

# 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	149
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	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
<b>Total budget for this academic year</b>	<b>£91,620</b>

# Part A: Pupil premium strategy plan

## Statement of intent

St Joseph's is a happy and supportive school with a hardworking, enthusiastic and dedicated staff team. We have high aspirations for our children, and we believe that all learners should be able to reach their potential.

We are a small, but growing primary school in Matlock, Derbyshire. We serve a varying community with a surprising number of disadvantaged families.

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 attainers.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

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 Senior Leadership have carried out analysis in the learning attitudes and outcomes of our children and will now be supporting our children to be able to manage their own feelings and emotions more successfully to positively impact their learning and behaviour.

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

All staff are fully aware of the needs of the children in their care, they interact positively in school improvement and are focused on improving teaching and learning.

## Challenges

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

Challenge number	Detail of challenge
1	<p>In recent years a high number of our children across all key stages have begun to show difficulties in regulating their own emotions and poor mental health. This has had a negative impact on their attitudes towards and behaviours for learning. 9 children have been identified as needing an Individual relational plan and 18 children have needed to accessed specialist targeted provision in the Orion group and 10 receiving 1:1 or small groups sessions in ELSA or positive Play and 12 receiving Thrive.</p> <p>Assessments, observations and discussions have shown that poor emotional regulation and poor mental health challenges particularly affect our disadvantaged and their attainment.</p>
2	<p>Our assessments show that 29% of our pupils across Y1-6 are achieving a lower than expected level in reading. Social challenges beyond school, poor oral language and language comprehension means that pupil premium children do not (on average) develop fluency in reading as early as non-ppg pupils which also prevents them from comprehending more complex texts.</p>
3	<p>Our assessments have shown that in the academic year 2023-24, 40 % of our EYFS children started with a lower baseline assessment in communication and language, 40% in Literacy and 35% in personal, social and emotional development. These lower than expected starting points have a negative impact on attainment through the curriculum, with a particular focus in speech &amp; language and English and maths.</p>
4	<p>Our assessments, observations and discussions have shown that children in our limited life experiences and 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. Regular pupil voice shows that children learn more and remember more when quality first teaching is accompanied by guest speakers, education visits and extra-curricular opportunities.</p>
5	<p>Our overall attendance in 2022-23 has risen to 93.9% but is still below the national average target of 95%.</p> <p>In the advent term our attendance rate for pupil premium children was at 93.39% which still falls short of the national average target and with 31.94% being persistent absentees. During the advent term 18.6% children were being late more than five times.</p> <p>The attendance of our pupil premium persistent absentees is proportionately higher than our non-pupil premium children, this has resulted in them missing large numbers of lessons, which break to cycle of learning resulting in lower attainment.</p>

## 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
Improve the emotional regulation and behaviour amongst our disadvantaged pupils.	<p>Improved and sustained levels of well-being from 2024/25 shown by</p> <ul style="list-style-type: none"> <li>• Pupil voice showing that children feel more regulated and positive about their learning.</li> <li>• Children showing daily that they are able to identify their own emotions and how to regulate them.</li> <li>• Fewer occurrences of stage 4 and 5 behaviour incidents amongst all children.</li> </ul>
Improved reading attitudes towards reading across all year groups developing fluency and comprehension.	<p>KS2 reading and writing outcomes show that more than 60% of disadvantaged pupils meet the expected target.</p> <ul style="list-style-type: none"> <li>• Children have a greater variety of texts for personal and scribed reading books and through classroom reading sessions.</li> <li>• A diverse environment for reading established through the curriculum.</li> </ul>
Improve the level of attainment amongst our disadvantaged children in EYFS.	<p>Improved and sustained attainment for children accessing the Early Years Curriculum.</p> <ul style="list-style-type: none"> <li>• 100% of children meeting the Phonics screening check at the end of Y1.</li> <li>• Data shows a greater number of children achieving the Early Learning Goals, in Language and communication and literacy and maths.</li> </ul>
Ensure that children are exposed to a variety of experiences and opportunities to develop their curriculum learning and attainment.	<p>The curriculum is well planned and designed to maximise learning opportunities for all children.</p> <ul style="list-style-type: none"> <li>• 100% of children experience learning enrichment through the wider curriculum.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved and sustained high attendance through 2024/25 demonstrated by</p> <ul style="list-style-type: none"> <li>• The overall attendance rate for all our pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being no greater than 10% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>

