

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

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	
Date this statement was published	November 2024
Date on which it will be reviewed	
Statement authorised by	P Naughton
Pupil premium lead	G Parish
Governor / Trustee lead	L Ducker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,840

## Part A: Pupil premium strategy plan

### Statement of intent

At St. Joseph's, we are dedicated to offering a comprehensive and ambitious curriculum filled with enriching experiences and opportunities for all students. We acknowledge that teaching all children, especially those who are disadvantaged, is a privilege; therefore our goal is to empower every child in our community to reach their fullest potential. The focus of our pupil premium grant is to ensure equity for all, enabling every student to succeed and fulfil their individual academic, social and emotional potential regardless of their circumstances, as outlined in our mission statement.

According to the Office of National Statistics (2021), 50% of households in the Blaydon and Winlaton area are considered deprived in one or more ways. Consequently, some pupils in the area struggle to achieve in primary education. Our funding strategy aims to counter this trend, as well as identify barriers to learning on a local and individual basis to ensure we're providing suitable support and ensuring high expectations for all so every child at St. Joseph's realises their potential.

Central to our approach is high-quality teaching, underpinned by knowledge rich curriculum, implemented through a teaching and learning approach that is informed by research-based methods to ensure effective learning. Our curriculum is designed to help students retain knowledge and deepen their understanding over time. We assess each child regularly to facilitate their progress and continuity. As a result, we recognise that this can only be achieved through effective professional development of staff to consistently support our disadvantaged pupils through school.

We acknowledge that many of our pupils who experience social and economic disadvantage also have SEND needs that can impact their learning and contribute to an interplay of multiple risk factors and challenges. To support them fully, we identify and address these needs, allowing access to our curriculum. Our SENDCO, teaching staff, support staff and external agencies collaborate to achieve the best outcomes for each individual. Our curriculum offers experiences that broaden students' horizons and promote success, as well as having access to many rich and diverse experiences outside of the classroom.

Our strategy is centred on identifying the specific needs of each child to foster their success. To achieve this, we:

- Regularly review the progress of all students to ensure our methods are effective.
- Implement targeted high-quality interventions.
- Adopt and sustain a whole school approach in which all staff are accountable for disadvantaged pupils' outcomes, with high expectations of behaviour and standards for all.

Through our pupil premium initiatives, we aim to accelerate progress and help all students meet at least age-related expectations.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> Whilst attendance of PP is in line with peers it is below the Trust target of 97% and a greater proportion are classed as persistent absentees or arriving to school late. Not all families prioritise attendance. Children and parents' physical health, taking holidays, attitudinal reasons, punctuality are all contributing factors. This results in their development being delayed and academic achievement impeded.
2	<b>Lack of opportunity</b> Many of our children have limited experiences of clubs and educational trips due to financial issues.
3	<b>Gaps in knowledge and understanding the curriculum.</b> Some of our pupils have a lack of resilience and low self-esteem preventing a number of them from fully engaging in their learning. This has resulted in significant knowledge gaps leading to some pupils falling behind age related expectations. We aim to close the gap between disadvantaged and non-disadvantaged children meeting age related expectations at key performance points during their time at our school (Early Years Good Level of Development (GLD), Year 1 Phonics Screen, Key Stage 1 SATs (Year 2), Key Stage 2 SATs).
4	<b>Mental Well Being</b> Some children's SEMH profile inhibits their ability to engage or behave appropriately and safely in the school environment.
5	<b>SEND</b> Some children are eligible for PP have specific SEND needs and an increasing number require speech and language intervention
6	<b>School Ready</b> Families of disadvantaged pupils may struggle to buy appropriate uniforms /clothing / equipment for school.
7	<b>Parental Support</b> Some of our families have very little involvement in relationships with school, hold negative views of school and do not actively support success. Not all our families recognise the value in fully engaging with school.
8	<b>Phonics</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

