

# Pupil premium strategy statement 2024/25-2027/28

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Joseph's Catholic Academy
Number of pupils in school	227 (238 Inc. pre-school)
Proportion (%) of pupil premium eligible pupils	84
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 -2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Laura Hamilton
Pupil premium lead	Angela Buckley
Governor / Trustee lead	Rebecca Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,544
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£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	£124,544

## Part A: Pupil premium strategy plan

### Statement of intent

#### THE NEWMAN CATHOLIC COLLEGIATE MISSION

#### “GROWING TOGETHER FOR LIFE”

The Newman Catholic Collegiate is a partnership of nine Catholic academies in North Staffordshire, part of the Archdiocese of Birmingham, under the patronage of Saint John Henry Newman.

***Our priority is to help students to know Jesus Christ, his mission and his Gospel, which forms our way of living.***

***We commit to work together so that each academy, respecting its own unique character, will offer outstanding Catholic education.***

***Our shared vision of life respects the uniqueness of all students, supporting their families, engaging them in their communities, and offering them unconditional love, so that they may achieve their potential and live life in its fullness.***

***To achieve this, across our academies, we will know one another, offering each other encouragement and active support.***

Our vision for St Joseph’s is summed up as follows:

St Joseph’s Catholic Academy strives to provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum and wider school life in order that they achieve our curriculum drivers:

- Aspiration
- Resilience
- Compassion

We aim to do so by using and applying the most effective pedagogy informed by evidence based approaches and supported by use of additional, delegated funding.

We believe that to achieve this aim, it is essential to work in partnership with families and pupils eligible for Pupil Premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

We recognise the value of external partners and organisations in providing additional support for the social, emotional, health and well-being of all pupils with potential barriers to learning and achievement.

*What are your ultimate objectives for your disadvantaged pupils?*

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils’ needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.

- Excellent pastoral care for all disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring the school has the capacity to provide on-going support of subject leads new to leading the curriculum area to ensure continuity
2	In light of the most recent research provide professional development for EYFS staff with a particular focus on ensuring disadvantaged children access a well-developed vocabulary to prepare them for all later learning.
3	Providing continuous and sustained professional development of all staff, and developing a systematic programme of mentoring and coaching.
4	Providing professional development, to support teachers to meet the specific needs of disadvantaged pupils with EAL
5	Ensuring the interventions that support language development, literacy and numeracy have a clear impact on attainment and communication
6	Continue to improve the attendance of pupil premium children, particularly persistent absence pupil premium pupils.
7	Developing pupil's resilience to support their social and emotional needs.
8	Increase the engagement of parents in their child's learning
9	Extend the extra-curriculum opportunities and the extended school programme gives disadvantaged children the opportunities to further develop their knowledge and cultural capital.

## 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) There is continuous on-going CDP for subject leads which improves the teaching and learning provision of all subjects taught within the school.</p> <p>Collegiate staff development meetings (CCDG'S)</p> <p>All subject leaders are able to act as a source of advice, guidance and support for staff.</p> <p>A programme of coaching is in place and this is a collaborative process supported by the coach who creates a safe space for Exploration with the teacher to create positive and sustainable change</p>	<p>Support for new leads and those new to leading subjects.</p> <p>A curriculum in place that is regularly evaluated and amended to meet the needs of all pupils.</p> <p>Teachers' knowledge and pedagogical expertise across the curriculum ensures high quality teaching.</p> <p>Selection and investment in high quality curriculum materials impacts on ensuring the quality of teaching is high.</p> <p>High quality teaching across the curriculum continues to improve pupil premium attainment.</p>