## 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>We have amended our staffing structure to ensure that a designated Nursery teacher is employed to teach alongside a Reception teacher.</p> <p>Develop a focused EYFS curriculum, mapping carefully knowledge and key vocabulary.</p>	<p>The Sandringham research school discusses the importance of TA's but not used as an in formal teacher. A Teacher should be supported by a TA not replaced.</p> <p><a href="https://researchschool.org.uk/sandringham/news/considering-the-relationship-between-ta-and-teacher">https://researchschool.org.uk/sandringham/news/considering-the-relationship-between-ta-and-teacher</a></p>	3
<p>We will continue to develop the reading and language environment throughout school and across the curriculum.</p> <p>Create and implement a new personal development curriculum with a variety of book spines incorporating the protected characteristics.</p> <p>Create a bank of choice and challenge books to encourage a love of reading and more independent reading opportunities.</p> <p>Continue with a designated reading session for Y1 – 6 on a daily basis based on the reading curriculum.</p> <p>Continue to assess regularly using the FFT reading assessment tool.</p> <p>Continue to teach the sequenced vocabulary for each curriculum area to develop strong oracy skills.</p>	<p>The LKM Co 'The relationship between reading age, education and life outcomes'</p> <p>states that reading ability has a considerable impact on both educational attainment and wider life outcomes.</p> <p>Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market (Dugdale and Clark, 2008a; Gross, 2008; Allen, 2011).</p> <p><a href="https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf">https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf</a></p>	2

<p>We will provide training for all school staff around behaviour and mental health and well-being.</p> <p>We will appoint a mental health lead to support staff and deliver training where needed.</p> <p>We will work closely with Compass Changing Lives and Thrive to support staff and pupils in school.</p>	<p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1
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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>To continue to deliver the Little Wandle Rapid Catch-Up Scheme for identified children across Key stage 2.</p> <p>Assessments carried out by the phonics lead on a half termly basis.</p> <p>Phonics: Little Wandle Keep Up carried out with those identified as behind in Y1.</p> <p>Additional blending work carried out for those in Y1.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>To deliver Speech and language sessions to those identified, following the speech and language targets set for them.</p>	<p>Children with poor language and literacy skills at five years have lower education achievement at seven years (Snowling et al, 2011)</p> <p>One in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five. (Save The Children, 2016)</p>	2 & 3

To deliver Thrive to those identified as missing gaps in emotional development across all year groups.	The Collaborative for Academic, Social, and Emotional Learning (CASEL) carried out studies that found students who received social and emotional learning instruction demonstrated better academic performance than those who did not receive SEL instruction. <a href="#">Social, Emotional, Learning</a>	1
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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>Appoint a member of staff in the role of Senior Mental Health lead.</p> <p>Offer a variety of opportunities for children to regulate and make good choices throughout the day, including Luna Café, Calm Club and the Daily Mile.</p> <p>Introduce the Zones of Regulations to the staff and children, to promote strong identification and discussion around emotional well-being and mental health.</p> <p>Introduce 'Talking Boxes' for children to be able to approach adults if they feel in need.</p> <p>Introduce Mental Health Ambassadors to support the Mental Health Lead and their peers around school.</p>	<p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1



<p>Introduce 'OPAL' Outdoor Play and Learning to take place at lunchtime. This will allow children to explore playing outdoor and push their own boundaries in a safe and calm environment.</p>	<p>School for Public Health Research have carried out research showing the importance that play has on Mental health. Unstructured play can help a child to regulate difficult emotions.</p> <p><a href="https://sphr.nihr.ac.uk/children-who-play-adventurously-have-better-mental-health-research-finds/">https://sphr.nihr.ac.uk/children-who-play-adventurously-have-better-mental-health-research-finds/</a></p>	<p>1</p>
<p>To monitor, track and respond to low and attendance and persistent absentees.</p> <p>The Pastoral Lead to work with parents and support with relationships with parents and tackle persistent absentees.</p> <p>Continue to make the best use of our highly skilled Trust EWO, Attendance Officer, School Early Help to work with our vulnerable families to improve attendance.</p> <p>Ensure a strong leadership team within 3 key areas of school</p> <ol style="list-style-type: none"> <li>1. SEND – led by SENCo</li> <li>2. Safeguarding / Pupil Priority – Led by HT and DSLs</li> <li>3. Behavioural/ Pastoral/Wellbeing - Led by HT, AT, DSL's, MHL</li> </ol>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Gov.uk blogs states that data shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.</p> <p>The University of Strathclyde's research states that absences from school can have negative effects on a child's education, including the loss of teacher-led lessons, peer interactions, and, ultimately, academic achievement.</p> <p><a href="https://pure.strath.ac.uk/ws/portalfiles/portal/155044825/Drager_etal_EdArXiv_2023_The_long_term_consequences_of_early_school_absences_for_educational_attainment.pdf">https://pure.strath.ac.uk/ws/portalfiles/portal/155044825/Drager_etal_EdArXiv_2023_The_long_term_consequences_of_early_school_absences_for_educational_attainment.pdf</a></p> <p>The Power of Teams. How to Create and Lead Thriving School Teams – Sam Cromes</p> <p>The Power of Teams explores evidence from across sectors, including education, to find out what high-performing teams share, and how we can adapt the most effective teamwork strategies to the unique environment of a school. The book outlines a model of teamwork factors that contribute to truly thriving teams, with theory, research, tangible actions for school teams, and a range of expert voices who contribute their experience in case studies.</p>	<p>5</p>