## 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
To ensure that financial assistance is given to disadvantaged families in purchasing uniform and equipment for school.	All Disadvantaged families to be engaging in all aspects of school life without any financial barriers for uniform and resources. High levels of engagement in enrichment opportunities within school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Reduced the attendance gap between PP and non PP pupils. Achieve target 97% in line with Trust. Reduced persistent absent indicators. Reduced persistent late indicators.
Improved oral and language skills and vocabulary among pupils.	Vocabulary rich curriculum, allowing pupils to effectively communicate with their peers, staff and families. Evidence will be triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved well-being for all pupils in our school.	Children can talk about their emotions and self-regulate. Children are happy and are able to learn. Pupils engage in educational Visit, clubs, music lessons, residentials - Attendance for PP Pupils is in line with Non PP Pupils. Enrichment Clubs will run so that pupils can demonstrate improved social and physical fitness skills.
Children make a good level of progress in early reading, which continues throughout school.	The reading GLD is in line with the national average. Rigorous half termly assessments show progress and clearly identify gaps in knowledge to ensure all children 'keep up'. Phonics data are inline with the national average. Half-termly reading fluency assessments from year 2 – year 6 show progress and identify any struggling readers.
Pupils who are disadvantaged achieve academically as well as their peers. We aim to close the gap between disadvantaged and non-disadvantaged children meeting age related expectations at key performance points during their time at our school (Early Years Good Level of Development (GLD), Year 1 Phonics Screen, Key Stage 1 SATs, Key Stage 2 SATs).	Academic data shows narrowing of the gap between the performance of non-disadvantaged and disadvantaged pupils. Quality First Teaching in class will ensure a 'keep up not catch up' approach. To maintain robust tracking systems and ensure appropriate support and enhanced provision for those children most likely to leave our setting without the required basic skills.

	Intervention teaching to accelerate progress in basic skills, reading development and to revisit and revise the curriculum.
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## Activity in this academic year

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

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

Budgeted cost: £19,364.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver a high quality professional development programme which equips teachers to support pupils to maximise the opportunities for long term learning. For 2024, this will focus on developing writing, including transcription and oracy, as well as approaches to the teaching of Phonics, Reading, Writing and Maths.	Targeted and relevant training for staff has greater impact on student progress. EEF Guidance Report Effective Professional Development: Effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. PD should include a balanced design of building knowledge, motivating teachers, developing teacher techniques and embedding practice. A focus on social support and using trusted sources will inform our approach <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	3, 5, 8
Early Reading Leader training - Purchase and carry out RWInc Assessments eg. Phonics tracker Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Assessing and Monitoring Pupil Progress / EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-yearsacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-yearsacy</a>   EEF  Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.	3, 5, 8

	Additional TA support Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	
Specialist PE and Music Teacher, lessons in school for all children.	PE and Music offers children the chance to experience and develop knowledge and skills that they might not have at home.	2, 3, 4, 5
Release time for subject leaders to ensure that monitoring activities are thorough and robust.	Monitoring and evaluation can provide and insight into impact of curriculum, identifying strengths and areas of improvement.	3, 5, 8
Coaching opportunities are delivered for less experienced staff members.	Research suggests, in terms of impact on student outcomes, instructional coaching has one of the strongest evidence bases of any form of CPD.  <a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a>	3, 4

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

Budgeted cost: £27,776.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions targeted at disadvantaged pupils who require further support. This will be fully supported by the experienced reading lead and delivered by appropriately trained teachers and classroom teaching assistants.	High quality targeted intervention improves outcomes, with SMART targets Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.  <a href="https://eef/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://eef/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	3, 4, 5
Targeted support at Lunchtime for lowest PP readers/Times table outcomes by allocated TA.	High quality targeted intervention improves outcomes, with SMART targets Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.	3, 4, 5