	<p>The use of standardised assessment in reading and SPAG supports the identification of areas for development. The use of power maths half termly assessments.</p>
<p>2) EYFS staff will understand new research and see the positive impact it will have for our pupils.</p> <p>There will be a well-developed and sequenced vocabulary programme from pre-school to reception.</p> <p>To narrow the communication and language gap in nursery.</p> <p>Children leave reception prepared for all later learning. They have 'sticky knowledge' that they can transfer to new learning throughout their life time.</p>	<p>All EYFS staff are familiar and use the research in their teaching.</p> <p>Reception baseline will improve for communication and language.</p> <p>Data will show an improvement in communication and language.</p>
<p>3) A programme of mentoring for all staff, especially ECT's and younger or less experienced teachers is in place to give help and advice. Mentors are well placed to support.</p> <p>A programme of coaching is in place and this is a collaborative process supported by the coach who creates a safe space for Exploration with the teacher to create positive and sustainable change</p>	<p>Continuous and sustained professional development on evidence-based classroom approaches.</p> <p>Ensuring ECF is met by all ECT</p> <p>Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practise.</p> <p>Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.</p>
<p>4) There is continuous professional development in place, which provide individuals with the knowledge and skills necessary to support students with EAL.</p>	<p>High quality teaching and specific approaches to support disadvantaged pupils with EAL are in place, these including explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology.</p> <p>Teachers in Early years are trained to use the following approaches : teaching and modelling vocabulary and language, interactive reading and collaborative talk</p>
<p>5) Focused teaching sessions, led by experienced staff, are in place for identified children.</p> <p>Interventions support the teaching and learning of language development and literacy and numeracy skills.</p> <p>Interventions are delivered either one-to-one, as a group or within the class setting.</p>	<p>Interventions are carefully linked to classroom teaching and matched to specific needs.</p> <p>Pupil's access to the full curriculum is not inhibited through the use of interventions.</p> <p>Effective interventions to support literacy and numeracy impact on raising standards in identified children.</p> <p>Targeted communication support is used to narrow inequalities in language.</p>

<p>6) The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium children</p>	<p>A wide range of approaches and rewards to improve attendance are in place. Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.</p>
<p>7) All teachers and support staff develop the resilience of pupils to support the social and emotional learning (SEL) of children so that they acquire social and emotional skills. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, public speaking and building healthy relationships.</p>	<p>Early identification of children with Social and emotional needs identified prior to entering EYFS so appropriate programme of support are implemented rapidly.</p> <p>Whole class approaches as well as targeted interventions are in place.</p> <p>Monitoring of these approaches and the impact is in place.</p> <p>Family support worker and other agencies heavily involved with the development of social and emotional support.</p>
<p>8) Parental engagement has a large and positive impact on children's learning</p>	<p>A range of practical approaches to support parental engagement are in place. Improved levels of parental engagement support improved academic outcomes.</p>
<p>9) The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital.</p> <p>The targeted use of before and after school programmes have an impact on attainment.</p>	<p>Extra-curriculum activities are seen be all staff, children and parents as an important part of the schools education and increase engagement in learning.</p> <p>Extended school time is purposeful and includes tuition, homework and summer school and impact on attainment.</p> <p>Monitoring engagement in extra-curricular activities hat show an increase at uptake and impact and addresses any gaps in knowledge and cultural capital.</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: £76,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Intended Outcome 1:</u></b> <i>There is continuous on-going CPD for subject leads which improves the teaching and learning provision of all subjects taught within the school.</i></p> <p><b>All subject leaders are able to act as a source of advice, guidance and support for staff</b></p> <p><b>Activities</b> To continue to develop teachers' knowledge and expertise, in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language.</p> <p>Continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club.</p> <p>Build teachers knowledge and pedagogical expertise in the teaching of reading, ensuring that accuracy through decoding, automaticity (fluency) and prosody are taught effectively to all children in KS1 and KS2</p> <p>Focus on building teachers' knowledge and pedagogical expertise in the teaching of master the curriculum in the Nursery, <b>mastering number in Reception, Year 1, Year 2, year 4 and year 5</b> and Power Maths from Reception through to Year 6.</p> <p>CPD through the CCDG supports the subject leaders in implementing an effective curriculum. All subject leaders continuously review and amend their comprehensive and progressive long term and medium term plans to ensure they meet pupils needs.</p> <p>Structured monitoring opportunities are timetabled, which include visits to lessons, scrutinise pupils work, engage in meaningful conversations with pupils and staff, to gather valuable insights and observations. This is used to provide constructive feedback to all staff.</p> <p>Professional development opportunities such as NPQs are accessed when appropriate</p>	<p>The EEF's guidance reports. <a href="https://www.educationendowmentfoundation.org.uk">Guidance reports   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Toolkit: <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Fluency   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading fluency</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development</a></p> <p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p>Great teaching toolkit: <a href="https://www.educationendowmentfoundation.org.uk">Great Teaching Toolkit</a> Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p>	

