

Pupil premium strategy statement (2024-2025)

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 Primary School, Poole.
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Date this statement was published	30/11/24
Date on which it will be reviewed	Spring 2025
Statement authorised by	Neil McDermott
Pupil premium lead	Neil McDermott
Governor / Trustee lead	Bryan Dion

Funding overview (2023/24)

Detail	Amount
Pupil premium funding allocation this academic year	£110,505 (£105,863 allocated)
Recovery premium funding allocation this academic year	n/a
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	£110,505

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

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

Overall Aims

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Challenges (2022 – 2025)

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

Challenge number	Detail of challenge
1	<i>Low starting points in literacy and language skills due to SEN. 33% of pupils supported by PPG across the school have a SEN.</i>
2	<i>Gap in attainment between all pupils and pupils supported by PPG typically 25% across all subjects in school.</i>
3	<i>Lockdown resulted in pupils supported by PPG not accessing school (25% of PPG pupils in school summer term 2020), resulting in missed learning.</i>
4	<i>Lower pupil engagement (e.g., higher number of behaviour incidents (76% of L3 of incidents, 2018); higher levels of absence (6.7%, 2019); higher lateness (0.08%, 2019); lower engagement in lessons compared to peers</i>

Intended outcomes (2022 – 2025)

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
<i>Close the gap and accelerate progress of PP pupils in literacy and language skills</i>	<i>90% of pupils supported by PPG with SEN reach SEN targets</i>
<i>Ensure Quality First Teaching in all lessons</i>	<i>Accelerate progress of PP pupils resulting in a reduction in the gap in attainment between PP and non-PP by 10% in RD, WR, MA.</i>
<i>Provide a curriculum offer that responds to the welfare, emotional health and missed learning due to COVID-19, resulting in accelerated progress</i>	<i>90% of Pupils supported by PPG grant make expected progress during autumn term. ELSA / PSE Interventions results in improvements in mental health of individuals.</i>
<i>Pupil engagement in lessons is improved, pupils demonstrate positive learning behaviours.</i>	<i>Pupils take greater part in lessons resulting in them remembering more and making progress as least as good as their peers (see above target). PP lateness is reduced to 0.05%. PP attendance is improved to 95%.</i>

Activity in this academic year (2024/2025)

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: £16,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide 'Talk for Writing' training for all staff (second year of development).</i> - Training - Release time - Staff Meetings	<i>From EEF: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i>	1
<i>Focus on developing vocabulary linked to Curriculum plan.</i> - Training - Staff Meetings	<i>From EEF: Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</i>	1,2
<i>Maths lead deliver 'fluency' CPD to teaching staff both KS1 and KS2. Focus on number bonds, daily practice of skills, multiplication tables.</i>	<i>Effective AfL and mastery approach will ensure provision matched to need. Use Power Maths as a resource to facilitate Mastery Approach. Use of small steps learning will facilitate greater independence in lessons. EEF: 'Mastery learning appears to be a promising strategy for narrowing the attainment gap'</i>	1,2
<i>Focused on developing practice in EYFS. Consultant support focusing on rationale, developing environment in and out; focus on PSE in first term, develop planning, communication.</i>	<i>Early Years Toolkit: Play-based learning takes place across a range of indoor/outdoor, home-based and educational learning environments. On one end of the continuum is free play, where activities are initiated and sustained by the child. In these activities, the adult has a role in planning and setting up the learning provision, providing resources and materials to enhance learning and support play.</i>	1,2

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

Budgeted cost: £63,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Year 6 Provide tutoring for targeted individual children in Y6 (Maths). Class teachers released 2 hours per week.	EEF: 'Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.'	1,2
Year 6 Provide daily small group focused reading workshop led by JMM. Reduced class size for main group.	EEF: 'Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.'	1,2
Year 6 DHT to target Y6 PP in MA reducing class size and providing focused intervention (5 sessions per week).	Smaller teaching group. EEF: 'improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive'	1,2
KS1 and KS2 Provide 'Forest School' provision for 1 day per week (2 groups). This will target specific pupils.	Forest Schools are multi-sensory and can help improve concentration and the motivation to learn . Forest Schools can help children with learning disabilities or additional needs to gain more independence and self-confidence, reduce anxiety, build resilience, and improve their communication skills.	1,2,3
KS1 phonics Provide 2 TAs to work daily with identified groups in phonics across Y1, Y2.	EEF: 'Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.'	1,2
Y3, 4 Catch Up Phonics TA 4 mornings per week	EEF: 'Phonics has a positive impact overall (+ 5 months) with very extensive evidence this is an important component of early reading skills, particularly for children from a disadvantaged background.'	1,2
Intervention 1-1 Reading Individual work Y4,5,6 Daily 2 hours a day.	EEF: 'On average 1 to 1 tuition is very effective at improving pupils outcomes. 1 – 1 tuition might be an effective strategy for providing target support for pupils that are identified as having low prior attainment or are struggling in particular areas.,	1,2
EYFS Provide additional HLTA adult to support early language acquisition (3 days per week) and whole class development.	'PP pupils have a significant less range of vocabulary compared to non-PP. Vocabulary acquisition is crucial in developing knowledge and skills in all areas of the curriculum.'	1,2,3

