium lead	D. Dewhurst
Governor lead	A. Springall-Fox

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27, 970
Recovery premium funding allocation for this year	£1253
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£29, 223</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To provide extra life experiences to pp children

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring 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.
- When 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 or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1:1 support where required or deemed necessary.
- Additional teaching and learning opportunities provided.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.

## Challenges

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

Challenge number	Detail of challenge
1	Rapid increase in the percentage of PP children.
2	Poor oral language and communication skills in some of our younger children.
3	Working memory and retrieval of learning.
4	Poor self-regulation and emotional understanding and having the skills/strategies to deal with this.
5	Social and emotional factors for some of our PPG children can inhibit their academic success.
6	Low confidence, lack of resilience and sometimes poor motivation for learning and poor working memory is identified in children eligible for PPG, especially since the pandemic where pupils spent extended periods at home.
7	Attainment gaps in Reading, Writing and Maths
8	Some children identified as eligible for PPG, need extra pastoral support for themselves and their families.
9	Attendance and Punctuality concerns for small minority of children
10	Higher ability PP children can lack enrichment and life experiences.

## 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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Maths	Achieve at least national average progress scores in KS2 Maths
Improved working memory of children	Spiral teaching used effectively to enhance learning. Allowing children to know more and remember more.

Improved communication and emotional self-regulation	Pastoral and oracy intervention (ELKLAN) being effectively delivered allowing children to achieve ARE
Improve attendance and punctuality for small minority	Ensure attendance of disadvantaged pupils is above 94%

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP lead to purchase a range of resources to support learning at home, to include stationary, work books, number squares and letter lines.	Homework has a positive impact on average (+ 5 months)	1,2,3,4,5
Forest School days - All pupils will spend time weekly carrying out forest school activities (Y6 set days per Half Term) as children's intellectual, social, cultural, spiritual and emotional development can be enhanced and enriched by active participation in experiences not available inside the classroom.	The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	1,2,3,4,5
Whole school CPD on effective teaching principles including growth mindsets, Kagan, Meta Cognition and Feedback to enhance Quality First Teaching. Development of school	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.	1,2,6

<p>curriculum to allow for deeper, sustained learning</p>	<p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +7</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	
<p>PP lead in consultation with Curriculum Lead to purchase good quality texts used in school and to send home with each family eligible for the PPG to support expanding vocabulary and to improve outcomes for all pupils.</p>	<p>To expose pupils entitled to the PPG to an increasingly expansive vocabulary by providing high-quality books and allow PP to keep certain books to take home.</p> <p>Numerous pieces of research conducted and commissioned by BookTrust have discovered the profound benefits of reading for a child's development. One study details the effects of reading on later literacy skills, facilitating social interaction between adults and children, and encouraging children to engage with the world around them.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £8253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions for reading, language and</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques</p>	<p>1,3,4</p>

<p>maths for pupils falling behind age related expectations. (IDL)</p> <p>Early Years teacher to provide ELKLAN support.</p> <p>Widget programme used to support SEND children.</p>	<p>which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p>	
<p>Children identified by class teachers and SENDCo are invited to attend clubs to support social skills and mental health</p> <ul style="list-style-type: none"> <li>• Club to be run by teaching assistants/sports coaches/Chorley Family Well-being and Compass Bloom. PP pupils to be given priority to attend</li> </ul>	<p>To provide an alternative provision for identified individuals during lunchtimes (Nurture group/Sports Club)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	2,3,4,5,6

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

Budgeted cost: £3470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly and termly tracking of attendance</p> <ul style="list-style-type: none"> <li>• Reminders about attendance in the newsletter for all children</li> <li>• HT to work with Pupil Premium children to support attendance and family support for SEMH</li> <li>• The offer of funding the external breakfast club is made to all PP pupils who have issues with getting to school on time for whatever reason</li> </ul>	<p>Monitoring the attendance of pupil premium children and providing support and interventions where required will ensure pupils attendance is consistently good. (Current attendance average is 97%)</p>	2,5
<p>Pastoral support for families</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve</p>	5

<p>External SEND specialist support used to ensure effective teaching and learning, especially for SEND/PP</p>	<p>pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	
<p>Celebration Days of Reading/Drama – involving parents and carers</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p>	
<p>Trip subsidy - All PP pupils have access to subsidies to ensure they are able to take part in all school residentials, school trips and paid extra-curricular activities in order to broaden their experiences.</p> <ul style="list-style-type: none"> <li>• Swimming subsidy- All PPG children have access to subsidies to ensure they are able to take part in school swimming lessons in order to develop this life skill.</li> <li>• All PP children have access to subsidies to ensure they are able to partake in school 1:1 or 1:2 instrumental music lessons, group lessons and clubs.</li> </ul>	<p>Widening opportunities and developing personal and social qualities.</p>	<p>1,2,4</p>

<ul style="list-style-type: none"><li>•Payment of CoolMilk for PP children in school</li><li>•Payment for school uniform</li></ul>		
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**Total budgeted cost: £ 29,223**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At St Joseph's, we complete assessments in December 2023 for all year groups and some baselines for Y2 and Y6. Termly assessments in December 2023 Spring 2024 and an end of year assessment in June 2024

Running alongside the above, was the ongoing daily assessments of children.

We also held termly Pupil Progress meetings to discuss attainment, progress, gaps and interventions. A number of our PP children also have SEND needs and therefore specific learning needs are taken into account for these children.

This year's PP plan takes into account all of the above and any findings.

Last year's plan and outcomes has led us to continue to focus on metacognition and the use of questioning in the classroom as well as nurture and well-being intervention.

We used pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We have also funded specific online learning platforms such as IDL and have upskilled teachers in areas such as precision teaching.

This details the Impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year:

100% of our pupil premium children passed their Phonics Screening Check

100% of our KS1 children achieved ARE in RWM

33% of our pupil premium children at the end of KS2 achieved the expected standard in RWM

### Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions
Edshed (Maths Shed and Spelling Shed)	Education Shed
IDL	Ascentis
LBQ	Lbq.com
TTRS	Maths Circle