	<p>Considering a balanced design:  <a href="#">Planning professional development</a></p>	
<p><b><u>Intended Outcome 2:</u></b></p> <p>EYFS staff will understand new research and see the positive impact it will have for our pupils.</p> <p>There will be a well-developed and sequenced vocabulary programme from pre-school to reception.</p> <p>To narrow the communication and language gap in nursery.</p> <p>Children leave reception prepared for all later learning. They have 'sticky knowledge' that they can transfer to new learning throughout their life time.</p> <p><b><u>Activities</u></b></p> <p>EYFS lead will read and review the latest research and share appropriately with all staff.</p> <p>EYFS staff will engage with the new research to continue to develop communication and language with a focus on direct teaching and modelling of vocabulary and language.</p> <p>There will be a sequenced programme of nursery rhymes and stories, to build upon prior vocabulary.</p> <p>Structured monitoring of language development in pre-school, nursery and reception. This is used to devise interventions and seek professional support quickly.</p>	<p><a href="https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning#best-start-in-life-overall-conclusions">https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning#best-start-in-life-overall-conclusions</a></p> <p><a href="https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene">https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene</a></p> <p><a href="https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning">https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary</a></p>	
<p><b><u>Intended Outcomes 3.</u></b></p> <p>A programme of mentoring for all staff, especially ECT's and younger or less experienced teachers is in place to give help and advice. Mentors are well placed to support.</p> <p>A programme of coaching is in place and this is a collaborative process supported by the coach who creates a safe space for Exploration with the teacher to create positive and sustainable change</p> <p><b><u>Activities.</u></b></p> <p>The core components for the effective delivery of a coaching programme are identified.</p> <p>Implement and embed a structured coaching programme for the delivery of Power Maths</p> <p>Implement a structured coaching programme for the delivery of Phonics and Reading using the core components.</p>	<p>ECT Induction Handbook</p> <p><a href="#">Mentoring and coaching of teachers</a></p> <p><a href="#">Effective Professional Development</a></p> <p>Power Maths/Maths Mastery  <a href="#">Improving Mathematics in the Early Years and Key Stage 1</a></p> <p><a href="#">Improving Mathematics in Key Stage 2 and 3</a></p> <p>Bug Club Phonics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	