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

Budgeted cost: £25,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pastoral support worker and ELSA individualised support (HLTA full time).	Social interventions. EEF: targeted at students with particular social or emotional needs.	1, 3, 4

<i>Attendance officer in school to analyse and identify poor attendance (3 hrs per work).</i>	<i>Improved regular attendance will result in improved outcomes and attitudes to school life.</i>	4
<i>Provide a range of interventions to support engagement including subsidised wrap around provision, access to sports clubs, residential trips.</i>	<i>Support for families in challenging circumstances enables pupil supported by PPG to maintain regular attendance.</i>	4
<i>Weekly welfare meeting to identify pupils at risk.</i>	<i>Social interventions. EEF: targeted at students with particular social or emotional needs</i>	4

Total budgeted cost: £105,863

Part B: Review of outcomes in 2023-2024

Pupil premium strategy outcomes

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

Overall

- Progress of PP group in line with peers and in most cases above expectations across the school. At Y6 attainment of PP group exceeded peers resulting in reduced gap between PP and peers.
- In Y5 attainment gap maintained and remains a concern at 40% below peers. See planned support for PP in Y6 in 2024/25.
- In Y3, Y4 attainment gap between PP and peers reduced to 15%.
- In Y1, Y2 attainment gap between PP and peers reduced to 10%.
- Phonics attainment at Y1 similar between PP and peers given the inclusion of two disappled PP pupils.
- Attainment of PP and non-PP EYFS group below peers. Development of EYFS provision and attainment a priority for this year (2024/25).

Year 6

- In Y6 classes, additional provision of an extra teacher in Maths lessons (DHT) created 3 classes daily. Tutor working directly with small groups of children focusing on writing and maths.
- This resulted in Y6 PP 2023 outcomes improving from (**RD 57%; WR 57%, MA 43%**) to Y6 PP in 2024 (**RD 63%; WR 58%; MA 75%**). This has led to a raising of attainment of PP grouping and a reduction in the gap between PP and non PP.
- In Y6 the proportion of PP pupils (10) making expected progress is **RD 84%, WR 100%, 92% MA** as compared to all pupils **RD 79%, WR, 100%, MA 98%**. Progress between PP and non PP broadly in line.

Year 5

- In Y5 an experienced HLTA provided intervention in English for a low attaining group of pupils. Attainment of PP group is **RD 36%; WR 14%; MA 29%** which led to a gap in attainment of 40% below peers. This is due to the significant proportion Y5 PP being also SEN. Despite this the PP group made expected progress (**RD 86%; WR 79%; MA 78%**) which was in line with non PP grouping.

Year 4

- Attainment of PP and non PP groups is broadly in line in RD (70%), whilst attainment between non and PP is 15% above in WR and MA. However the proportion of PP pupils making expected progress is 100% in all areas.

Year 3

- In Y3, attainment of whole cohort made accelerated progress in RD and WR. PPG pupils' attainment **RD 69%; WR 44%; MA 44%** approx. 20% below peers in all areas. Progress of PPG pupils (16) is RD 100%; WR 100%; MA 94% ,similar progress to peers.

Year 2

- Y2 attainment at KS1 is **RD 70%; WR 64%; MA 70%** which is in line with national. PPG (10 pupils) attainment being 60% in RD, WR and MA. Progress of PPG pupils (10) is in line with peers at RD 100%, WR 89%, MA 100%.

