

Pupil premium strategy statement – St Joseph’s Catholic Voluntary Academy, Matlock

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Mrs Stacey Carr</i>
Pupil premium lead	<i>Mrs Charlotte Webster</i>
Governor / Trustee lead	<i>Mrs Karen McCluskey</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,620
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£91,620

Part A: Pupil premium strategy plan

Statement of intent

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.

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

This is a three-year pupil premium strategy.

At St. Joseph's, we have high aspirations for our children, and we believe that all learners should be able to reach their potential.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, we will aim to target those children whose education has been worse effected throughout quality first teaching and intervention where needed.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	31	41%
Girls	44	59%
SEN support	22	16%

EHC plan	2	1%	
EAL	3	2%	
Nursery	8	6%	
Reception	7	5%	
Year 1	6	4%	
Year 2	12	9%	
Year 3	10	7%	
Year 4	14	10%	
Year 5	9	6%	
Year 6	9	6%	
Number on roll	140	Number of pupil premium	75 54%

Challenges

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

Challenge number	Detail of challenge
1	A significant number of disadvantaged children have multiple barriers which hamper progress and impact on learning behaviours. Some PPG children in school have been hampered in their progress through gaps in learning from previous school years.
2	Analysis shows pupils in the PPG group to have a deficit in place value and mental maths skills (such as in the use of times tables and application of place value) which impacts on attainment in maths.
3	Poor attitudes to reading/a lack of reading outside school means that PPG children do not (on average) develop fluency in reading as early as non-PPG pupils which also prevents them from comprehending more complex texts.
4	Low starting points in the Early Years Foundation Stage.
5	Children have limited opportunities to build cultural capital through out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imagination and vocabulary. This in turn impacts directly onto Writing and Reading attainment.

6	The punctuality/attendance rates of PPG children are proportionately lower than non-PPG children – this means that a significant number of PPG children attain at low rates.
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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
Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning.	<p>High proportions of disadvantaged pupils (80%+) who have no additional barriers make accelerated progress and are on track to attain ARE by Summer 2024</p> <p>Interventions are targeted precisely at need and work vertically through school.</p>
Ensure that all children build strong mental maths skills with gaps being consistently targeted when they are identified.	<p>Mental maths is regular in occurrence.</p> <p>Arithmetic skills are more prevalent.</p> <p>Y4 tables test shows positive outcomes.</p> <p>Pupils' procedural fluency is in line with year group expectation.</p>
Ensure that children, including PPG children develop fluency in line with their peers and are exposed to a wide range of experiences which promote reading within and outside school.	<p>Phonics outcomes improve for all including PPG children.</p> <p>Monitoring of phonics is robust and RWI groups regularly reviewed and tailored to needs.</p> <p>Reading resources are organised and well- matched to pupils' needs.</p> <p>Wellcomm is being introduced alongside interventions for Speech and Language.</p>
Ensure that explicit opportunities to build strong oracy skills are built into the curriculum offer for all children including PPG children.	<p>Key Vocabulary sequenced and in place - staff know expectations.</p> <p>Improved outcomes for PPG children.</p> <p>High profile of KV through school and children use consistently through discussion.</p> <p>Monitoring of key vocabulary and is a regular part of drop- ins.</p> <p>FS oracy framework in place and staff know expectations.</p> <p>Wellcomm is being introduced alongside interventions for Speech and Language.</p>

Ensure that all children have opportunities to build cultural capital through the provision of a range of curriculum experiences and have access to a wide range of extra-curricular opportunities.	Children's breadth of experiences is more varied and provides depth of knowledge. Cultural links across subjects are established and this enhances children's knowledge of the world. Teachers are focused on ensuring cultural capital is high profile. Range of extra-curricular activities is increased throughout 2022-23 Opportunities for extra-curricular activities other than sport are increased.
To ensure the punctuality/attendance rate within the PPG cohort rises.	Gap between disadvantaged – non disadvantaged falls – less than 1% for children without specific long-term medical needs. Percentage of disadvantaged children classified as persistently late/absent falls to be in line or close to rest of cohort.