<p>Implement a coaching programme for the delivery of other identified subject using the core components. .</p> <p>Mentoring by subject leaders in all other subjects for identified staff is in place using the core components.</p> <p>Training and development are staff in Social and emotional learning strategies.</p> <p>Mentoring and professional training is in place for all ECT's</p>	<p>Bug Club Reading  <a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p>	
<p><b><u>Intended Outcome 4.</u></b></p> <p>There is continuous professional development in place, which provide individuals with the knowledge and skills necessary to support students with EAL.</p> <p><b><u>Activities</u></b></p> <p>EAL training to ensure they are clear on the strategies to use to support EAL pupils.</p> <p>Continue to closely monitor EAL provision for those pupils that are Pupil Premium and EAL to see impact of EAL CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and targeted use of technology so that they can access the curriculum and have the appropriate level of challenge.</p> <p>Targeted Pupil Progress meetings for PP children with a member of SLT on a termly basis to identify and children who may be falling behind and to carefully track their progress.</p> <p>Continue to monitor the use of cognitive and metacognitive strategies with the PP children (with or without EAL) to ensure that all staff working with these children are developing their self-reliance and independence.</p> <p>CPD for all staff on interventions to ensure effective approaches and strategies are structured and staff have high-quality support and training and development in the pedagogy and content of the specific intervention they are expected to use.</p> <p>CPD for staff on The Bell Foundation EAL Programme.</p> <p>Use the EAL programme to support the improvement of the educational outcomes of disadvantaged pupils who use English as an Additional Language (EAL) in order to benefit the individual child and society as a whole.</p> <p>Select the courses which are designed to develop the expertise and confidence of the schools practitioners so they can provide impactful support for learners who use EAL.</p> <p>Use the Centre of Expertise which trains and supports schools in areas of high need.</p> <p>In addition to this use the NASSEA framework where needed to support staff and access further CPD and assess EAL children.</p>	<p><a href="https://www.nassea.org.uk/">https://www.nassea.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal?utm_source=/education-evidence/evidence-reviews/english-as-an-additional-language-eal&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=eal">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal?utm_source=/education-evidence/evidence-reviews/english-as-an-additional-language-eal&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=eal</a></p>	

<p>NASSEA Associates offer a wide range of CDP. Leaders and teachers to identify either a specific programme or one that is bespoke to the school. Areas of focus can include;</p> <ul style="list-style-type: none"> <li>• International new arrivals</li> <li>• Early Stage Learners of EAL</li> <li>• Advanced Stage Learners of EAL, at all key stages.</li> <li>• Gypsy, Roma and Traveller pupils</li> <li>• Asylum Seeker and Refugee pupils</li> <li>• Developing EAL strategies across the school</li> <li>• Assessing EAL learners through APP</li> <li>• Assessing international new arrival pupils</li> <li>• EAL or SEN. Assessing pupils who may have multiple needs.</li> <li>• Equalities and Diversity</li> <li>• Governor training.</li> </ul>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended Outcomes 5. Focused teaching sessions, led by experienced staff, are in place for identified children.</p> <p>Interventions support the teaching and learning of language development and literacy and numeracy skills.</p> <p>Interventions are delivered either one-to-one, as a group or within the class setting.</p> <p><b>Activities</b> Trained staff deliver well-structured, targeted academic support to assist language development, literacy and/numeracy are carefully linked to classroom teaching and matched to specific needs</p> <p>Specific language interventions to address specific issues with language development and comprehension in place. Interventions continue to be carefully timetabled.</p> <p>Continue to use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> <li>• Small group tuition for key knowledge and skills</li> <li>• One to one support for key knowledge and skills</li> <li>• Language interventions in EYFS (Time to talk) which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</li> </ul> <p>Identify pupils who require further support for the multiplication check. Interventions to take place targeting additional support for the multiplication check.</p> <p>Continue to embed the use of well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p>	<p>EEF Selecting Interventions <a href="https://d2tic4wvo1iusb.cloudfront.net/Selecting_interventions_tool.pdf">Selecting_interventions_tool.pdf</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/">(d2tic4wvo1iusb.cloudfront.net)</a></p> <p>EEF One to One Tuition <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p> <p>EEF Small Group Tuition <a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p> <p>EEF Teaching Assistants delivering Interventions <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance report 'Using Teaching Assistants.'</p> <p>EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield</p> <p>EEF Oral Language Interventions <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p> <p>EEF Early Years Guidance Report</p> <p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p> <p>EEF reports for:</p>	

