



Pupil premium strategy statement

St Joseph's Catholic Primary School, Washington

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Washington
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027 Updated Dec 2024
Date this statement was published	Dec 2024
Date on which it will be reviewed	October 2025 or earlier
Statement authorised by	Elizabeth Maher Headteacher
Pupil premium lead	Fern Lawton Acting Deputy Headteacher
Governor / Trustee lead	Kath Bengston Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30.620
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 30,620

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Primary School, we are committed to ensuring that all children receive the support and resources they need in order to make good progress and achieve high attainment in their learning, irrespective of their background or the challenges they face.

As a Catholic school, we strive to develop the full potential of all young people investing in the education of the whole person. This strategy will allow our pupils to be supported and challenged. Our pupil premium strategy will allow us to offer an exciting, challenging and inspiring curriculum with our Gospel Values at the heart of all we do.

Our school aims to effectively and efficiently use resources to have the maximum impact on the outcomes of disadvantaged pupils. The pupil premium strategy is cyclical and embedded within a broader strategic, school improvement cycle. The evidence-informed approach we adopt at St Joseph's is rooted in tackling educational disadvantage in the classroom. Our three-year strategy will allow us to continually monitor, evaluate and adapt our plans to best meet the needs of our children and families. This is in line with the EEF guidance, 'Putting Evidence into work – A School's guide to implementation.'

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. In addition, the school will adopt a tiered approach to supporting disadvantaged pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies, in line with EEF recommendations. The tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Improve classroom pedagogy by providing targeted support and supporting whole school adaptive teaching strategies
- Ensure that progress of disadvantaged pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.
- Ensure that ALL pupils, including our disadvantaged, are challenged in the work they are set with high expectations and aspirations.

- Act early to intervene at the point where need is identified.
- Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- Closely monitor the attendance and punctuality of disadvantaged pupils, providing support to ensure good attendance for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that Speech and Language acquisition and development for our disadvantaged children is, in general, less developed than that of the rest of the cohort. We know that children's inability to communicate has an impact on their vulnerability. It impacts pupils' phonics acquisition, vocabulary development and therefore writing progress as they move through school.
2	Early Reading: Baseline assessments and observations suggest that children arriving in school with less exposure to books and reading and can fall behind in reading/phonics in EYFS and Year 1
3	Slower progress across the curriculum: Levels of attainment and progress for disadvantaged children are lower than school averages. Internal and external assessments show that disadvantaged pupils are less likely to attain greater depth standard at the end of Key Stage 2 in all subjects.
4	Attendance data for the group as a whole is good. However, our historical data over the last three years indicates that there are gaps between the attendance of disadvantaged children and the rest of the cohort, which can adversely affect their achievement in school.
5	Observations, pupil discussions and communication with parents have identified a greater proportion of pupils are in need of social and emotional support; we also have parents and carers who would benefit from additional pastoral support.
6	Limited opportunities: In a school of wide socio-economic diversity, school provision mapping suggests that disadvantaged pupils have fewer cultural, sporting and musical experiences compared with the rest of the cohort.

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
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<p>1. Pupils acquire a rich and varied vocabulary and improved use of oral language regardless of socio-economic background</p>	<ul style="list-style-type: none"> • Monitoring and assessments demonstrate active engagement in lessons, language reflected in written work and improved and accurate use of language/vocabulary • Assessments and observations show that any shortfall in language acquisition is addressed ensuring prior lower attaining children from EYFS meet ARE by end of KS1; from KS2 meet ARE by end of KS2 • A rich curriculum ensures all children develop, use and retain a wide vocabulary. • We ensure the strongest foundations of language acquisition in Early Years for every child evidenced through children's conversation with each other and with adults in the setting and through active participation in group and class discussions.
<p>2. Ensure all children make rapid progress in reading across EYFS and Year 1.</p> <p>The reading culture of the school ensures all children continue to develop their love of reading and books as they progress through the school</p>	<ul style="list-style-type: none"> • Over three years, an increasing number of disadvantaged children are working at age related expectations (ARE) or above in phonics and reading • Home-School Reading Records demonstrate regular reading at home and children have increased access to a wide range of books. • Monitoring and reviews of reading demonstrate the increased confidence and expertise of all staff in the teaching of phonics that allows all children to keep up. • An increasing number of disadvantaged children reach Greater Depth within the curriculum. • Targeted children who need support to keep up or rapid catch-up are clearly identified by all staff working with them and cross school interventions are in place.