Year 1

- Attainment at Y1: **RD 79%; WR 73%; MA 75%** which is in line with national and represents expected progress from EYFS GLD at **69%**. Attainment of PPG group in all areas at 57% (4 out of 7). Phonics in Y1 supported by two TAs to provide additional smaller groups and focus on

specific 'stages'. As a result, **82%** of pupils attained the phonics check in Y1 with 4 out of 7 pupils supported by PPG meeting phonics check (57%).

EYFS

EYFS, 7 pupils were supported by PPG funding. Four out of seven attained GLD (57%) which was in line with whole cohort at **60%** although below national at **68%**. Overall funded pupils (7) attained **RD 71%; WR 57%; MA 57%** which is in line with peers in RD (74%) but below in WR (70%) and MA (74%).

School based strategies (e.g., pastoral support HLTA) have a positive impact in a reduction of the number of behavioural incidents. There have been one 1-day suspensions over the previous 2 years.

Despite a steady improvement in attendance over the last 3 years (2021/22: **93.2%** 2022/23: **93.4%** 2023/24: **94.5%**) attendance for all children is below national average. During this time there has been increase in the attendance gap between PP and peers of 2.4%. Increasing attendance levels in a priority for the school for 2024/25.

Mid-Year Review 2024-25

Progress of PP children is on track to be in line with peers across the school. 95% have made the expected progress or more in reading, 95% in writing and 94% in maths.

In Y6, targeted tutoring for individual children and small groups has been taking place, enabling class teachers to identify and fill gaps in knowledge to boost attainment. Daily small group work for a targeted reading group takes place daily with a highly trained TA and small group maths teaching occurs daily, focusing on key concepts for children with gaps in their learning.

Forest school has been taking place for a range of year groups, with PP children being targeted to engage in this.

In KS1, a TA has been taking small phonics groups for children in Y1 and 2 who are working below the expected standard. This has enabled the consolidation of sounds which are being taught in class sessions and provides extra practise in preparation for the Y1 phonics screening and Y2 re-takes.

All staff received additional 'Talk for Writing' training in the Autumn term to best support the implementation and embedding of this programme across the school. With writing being a focus for whole school improvement, we have worked closely with our SIO to put in place training and strategies to best support the lower attaining pupils and to ensure the consistency and quality of writing teaching across the school.

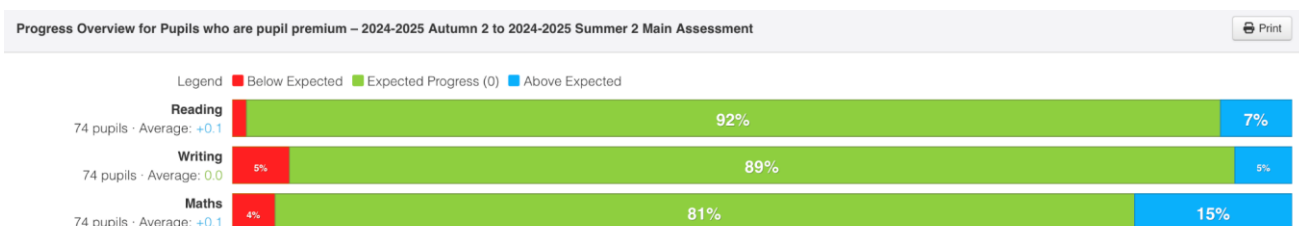
An inset day was used for the reading lead to give whole school training on how best to teach the explicit skills of reading and how best to support children in class. Time was also given to teachers to re-design the reading curriculum as the given literary cannon was seen as not best supporting the needs of the children in this school. High quality texts were chosen that would enhance the vocabulary and enrichment of the pupils.

The EYFS lead has worked to improve the curriculum and practise in EYFS. The classroom environment and outdoor provision has been improved, enabling the children to have a broader range of experiences with a focus on language and communication development.