<p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Relevant CPD allows staff to be trained so that delivery continues to be consistent.</p> <p><b>Gaps in learning:</b></p> <p><b>EYFS</b> - Well-structured interventions taking place for disadvantaged children who have been identified as needing further support</p> <p>Current Year 1 4 PP children identified as needing additional support in order to achieve their phonics screening and narrow the gap in reading and vocabulary.</p> <p>Current Year 2 Phonics re-takers – 3 children did not pass the phonics screening test. These pupils will do daily Bug Club Phonics in order to pass the screening and narrow the gap in reading.</p> <p>PP – Writing – interventions to improve outcomes in writing.</p> <p>PP – Maths – Power maths lessons, more discussions and teacher support. Interventions for pre and post lesson as and when required.</p> <p>Current Year 3 1 pupil premium child who needs rapid phonics to narrow the gap in reading.</p> <p>Current Year 5 PP Reading and SPAG and maths. Interventions. Daily Bug Club Reading Skills, 1:1 reading, spellings to narrow the gap, fluency homework tailored to meet need. Power Maths sessions, more discussions, supportive partner, intervention for pre or post learning as and when required.</p> <p>Current Year 6 PP Reading, SPAG and maths. 1:1 or group interventions. Daily Bug Club Reading Skills, 1:1 reading, spellings to narrow the gap, fluency homework tailored to meet need. Power Maths sessions, more discussions, supportive partner, intervention for pre or post learning as and when required.</p> <p>KS2 Writing is a priority for disadvantaged pupil to be in line with National by the end of Key Stage Two.</p> <p>Raise the standardised score for maths at the End of Key Stage Two SATS.</p>	<p>Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</p> <p>EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Effective approaches to support Literacy <a href="#">Literacy   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <a href="#">Oral language interventions</a> To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p><a href="#">Phonics approaches</a> – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. <a href="#">Reading comprehension strategies</a></p> <p>EEF guidance report on SEND in Mainstream Education <a href="#">Special Educational Needs in Mainstream Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £2,838 (AH) + £19,500 = £22,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Intended Outcomes 6 :</i></b>  <b><i>The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium children</i></b></p> <p><b><u>Activities</u></b>            Further reduce the percentage of persistent absentees in pupil Premium so it is at least in line with national using a range of approaches to sustain school attendance such as:</p> <p>Further develop parental communication</p> <p>Attendance trip to take place for the children with 100% attendance.</p> <p>Attendance to be shared in weekly assemblies to identify the class with the greatest attendance.</p> <p>Staff to receive weekly attendance reports showing the persistent absentees.</p> <p>Attendance reviews to take place regularly between the Principal, family support worker and the EWO.</p> <p>Attendance incentives to be discussed at staff meetings.</p> <p>Weekly collegiate EWO visits to be in place.</p> <p>Continue to use the effective procedures that are in place for managing absence providing challenge and support for families of pupils who are consistently absent.</p> <p>Monthly meetings held with the principal, EWO and invited parents of identified children.</p> <p>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</p> <p>Continue to embed good two-way communications with parents (keeping parents consulted regularly).</p> <p>First call home to be consistently used.</p>	<p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p><b><i>Intended Outcome 7</i></b></p>		

<p>All teachers and support staff develop the resilience of pupils to support the social and emotional learning (SEL) of children so that they acquire social and emotional skills. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, public speaking and building healthy relationships.</p> <p>Develop and implement Oracy into every year group.</p> <p>Use voice 21 and training provided by them and other school who have accessed the training to implement their strategies.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice">https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice</a></p> <p>Literacy specialist, discusses the definitional and practice challenges surrounding oral language and how we can steer practice towards the evidence base to make the biggest difference for disadvantaged pupils</p> <p>A focus on the evidence would show that Oral language interventions can have a positive impact at all phases of education, but the impact is highest in the early years (+7 months), and higher in primary schools (+6 months)</p>	
<p><b><u>Intended Outcome 8</u></b></p> <p>Parental engagement has a large and positive impact on children’s learning</p> <p>Invite and engage parents into school.</p> <p>Phonics and spelling watch me learn to support parents knowing how to teach in the same way as teachers.</p> <p>Maths watch me learn, so parents can see the pedagogy of PowerMaths.</p>	<p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p><a href="#">EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>This EEF guidance report reviews the best available research to offer schools and teachers four recommendations to support parental engagement in children’s learning.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Yet it can be difficult to involve all parents in ways that support children’s learning, especially if parents’ own experiences of school weren’t positive.</p> <p>This is why we’ve produced this guidance report, designed to support primary and secondary schools to work with parents – particularly those from disadvantaged homes.</p>	
<p><b><u>Intended Outcome 9</u></b></p> <p>The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-trials-announced-including-focus-on-send">https://educationendowmentfoundation.org.uk/news/new-eef-trials-announced-including-focus-on-send</a></p> <p>Our children often don’t attend out of school activities, therefore offering after school activities gives them a chance to experience new and exciting experiences.</p>	