	<p>Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils or those falling behind both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
<p>Maths interventions targeted at disadvantaged pupils to support quality first teaching. This will be fully supported and delivered by the experienced maths by appropriately trained teachers and classroom teaching assistants.</p>	<p>Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils or those falling behind both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> and in small groups:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  Utilising ready to progress criteria.</p> <p>Evidence from Education Endowment Foundation Toolkit: Teaching Assistant Interventions  Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils</p>	3, 4, 5
<p>Sustaining our phonics and early reading progress.</p>	<p>Evidence from Education Endowment Foundation Toolkit:  Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	3, 5, 8

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

Budgeted cost: £5,698.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support costs of trip: disadvantaged pupils participating in residential trips.	Improved opportunities for all. Improved attendance on the trip	2, 6
Clued up kids To support parents and raise awareness of online safety.	Raised awareness of internet safety and working safely online. Parents are more knowledgeable in how to manage issues that occur online.	
Provide access to full school uniforms, PE kits, clothing and equipment.	The current evidence base on school uniform and academic outcomes is extremely weak. The limited evidence base means that an overall impact in months progress is not communicated. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. EEF / Teaching and Learning toolkit / School uniform	2, 6
Offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.	One trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. These results have moderate security, and further evaluation would be needed before there can be confidence that the results apply to other schools, but they provide initial evidence that well supported enrichment activities can improve children's academic and noncognitive outcomes. EEF Projects and evaluation projects / children's university - regrant  Meta-cognition studies have shown that learners can thrive no matter the environment: Resilient students are described by Alva (1991) as those who maintain high motivational achievement and performance even when faced with stressful events and conditions that place them at risk of poor performance.	1, 2, 4, 6
To support parents in improving the overall	In Klein's research on absenteeism... research overwhelmingly shows that school	1, 7

attendance by addressing the barriers and finding solutions.	absenteeism is negatively associated with students' academic achievement (Aucejo & Romano, 2016; Gottfried, 2010, 2011; Gottfried & Kirksey, 2017; Kirksey, 2019; Morrissey et al., 2014). Tracking attendance data, contacting parents, letters or home visits and meetings with school, SLT and attendance to remove barriers to attendance. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a>	
Breakfast Club: Children have a better start to the day having eaten breakfast.	Children have better concentration with good nutrition.	1, 4, 6, 7

**Total budgeted cost: £52,840**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

#### EYFS

There was 1 pupil premium eligible pupil in this cohort of EYFS pupils. 0% of our pupil premium pupils achieved GLD compared to nationally at 67%.

#### Year 1 Phonics

There were 4 pupil premium eligible pupils in this cohort of year 1 pupils. *14% of pupils are Disadvantaged.* 50% of Disadvantaged pupils achieved the standard compared to National Disadvantaged of 67%.

#### Year 4 MTC

There were 5 pupil premium eligible pupils in this cohort of year 4 pupils. The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 60%. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 23.6 (out of 25).

#### Year 6

There were 5 pupil premium eligible pupils in this cohort of year 6 pupils.

40% of Disadvantaged pupils achieved the expected standard in reading, National Disadvantaged is 64%.

60% of Disadvantaged pupils achieved the expected standard in writing, National Disadvantaged is 67%.

80% of Disadvantaged pupils achieved the expected standard compared in GPS, National Disadvantaged is 67%.

60% of Disadvantaged pupils achieved the expected standard compared in Maths, National Disadvantaged is 64%.

RWM: 45% Disadvantaged, National Disadvantaged is 51%.

#### KS2 Three year trend:

RWM: Over the last three years 52% of disadvantaged pupils (10/20) have achieved the expected standard or above

Reading: Over the last three years 65% of disadvantaged pupils (13/20) have achieved the expected standard or above.

Writing: Over the last three years 65% of disadvantaged pupils (13/20) have achieved the expected standard or above.

GPS: Over the last three years 75% of disadvantaged pupils (15/20) have achieved the expected standard or above.

Maths: Over the last three years 70% of disadvantaged pupils (14/20) have achieved the expected standard or above.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars	Maths Circle
Reading Buddy	Oxford
Kapow	Kapow Primary
Counselling	Rainbows