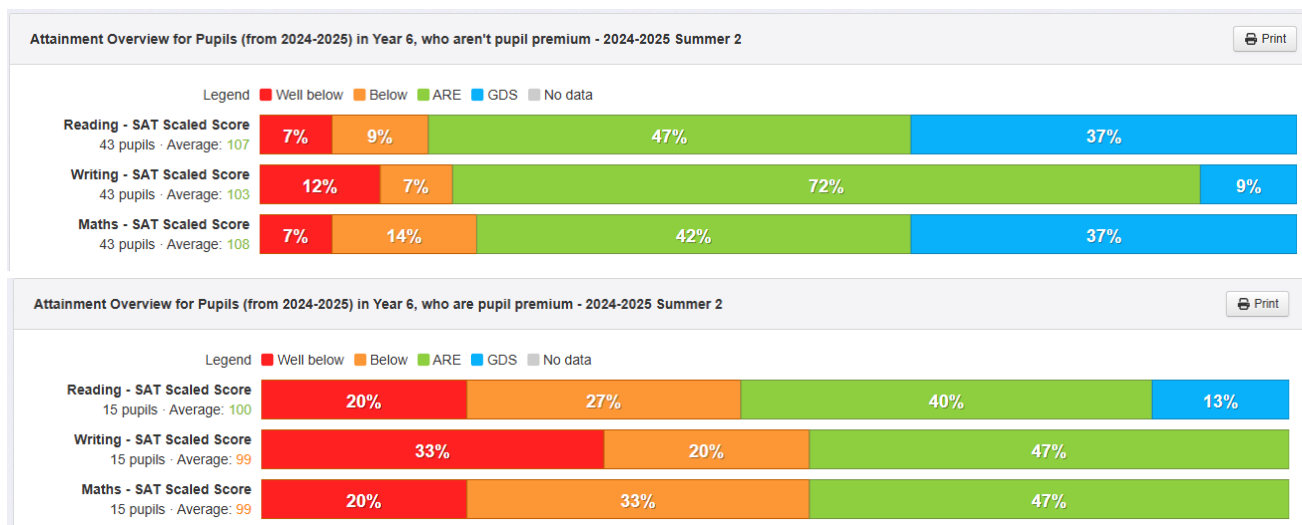
Attendance continues to be a priority across the school and attendance meetings have taken place with families and professional agencies to best support families. Pupil Premium children have an average attendance of 90.2% compared to non-pupil premium children who have an average of 94.5%. This is below the national average of 94.8% and a local authority average of 95.1%. A range of interventions to support engagement including subsidised wrap around provision, access to sports clubs and residential trips has taken place, increasing the attendance of the most hard to reach families.

End of Year Review 2024-25

The progress of PP children at the end of the academic year is better than the average of all pupils in the school. 99% of PP children have made the expected progress or more in reading, 94% in writing and 96% in maths.

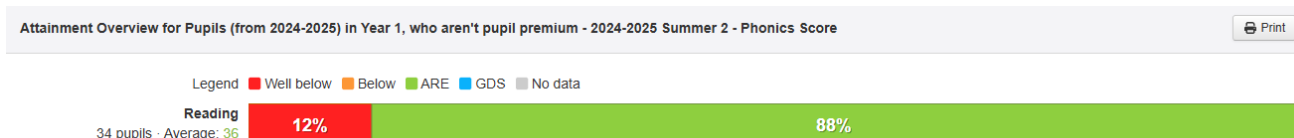
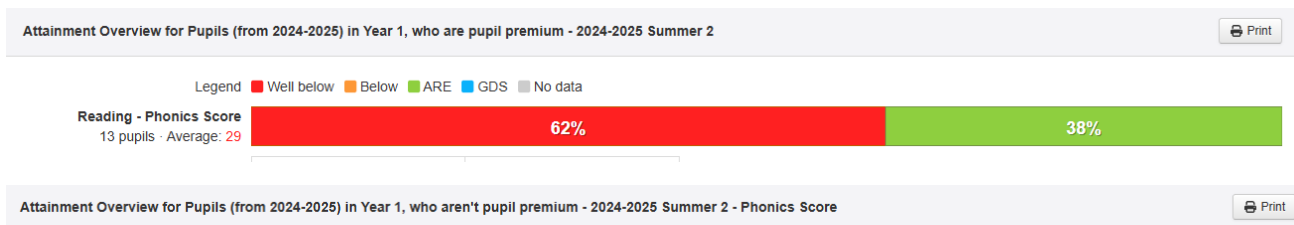


In Y6, targeted tutoring for individual children and small groups has been taking place, enabling class teachers to identify and fill gaps in knowledge to boost attainment. Daily small group work for a targeted reading group takes place daily with a highly trained TA and small group maths teaching occurs daily, focusing on key concepts for children with gaps in their learning. In the end of KS2 Statutory Assessments, pupil premium children gained lower average scores than the non pupil premium children. However, the progress they made and their increased confidence by having small group work focused on their gaps enabled them to feel confident as they transferred to secondary school.