<p>The targeted use of before and after school programmes have an impact on attainment.</p> <p>Offer a wide variety of after school clubs from cooking, gardening, art, oracy, drama, reading, construction, MFL and geography.</p> <p>Target and offer these clubs to Pupil Premium children first.</p>		
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**Total budgeted cost:** £124,544

## 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 previous academic year.

#### Intended outcomes.

#### 1. Effective Quality First Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on improved teaching and attainment.

- Curriculum development work has focused on ensuring all subjects have a progressive, broad and balanced curriculum, focusing on all pupils achieving National through adaptive teaching. The staff have received coaching and support from Di Mason and other colleagues within the collegiate to develop all the foundation curriculum subjects. All staff have attended the collegiate CCDG's to enhance their ownership and knowledge of their subject. Staff have led training and curriculum updates to all staff in school to ensure there all staff are aware of the changes and the reason behind these changes.
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- As a school we have focused particularly on ensuring that disadvantaged pupils know more and remember more. The data reflects this with disadvantaged pupils in line with all pupils at the end of key stage two in reading, writing and maths.
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- Learning environment ensures it is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.
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- The Maths Mastery approach (delivered through Power Maths) provides opportunities for; paired talk, paired exploration, concrete and pictorial resources. This is a multidimensional approach, so children are embedding mathematical thinkers and not just a calculator. All of which are supportive of disadvantaged pupils needs.
- This pedagogy is applied to all other subjects with a focus on pupil exploration and deepening understanding at their own level. All teaching staff have received the training provided by Mark Cotton, therefore messages have been consistent and all staff are equipped to deliver Power Maths on a high quality scale. The impact of this should be evident with the data next year.
- Effective use of diagnostic assessment. NFER tests used from Year 2 up to Year 6 for the Autumn, Spring and Summer term. Thorough diagnosis of the assessment which is used to plan for improvement and target pupils.
- Data shows six out of the ten pupil premium children at the end of EYFS achieved GLD. The four remaining pupils were severe SEN. In year two 88% of children passed the phonics screening test. There was only one pupil premium child, who is also on the SEN register, who did not pass on the re-take. By the end of Key stage 1, PP children achieved above National Average in all areas. In Year 4 there was no internal gap in multiplication check and were in line with the collegiate average. End of year 6, no gap between pupil premium children and all children at expected in all areas, expect for writing. In combined, pupil premium was above average. Pupil premium children also were in line for National in exceeding. There weren't quite as many in maths.

#### 2. Improved communication and language skills in EYFS impact positively on attainment in all areas of learning so that attainment at GLD is at least in line with national for all groups.

Teacher's knowledge of communication and language skills has been developed. The staff have received training in 'Talk to Listen' 'Talk to Write' and the Nuffield. This has had an impact on the data in 2024 71% achieved GLD which is a rise from 2023 where 63% achieved GLD.

Early reading and writing was a priority for the school and it is having a positive impact throughout the school.