<p>3.Improved rates of progress and attainment for disadvantaged pupils across the curriculum.</p>	<ul style="list-style-type: none"> • Assessments and observations demonstrate that disadvantaged pupils make at least expected progress from their individual starting points and achieve highly in all areas of the curriculum.
<p>4. Families are well supported. Improve and maintain attendance levels</p>	<ul style="list-style-type: none"> • Links with vulnerable families are established and maintained • All families are clearly aware of the school attendance policies and updated DFE guidance (August 2024) • Over three years, the absence and persistent absence rates for disadvantaged children are below the national average and the gap with non-PP children reduces. • Numbers of disadvantaged children who are judged persistent absentees reduces and is below national averages.
<p>5. SEMH needs are identified and addressed</p>	<ul style="list-style-type: none"> • Mental health and wellbeing have a high profile among pupils, staff and the wider school community. • Staff and children recognise signs of poor mental health and wellbeing. • School Inclusion lead is able to support wider families of children with SEMH needs. • Children know how to ask for help and have access to timely and effective wellbeing support. • School has a named mental health champion.
<p>6. Increase the breadth of experiences and opportunities for all disadvantaged pupils Support the well-being for all pupils in our school especially that of our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Provision maps will show that all disadvantaged children are taking part in the widest range of experiences/opportunities during their time in school. • Pupil Voice surveys and reviews will show that children receiving the pupil premium have a positive view of themselves as a learner matched with high aspirations for their future

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Development Continue to train and release Curriculum leaders and leaders championing disadvantaged and vulnerable children to carry out in-depth monitoring to ensure we plan and adapt our curriculum so that all children know more and remember more. Focus threads through our curriculum: Reading Comprehension and Oral Language Interventions/Vocabulary acquisition</p>	<p>Oral Language Interventions, Oracy or speaking and listening interventions emphasise the importance of spoken language and verbal interaction in the classroom. Evidence suggests that these can support pupils to articulate ideas, consolidate understanding and extend vocabulary.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There, is extensive evidence of the positive impact of focussing on reading comprehension strategies to support reading and learning across the curriculum. The use of techniques such as drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4</p>
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit' demonstrates the effectiveness of Mastery Learning and Phonics strategies: Phonics (+5 months) Reading Comprehension Strategies (+5 months)</p>	<p>2,4</p>

<p>includes cover costs and resources for: The purchase of additional training, books and resources for DFE validated Systematic Synthetic Phonics Programme, Little Wandle Phonics and Phonics training for all staff, including staff new to the school.</p> <p>Participation in the NCETM KS1 'Mastering Number' programme</p>	<p>Phonics approaches have an extensive evidence base for a high impact on word reading and is a critical component in the development of early reading skills.</p> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches =+6 months</p>	
<p>Time allocated for all staff to champion the needs of our vulnerable and disadvantaged pupils. Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately</p>	<p>Evidence from successful schools demonstrates importance of sharing and understanding high expectations of all pupils among the entire school staff. 'Leaders of more successful schools emphasise the importance of 'quality teaching first.' They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. 'Sutton Trust 'Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress (Supporting the Achievement of disadvantaged Pupils)</p>	2,4,6
<p>Improved pupil well-being, Social and Emotional Learning (SEL) approaches will be embedded into routine educational practices and supported by professional development and training for staff. Lead staff member released</p>	<p>(Years 1-2) On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. SEL programmes appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average. EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	4,5,6

(Zones of Regulation Focus) Wellbeing and Mental Health Champion leading on initiative within school.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS & KS1 for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. Use approach based on strategies from Talk for Writing, phonics and reading.	Research suggests that oral language plays a strong role in supporting writing. Oral language interventions EEF (educationendowmentfoundation.org.uk) 1 7 high quality classroom interaction.	2,4

Teachers and Teaching Assistants will provide additional Phonics and reading and maths interventions for disadvantaged children who require support.	Phonics (+5 months) Reading Comprehension Strategies (+5 months) Phonics approaches have an extensive evidence base for a high impact on word reading and is a critical component in the development of early reading skills.	2,4
Continue to embed the Reciprocal Reading programme, and Reading Plus to improve pupils' comprehension and overall reading abilities in Key Stage 2.	EEF evaluation found that children in the targeted intervention made an average of +2 months' additional progress in reading comprehension and overall reading, compared to the control group.	2

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

Budgeted cost: £ 11600

Activity	Evidence that supports this approach	Challenge number (s) addressed
All staff to champion the wellbeing of all disadvantaged children: <ul style="list-style-type: none"> Wellbeing lead Mental Health 	Public Health England: The link between pupil health, wellbeing, and attainment A briefing for head teachers, governors and staff in education settings Key points from the evidence 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists	5,6 7