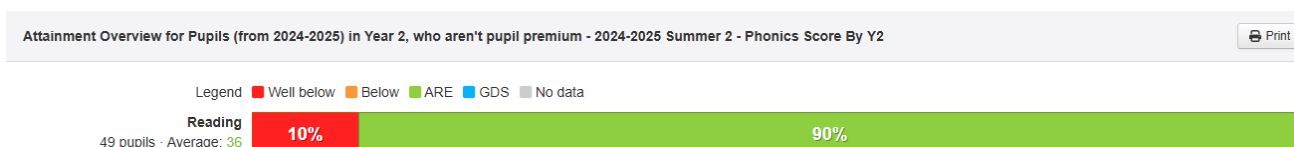
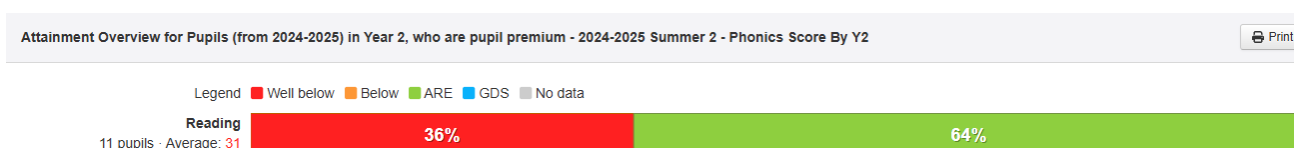


Forest school continued to take place for a range of year groups, with PP children being targeted to engage in this. Feedback from pupils has been very positive, with children citing improved confidence, new skills and feeling calmer when outside and participating in Forest School sessions.

In KS1, a TA has been taking small phonics groups for children in Y1 and 2 who are working below the expected standard. This has enabled the consolidation of sounds which are being taught in class sessions and provides extra practise in preparation for the Y1 phonics screening and Y2 re-takes. 38% of PP children passed the Y1 phonics test compared to 88% the non pupil premium children.



By the end of Y2, 64% of PP children had passed the phonics test compared 90% of non pupil premium children. The pupil premium children are priorities for intervention and catch up for the 2025-26 academic year. Their progress was hindered by a high proportion of SEN children being Pupil premium.



All staff received additional 'Talk for Writing' training in the Autumn term to best support the implementation and embedding of this programme across the school. With writing being a focus for whole school improvement, we have worked closely with our SIO to put in place training and strategies to best support the lower attaining pupils and to ensure the consistency and quality of writing teaching across the school. Staff meetings and moderation sessions have been held to ensure that all staff are confident in their teaching and assessment of writing. A new spelling scheme (Emilie Spelling) has been trialed during the summer term and introduced to the whole school during summer 2. This programme will ensure that a progressive and comprehensive spelling scheme is being followed by all teachers, allowing children to make the best progress possible.

An inset day was used for the reading lead to give whole school training on how best to teach the explicit skills of reading and how best to support children in class. Time was also given to teachers to re-design the reading curriculum as the given literary cannon was seen as not best supporting the needs of the children in this school. High quality texts were chosen that would enhance the vocabulary and enrichment of the pupils. In the summer term, the school participated in an oracy project to encourage discussions, vocabulary and confidence in presenting thoughts and ideas to a wider audience. Vocabulary has continued to be a focus and the use of Widgit and the pre-teaching of vocabulary has enabled all pupils to gain a better understanding of language.

The EYFS lead has worked to improve the curriculum and practise in EYFS. The classroom

environment and outdoor provision has been improved, enabling the children to have a broader range of experiences with a focus on language and communication development. The changes implemented have been positively praised by the SIO in recent reports. For example, "Lesson visits and climate walk in provision showed that the implementation of the new curriculum since September, is having a positive impact. It is pleasing to note the strong improvements in the childrens' behaviours, interactions and executive function."

Attendance continues to be a priority across the school and attendance meetings have taken place with families and professional agencies to best support families. Pupil Premium children have an average attendance of 90.2% compared to a whole school average of 94.4%. This is below the national average of 94.8% and a local authority average of 95.1%. A range of interventions to support engagement including subsidised wrap around provision, access to sports clubs and residential trips has taken place, increasing the attendance of the most hard to reach families. Leaders have liaised with outside agencies to support families and the Pastoral Care Worker has been collecting several PP children from home and bringing them to school in the mornings.