### 3. Attainment in Phonics in EYFS and the current Year 1 and current Year 2 is at least in line with national for disadvantaged as well as non disadvantaged pupils

Use of validated Phonics Scheme (Phonics Bug) is now imbedded and this has impacted on improving attainment with 11 PP children 73% achieving the national standard at the end of Y1 and 88% at the end of Y2. This is an increase on the previous comparable year. To achieve this, same day Phonics Catch up has been delivered to pupils who have not secured the days learning by well trained staff to ensure they keep up. Termly tracking has enabled pupils who were falling behind to be targeted in a timely manner and this has impacted on reducing gaps. There has been investment and organisation of the Reading books to ensure they match exactly to the sounds that children have been taught and this has enabled parents to effectively consolidate Phonics learning at home. Parent Workshop have been held to educate parents so that they have been able to effectively consolidate Phonics learning at home

### 4. Gaps in learning are closed and attainment in core subjects is at least in line with the national average for disadvantaged and non-disadvantaged pupils in all subjects with a focus on:

EYFS – At the end of EYFS 60% of the Pupil Premium children achieved GLD, compared to 71% of all children in the cohort

Phonics – At the end of Year 1 73% of the Pupil Premium children achieved the national standard in phonics compared to 83% of all children in the cohort.

At the end of Year 2 80% of the Pupil Premium children passed the phonics screening, compared to 90% of all children in school.

End of Key Stage One –

At the end of Year 2, 88% of Pupil Premium children achieved the expected standard in reading, 75% in writing and 75% in maths. SPAG 75%. This is in line with all pupils in the cohort.

#### YEAR 4 TIMES TABLES

In the timetables test at the end of year 4, PP children scored an average of 20.6 compared to 21 which was in line with all pupils.

#### END OF KEY STAGE 2.

At the end of KS2, pupil premium achieved in line with all other children in the cohort and in line with national at the expected standard, however writing was slightly lower. Combined pupil premium pupil achieved better than national.

PP achieved the following: Reading – 79%, writing – 64%, maths – 71%, GPS 71%

Combined 64%

In exceeding, reading, writing and maths are in line with national. However maths is slightly lower.

- Rigorous diagnostic assessment of pupils' individual needs has been carried out across the school and curriculum to ensure the teaching addresses the pupil's needs.
- NFER tests are in place across the school. Analysed termly alongside teacher assessment. This supports school planning, curriculum development and addresses pupil needs.
- CPD for teachers who are new to teaching phonics ensures that they have good knowledge of the validated phonics programme and the impact on improving attainment.

- Continuous CPD on the delivery of phonics has ensured staff are regularly updated on any additions to the validated phonics programme that the school uses. Targeted academic support is embedded.
- Governors are able to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are made.
- Governors are well informed of attainment across the school every term and ask challenging questions.
- Deployment and practice of support staff is in line with the recommendations in the EEF document.
- Support staff are actively engaged in supporting the children's learning. Children are now sitting in mixed ability groups with TA's moving between the groups.

**5. Difficulties with language development / comprehension are addressed in a structured way, in class teaching, across the whole curriculum in all year groups resulting in improved outcomes in reading, writing and Maths.**

A clear plan, with milestones, which is part of the school development plan, has been RAG rated and shared with key stakeholders so that leader and governors have been able to determine how well the school has implemented the activities set out in the plan, and the improvements that have been made.

Students with identified language development and comprehension difficulties have been identified and given programmes to support, identified speech and language difficulties are in place. The teaching of vocabulary is embedded across the school with all teachers and support staff having quality CPD. The teaching of vocabulary can be seen in classroom practice across the school. Subject leaders have taken shared collective responsibility for language development and acquisition in their subject areas across the school, they have included a progressive vocabulary into the medium term plans. Leaders attend Collegiate meetings related to the development of vocabulary for individual subjects.