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 (Staff training, resourcing, experiences for the children)

Budgeted cost: **£17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the school environment as a driver to promote reading.</p> <p>Developing the school library as a hub for reading within the school</p> <p>Promoting books and authors explicitly through display and environments</p> <p>Creating promotional initiatives such as book vending machine, Cosy Reads, mobile library</p> <p>Daily reading scheme</p> <p>Y5/6 pupils to buddy younger pupils to promote strong reading</p> <p>Book vending machine</p>	<p>The National Literacy Trust highlights significant research which shows that children who do not develop as proficient readers by the end of KS1 will not become habitual readers</p>	<p>3</p>

<p>Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children.</p> <p>Identify and sequence Key Vocabulary for all curriculum subjects from FS – Year 6</p> <p>Key Vocabulary built into lesson sequence, working walls and Spaced Learning sessions</p> <p>Develop the Early Years Curriculum Introduce Wellcomm alongside specch and language interventions</p>	<p>EEF studies show that Oral language development has a positive impact on all pupils, however this is disproportionately the case for pupils who are disadvantaged</p>	<p>4</p>
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Targeted academic support (for example, pre/post teach sessions, one-to-one support structured interventions)

Budgeted cost: **£56,459**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning:</p> <p>Opportunities for Pre/Post teach identified on PT sheet</p> <p>Intervention timetables are in place for each class, identifying needs to address gaps in learning</p> <p>Orion group for those children struggling to access the curriculum</p>	<p>EEF research shows that rapid intervention (split inputs during sessions or immediate intervention) has a significant impact on closing gaps</p> <p>Specialist intervention and addressing barriers such as Speech and Language issues have been shown to be key factors in enabling pupils to make good progress (EEF)</p>	<p>1</p>
<p>Ensure that all children, including PPG children are fluent in their recall of the times tables and basic number facts through the use of high-quality online learning both in and outside of school.</p> <p>Daily Pre-Teach and Post-Teach sessions in Maths</p>	<p>The EEF additionally highlights the role of targeted, immediate intervention to build understanding in maths</p>	<p>2</p>

<p>Times tables Rockstars implemented fully and used by KS2.</p> <p>Embed the use of Rekenrek in maths sessions</p> <p>Consolidate the use of Maths no problem as a scheme of work throughout school</p> <p>Deliver training on digging deeper activities to support fluency and beyond</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£18,161**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop targeted strategies to focus on individuals and families in the promotion of good attendance.</p> <p>Train and establish the role of senior mental health lead</p> <p>Luna Café</p> <p>Calm club</p> <p>Zones of Regulations</p> <p>Thrive programme</p> <p>'Offer the Daily Mile'</p>	<p>Research from the DfE points to an irrefutable link between high attendance and attainment</p>	6
<p>Develop targeted strategies to focus on individuals and families in the promotion of good attendance.</p> <p>Establish St Joseph's as an OPAL (Outdoor Play and Learning) School</p>	<p>Rasing levels of childhood obesity</p> <p>1 in 6 children at Primary school age are diagnosed with a specific mental health illness</p> <p>The Health and Safety Executive states that Play is an important part of Children's well- being and development</p>	6

<p>Develop targeted strategies to focus on individuals and families in the promotion of good attendance.</p> <p>To monitor, track and respond to low and attendance and persistent absentees</p>	<p>Research from the DfE points to an irrefutable link between high attendance and attainment</p>	<p>6</p>
<p>Develop and embed a range of guaranteed experiences which all children will gain during their time at St Joseph's – these will take place during the school day and be part of the core curriculum offer.</p> <p>Offer 'Other Faith' experiences</p> <p>50 things to do before I leave St Josephs</p> <p>Whole school experiences x2 a year Eg. Pantomime</p> <p>Beach trip (or something similar)</p>	<p>The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. PPG/ disadvantaged pupils may have less opportunity to build cultural capital – this in turn impacts on their attainment</p>	<p>5</p>

Total budgeted cost: £91,620

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to the results achieved by our non-disadvantaged pupils (though these comparisons are to be considered with caution given ongoing pandemic impacts)

The data demonstrated that the attainment gap between our disadvantaged and non-disadvantaged children is more positive in some year groups. Tracking for these children is ongoing by subject leaders to identify gaps and strategies to help the attainment of our disadvantaged pupils.

The data demonstrates that percentages of attendance is improving, but is still an area which needs constant monitoring and support.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our pupils are given a wide range of opportunities to improve mental health and well being. Many of these initiatives have a dual purpose to also improve punctuality and attendance.

Attendance is being carefully tracked and monitored. Work is taking place to work with families to improve attendance and punctuality. Our children have access to a range of Extra-curricular activities, breakfast club, Luna Café, the daily mile and Calm Club.

We recognise we have seen little impact from the strategies that we have used previously, in terms of the outcomes for our pupil premium children at the end of each key stage. Following research undertaken by our SLT and our Trust, into 'effective learning', 'cognitive load theory' and 'Rosenshein's Principles' and using information from the EEF we have refined our school curriculum (components and composites) and pedagogical practice to incorporate strategies which are proven to raise attainment for all learners. We have already seen an improvement in outcomes and as of February 2024, we are on course to achieve our projected outcomes by the end of 2024/2025, as stated in the 'Intended Outcomes' section above.