<p>Champion training</p> <p>Ensure pupils who require additional support for social and emotional well-being are identified, and appropriate measures put in place to support their needs.</p>	<p>between academic attainment and physical activity levels of pupils.</p>	
<p>Widening Opportunities: School to actively encourage children eligible for PP to take part in the widest range of extra-curricular opportunities.</p> <p>To develop aspirations and opportunities curriculum with focus on disadvantaged and vulnerable children.</p>	<p>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</p> <p>Social Mobility Commission research.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproach</p>	<p>3.6</p>

Robust attendance procedures : First Day Response, Weekly attendance celebrations & support to promote parental engagement.	Poor attendance is the main barrier to learning. Pupils need to attend school to enable them to reach their full potential. Pupils with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment, or training (NEET) when they leave school	6

Total budgeted cost: £30620

Attendance Data

	2023-24 National Data	2023-24 School All Pupils	2023-2024 School FSM	2023-24 School Pupils with SEND
Overall Absence	5.5%	4.9%	7.1%	7%
Persistent Absence (10%+)	15.2%	10%	26%	27%

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.

Outcomes 2023-2024

Early Years Good Level of Development (GLD) 2024

Cohort: (30 pupils) 77% of which achieved GLD.

Disadvantaged Pupils: (2 pupils) 100% achieved GLD.

Outcomes in Early Years are above national outcomes.

Year 1 Phonics Screening 2024

Cohort: (29 pupils) 83% of which achieved the expected standard.

Disadvantaged Pupils: (5 pupils) 60% of which achieved the expected standard.

Key Stage 2 2024

Reading – Expected Standard

Cohort: (26 children) 85% of which achieved the expected standard.

Disadvantaged Pupils: (4 pupils) 50% of which achieved the expected standard.

Reading – High Standard

Cohort: (26 children) 27% of which achieved the higher standard.

Disadvantaged Pupils: 4 pupils, none of which achieved the higher standard.

Writing – Expected Standard

Cohort: (26 children) 85% of which achieved the expected standard.

Disadvantaged Pupils: (4 pupils) 50% of which achieved the expected standard.

Writing – High Standard

Cohort: (26 children) 19% of which achieved the higher standard.

Disadvantaged Pupils: 4 pupils, none of which achieved the higher standard.

Maths– Expected Standard

Cohort: (26 children) 81% of which achieved the expected standard.

Disadvantaged Pupils: 4 pupils, 50% of which achieved the expected standard.

Maths – High Standard

Cohort: (26 children) 23% of which achieved the higher standard.

Disadvantaged Pupils: 4 pupils, none of which achieved the higher standard.

RWM Combined- Expected

Cohort: (26 children) 73% of which achieved the expected standard.

Disadvantaged Pupils: 4 pupils, 73% of which achieved the expected standard.

RWM Combined- High Standard

Cohort: (26 children) 8% of which achieved the expected standard.

Disadvantaged Pupils: 4 pupils, none of which achieved the expected standard

Multiplication Tables Check

Cohort: (30 children) 90% of which passed. 87% of the children got full marks (25/25).

Disadvantaged Pupils: 6 children, 67% of which achieved full marks.

PRIORITY 1 Teaching and Learning

- Staff CPD has focused on strengthening the curriculum offer through the implementation of new, high-quality curriculums. This has had a positive impact within the classroom for all pupils, including those who are disadvantaged.
- More focus is given to providing children with opportunities to revisit learning and this ensures that they can remember concepts. Pupil attainment and progress demonstrates the impact of teaching and learning strategies used across school.
- Maths CPD has supported quality first teaching and supported staff to deliver a mastery curriculum.
- Little Wandle phonics training has supported staff and ensured that all pupils benefit from quality first teaching.
- Targeted phonics interventions were used by staff to support pupils who were not on track.
- The school writing curriculum was reviewed in line with the BWCET curriculum.

Priority 2: Targeted support

- Additional daily reading support was given to targeted pupils in Y1-Y3 to support with phonics.
- The priority for small group targeted support for pupils falling behind age-related expectations for phonics, reading and maths.
- Reading fluency support strategies based on Tim Rasinski.
- Reciprocal Reading and Reading Plus sessions have supported children in KS2 in their comprehension skills.

Priority 3: Wider Strategies

- Extra-curricular clubs have been offered throughout the year, with financial support given so that disadvantaged pupils. Priority was given to these pupils.
- There has been regular attendance monitoring, which has included targeting of pupils with persistent absence patterns through procedures and offering incentives to improve attendance.

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
Reading Plus	Reading Solutions UK
TTRS/Numbots	Times Table Rockstars
Little Wandle Phonics	Little Wandle Letters and Sounds