**6. Difficulties with Metacognition, self-regulation and self-regulated learning are effectively addressed in class teaching and across the curriculum so that disadvantaged children have increased levels of independence**

The recommendations set out in the EEF metacognition guidance have been adopted and are being taught explicitly throughout the school

- Evidence of the use of metacognition strategies across the school (modelled/used by teachers). As a result, pupils are developing an awareness of their strengths and weaknesses and the strategies that they use to learn, allowing them to persevere and tackle problems.
- Metacognition strategies are being used by children across all subjects

Power Maths has been focused on meta cognition, pupil exploration and pupil independence. Other specialist have delivered Metacognition training, we have seen this become evident in classrooms through high quality teaching.

The use of metacognition strategies are evident in the use of the government validated phonics scheme 'Bug Club' and Power Maths'. These are all validated by the DFE and recommended programme. Teachers have been supported with high quality CPD and resources to in order to teach the relevant metacognition skills using high quality teaching.

**7. Parents are engaged in their children's learning and have high academic expectations for their children both now and in the future. Parents understand what their child is learning and how they can effectively support the in all areas of learning including reading**

**Parents understand the importance of good school attendance and are proactive in facilitating this.**

EEF guidance strategies (Engaging Parents) put into place to support parents to have high expectations for their children, to develop and maintain communication with parents about school activities and schoolwork and to promote the development of reading habits. A high percentage of parents complete the reading records, those children who don't read at home or given opportunities within the school day. Year group curriculum letters are sent out each half term with the school's expectations on with regards to reading. Meet the teacher happens three times a year and has given opportunities to allow the parents to come into school to be part of an active

lesson, the feedback from parents has been positive. Parents have commented that they prefer to come during the day, to be part of a lesson than 'listen to a PowerPoint'. Turn outs for these events are high.

#### 8. Attendance for disadvantaged children is at least in line with national attendance.

Persistent absence for disadvantaged pupils is below national attendance after the impact of school closures.

Overall attendance figures have improved over the year for all pupils and the number of persistent absentees has improved.

- All pupil absence rate was 5.8% and for PP children it was 6.4%, both these figures are below available national data of 7.4%.
- Persistently absent rate was 14.5% for all pupils and for PP was 19.3%, both these figures are below the available national average of 21.2%.
- Attendance trip at the end of the year for children with 100% attendance
- In school reward for the class with the highest attendance
- Weekly attendance award (given out in the celebration assembly-parents attend)
- Staff receive weekly attendance reports for their class
- EWO – weekly attendance reviews
- Attendance clinics (EWO/Principal/Family support worker if required)
- Improved communication with parents
- First call home consistently used

#### 9. Difficulties with social and emotional learning are addressed and strategies taught by all teachers to address socio-economic disadvantage

All pupils have access to a range of high quality resources needed in order to develop their cultural awareness and are given a range of experiences to enhance this. This is impacting on more of our pupils being culturally capital when they leave St. Joseph's, ready to begin their next educational step. Stop, Think, Do is an intervention. Most of our pupils reflect on their behavioural choices this is evident during playtimes as there are less behavioural incidents. The Family Support Worker is ELSA trained and offers high quality support to pupils experiencing difficulties with social and emotional learning.

All staff are prompt on adding information to CPOMS, which has helped SLT, FSW and Nicki Wright to identify families who need additional support via Early helps, CIN or CP plans, referral to the SENCO have had access to appropriate support in a timely manner

- EEF documents (SEL guidance) has been shared with staff.
- JIGSAW PSHE/RSE lessons take place in all year groups.
- Links made with RE curriculum.
- Good links with the Mental Health team.
- Family support worker – all embedded.
- Young Minds counsellor works in school with children.
- Physical health established across the school, including active families

#### 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
Power Maths	Pearson
Mastering number	NCETM

Master the Curriculum	Master the Curriculum
Bug Club Phonics	Pearson
Bug Club Guided Reading	Pearson
PHSE Jigsaw	British Educational Suppliers Association
Word Aware	Routledge
Nuffield Language Programme	Nuffield Foundation
Time to Talk	
Stop Think Do	
Rapid Phonics	Pearson
Ten:Ten	Ten Ten resources
Access Art	
Bell programme	

### 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)**

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