	Effective teamwork leads to purpose, belonging, trust, learning, and, ultimately, high performance. When we better understand the nuances of how teams can thrive, we discover the real Power of Teams.	
<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 a variety of Other Faith experiences to encourage tolerance and understanding.</p> <p>Introduce the '50 things to do before I leave St Josephs' list. This will ensure all children experience a range of activities and opportunities.</p> <p>Ensure the opportunity to experience two whole school trips each year.</p> <p>Offer a wide variety of after school clubs, offering places specifically to our disadvantaged children.</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><a href="#">Cultural Learning Alliance</a></p>	4

**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)

	St Josephs	National	Pupil Premium JOE	Pupil Premium National	Non Pupil Premium JOE	Gap (PP/NPP) JOE	Gap (PP JOE/PP NATIONAL
Phonics Y1	79%	89%	75%	62%	83%	8%	+13%
KS1 – Reading	82%	67%	67%	73%	88%	21%	6%
KS1 – Writing	88%	58%	56%	63%	88%	22%	7%
KS1 – Maths	76%	68%	56%	72%	88%	22%	14%
KS2 – Reading	53%	73%	44%	80%	67%	23%	36%
KS2- Writing	60%	69%	44%	75%	83%	39%	31%
KS2 - Maths	67%	71%	56%	83%	84%	28%	33%

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.

Our attendance data shows a much more positive picture as can be seen in the table below

	Advent 1	Advent 2	National Autumn Term	Lent 1	Lent 2	National Spring Term	Pentecost 1
<b>Overall attendance rate</b>	94.73%	94.87%	94.5%	95.24%	95.3%	94.1%	95.5%
LAC	96.06%	95.31%	n/a	96.76%	95.4%	n/a	95.5%
SEN/EHCP	93.7/78.8%	93.88/79.14 %	92.8/89.4%	94.47/90.52%	94.3/89.6%	92.2/89.0%	92.3/92.5%
Boys	94.5%	94.01%	94.4%	96.11%	95.7%	94.0%	94.4%
Girls	94.9%	95.53%	94.7%	94.55%	95.1%	94.3%	96.3%
Pupil Premium	93.39%	93.97%	92.2%	93.6%	93.9%	91.6%	94.3%
Lowest 20% (YTD)	n/a	n/a	n/a	93.25%	93.4%	n/a	93.0%
Authorised absence	4.68%	4.43%	n/a	4.44%	4.3%	n/a	3.8%
Unauthorised absence	0.59%	0.7%	n/a	0.32%	0.4%	n/a	0.7%
Persistent absentees	21.71%	16.4%	14%	16.43%	13.7%	14%	14.5%
Persistent absentees – PP	31.94%	22.3%	28%	24%	23%	28%	19.8%
% of pupils with Lates -L (number of pupils) *	21.0% (21)	27.1% (28)	n/a	19.8% (23)	22.2% (26)	n/a	47.2% (59)
% of pupils with Lates – U (number of pupils)	0.05% (3)	0.12% (6)	n/a	0.14% (8)	0.11% (3)	n/a	0.09% (4)

The whole school team have worked hard to ensure children come to school when they are able to. Our pupil premium children are attending school at above the national average. St Joseph's still wishes to improve this further by working with and supporting our Pupil premium persistent absentees.

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.

Our children have access to a range of Extra-curricular activities, breakfast club, Luna Café, the daily mile and Calm Club.

We recognise 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.