Our evaluation of the approaches delivered last academic year indicates that

- Attendance monitoring and work with parents
- Extra- curricular offer to all but particularly disadvantaged children.
- Ongoing phonics assessment and Little Wandle catch up program.
- The ongoing development of the curriculum and vocabulary.
- Introducing a new Reading assessment scheme and tracking.

Have all had a positive impact on our disadvantaged children, their well-being and academic achievements. Work will continue in these areas, to consolidate learning and embed knowledge.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

2022-23 (KS2)

	Pupils eligible for pp	Pupils not eligible for PP	All pupils	National all pupils
% achieving expected or exceeded in Reading.	44%	67%	53%	74%
% achieving expected or exceeded in Writing.	44%	83%	60%	73%
% achieving expected or exceeded in Maths.	56%	84%	67%	74%

KS1

	Pupils eligible for pp	Pupils not eligible for PP	All pupils
% achieving expected or exceeded in Reading.	78%	88%	83%
% achieving expected or exceeded in Writing.	78%	88%	78%
% achieving expected or exceeded in Maths.	78%	88%	71%

PUPIL PREMIUM ACTION PLAN: 2022 – 2023 (REVIEW)

TEACHING PRIORTIES				
Priority from 3 Year plan	Action	Impact	Why will you continue with this provision/why won't you?	
C Ensure all children, including PPG and disadvantaged children are receiving a consistently high-quality provision in phonics, backed up by clear, ambitious expectations of progress.	Organise catch up intervention programmes for disadvantaged and other children to ensure that children do not fall behind.	High – Robust system of phonics monitoring in place. Phonics groups are regularly reviewed and changed to optimise provision.	This provision will continue to ensure the monitoring of PPG children.	

<p>D</p> <p>Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children.</p>	<p>Identify and sequence Key Vocabulary for all curriculum subjects from FS – Year 6.</p> <p>Key Vocabulary built in to lesson sequence, working walls and Spaced Learning sessions.</p>	<p>Med –</p> <p>Vocabulary progression grids are in place for all areas of the curriculum.</p> <p>Vocabulary is becoming an integral part of planning/teaching and working walls.</p>	<p>Provision will continue.</p> <p>Monitoring through pupil interviews, working walls and Spaced Learning session outcomes.</p> <p>Staff will continue to build consistency and high levels of recall.</p>	
TARGETED ACADEMIC SUPPORT				
Priority No. from 3 Year plan	Desired Outcome	Impact	Why will you continue with this provision/why won't you?	
<p>A</p> <p>Ensure that additional targeted support is put in place for individuals and groups who have gaps in learning – to provide pre and post teaching support and ensure rapid progress.</p>	<p>Pupil Passport</p> <p>Precision interventions</p> <p>Pre/post teaching sessions</p>	<p>High –</p> <p>Pupils are identified and targeted in a personal way.</p> <p>Interventions are delivered in a targeted way. Provision map shows targeted interventions and is monitored and adjusted according to need.</p>	<p>Yes provision will continue to ensure children are identified and targeted correctly to ensure progress.</p>	
<p>B</p> <p>Ensure that all children, including PPG children are fluent in their recall of the times tables through the use of high-quality online learning both in and outside of school.</p>	<p>Daily Pre-Teach and Post-Teach sessions in Maths.</p> <p>Times tables Rockstars implemented fully and used by KS2.</p>	<p>Low – Some children are accessing and recalling times table knowledge, but not all.</p>	<p>Basic maths recall of number facts particularly recall of times tables need to be stronger to build greater progress in maths,</p>	

WIDER STRATEGIES

Priority No. from 3 Year plan	Action	Impact	Why will you continue with this provision/why won't you?	
<p>Develop a clearly structured curriculum which builds in opportunities to address the deficits in experience which PPG/ Disadvantaged pupils may face in comparison to their non-PPG peers.</p>	<p>Cultural capital to be broadened through visits and visitors to school. Broadening extra-curricular activities in school which include, but are not exclusively sport related</p>	<p>An increasing number of disadvantaged children took up the offer of extra curricular activities. We will continue to offer a range of activities moving forward.</p>	<p>Monitoring of planning to ensure cultural capital is ongoing. Cultural capital is high profile in staff meetings. Extra- curricular events are high profile in school.</p>	
<p>E Develop targeted strategies to focus on individual families in the promotion of good punctuality/attendance</p>	<p>Offer 'Daily Mile' three mornings a week. Breakfast Club Luna Café Attendance monitoring</p>	<p>High impact Leaders work closely with the families of disadvantaged PPG children to engage with them and improve punctuality/attendance. Attendance has improved and the number of persistent absentees has fallen.</p>	<p>Work on attendance will continue. Luna Café to engage families who are struggling with issues surrounding attendance. A new attendance policy written to address attendance issues. Letters sent to families in a supportive way</p>	