

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	158
Proportion (%) of pupil premium eligible pupils	54% (86)
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 2024
Date on which it will be reviewed	October 2025
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	£92,490
Pupil premium funding for those looked after by local authority	£5,140
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£97,630

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	Our observations and assessments show that across all key stages our children struggle to regulate their own emotions and have poor mental health. This has and continues to have a negative impact of their attitudes towards and behaviours for learning. 8 children have a relational plan. Assessments, observations and discussions have shown that poor emotional regulation, poor mental health, poor attitudes to the world around them, their attitudes and behaviours particularly affect our disadvantaged, their behaviours and attainment.																
2	Our end of Key Stage assessments 2023/2024 showed that the number of children reaching ARE (age related expectations) fell by 10% in writing below National averages. Social challenges beyond school, poor oral language and limited life experiences means that our pupil premium children do not (on average) develop strong writing skills in terms of structure, grammar and content.																
3	Our assessments have shown that in the academic years below, the number of children who started EYFS on a lower baseline has decreased which shows a positive impact of our school nursery. <table><tr><td></td><td>2022-23</td><td>2023-24</td><td>2024-25</td></tr><tr><td>Literacy</td><td>40%</td><td>60%</td><td>81%</td></tr><tr><td>Communication & Language</td><td>30%</td><td>60%</td><td>81%</td></tr><tr><td>PSED Personal, social and Emotional Development</td><td>35%</td><td>67%</td><td>67%</td></tr></table> However, we want to keep maintaining a Good Level of Development across EYFS, as lower-than-expected starting points have a negative impact on attainment through the curriculum, with a particular focus in speech & language and English and maths.		2022-23	2023-24	2024-25	Literacy	40%	60%	81%	Communication & Language	30%	60%	81%	PSED Personal, social and Emotional Development	35%	67%	67%
	2022-23	2023-24	2024-25														
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PSED Personal, social and Emotional Development	35%	67%	67%														
4	Our assessments show that our phonics data at the end of Key Stage 1 is not line with the National average of 89%. Our school choose Little Wandle Phonics scheme in 2022- 23. This low level of Phonics attainment leads to difficulties in reading, writing and oracy and low attainment in the wider curriculum.																
5	Our assessments and observations show that our children struggle to learn and retain their multiplication facts. In the academic year 2023-24 only 46% passed the Multiplication Times table check (MTC) and 60% in 2023-24. This limited knowledge in multiplication leads to difficulties in all areas of maths and lower attainment.																
6	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 on 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.
7	Our overall attendance in 2023-24 has risen and has been in line with National average or just above. Our attendance rate for our Pupil Premium children is still above National averages, but below our target of 95% at 93.6% The proportion of absences of our pupil premium children (20%) in comparison to non-pupil premium children (13.3%) is a difference of 7%. During the Pentecost term, after adopting a reliable way of tracking lateness, our data identified that the number of our pupils holding a late mark was 64% The attendance and lateness 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 the cycle of learning resulting in lower attainment.

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, behaviour and attitudes to learning amongst our disadvantaged pupils.	Improved and sustained levels of well-being from 2024/25 shown by • Pupil voice showing that children feel more regulated and positive about their learning. • Children showing daily that they can identify their own emotions and how to regulate them. • Fewer occurrences of stage 4 and 5 behaviour incidents amongst all children. • High levels of positive answers from our PASS (Pupils attitude) survey by the end of the academic year.
Improved writing attitudes and attainment across Y1-6.	KS2 reading and writing outcomes show that more than 60% of disadvantaged pupils meet the expected target. • Children have a greater variety of texts for personal and scribed reading books and through classroom reading sessions. • A diverse environment for reading established through the curriculum. • A new writing curriculum established throughout school, focusing on targeted skills carefully mapped.

Improve the level of attainment amongst our disadvantaged children in EYFS.	Improved and sustained attainment for children accessing the Early Years Curriculum. 90% of children meeting the Phonics screening check at the end of Y1. - Data shows 81% of children achieving a Good Level of Development.
Ensure that children are exposed to a variety of experiences and opportunities to develop their curriculum learning and attainment.	The curriculum is well planned and designed to maximise learning opportunities for all children. 100% of children experience learning enrichment through the wider curriculum. - At least 60 % of our PP children are accessing extra-curricular activities.
To achieve and sustain improved attendance and good punctuality for all pupils, particularly our disadvantaged pupils.	Improved and sustained high attendance through 2024/25 demonstrated by - 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. - 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. - That our percentage of pupils arriving late is no more than 20%.

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: £47,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have amended our staffing structure to ensure that a designated Nursery teacher is employed to teach alongside a Reception teacher. Develop a focused EYFS curriculum, mapping carefully knowledge and key vocabulary	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. https://researchschool.org.uk/sandringham/news/considering-the-relationship-between-ta-and-teacher	3

which is designed with the context of our school in mind. Develop and implement across the whole of EYFS a consistent set of PITA steps, that are designed to show small more manageable steps for progress. Train staff in the EYFS setting in the next curriculum and identifying and assessing against the PITA statements for age related expectations.		
Create and implement a new writing curriculum. Work closely with 'I'm a clever writer' to devise and sequence a writing curriculum. CPD for staff with 'I'm a clever writer' in Pentecost 24 and Advent 24-25. Continue to grow a bank of choice and challenge books to encourage a love of reading and more independent reading opportunities. Continue with a designated reading session for Y1 – 6 daily based on the reading curriculum with a particular focus on new vocabulary. Continue to develop the reading and language environment throughout school and across the curriculum. Plan and deliver targeted oracy lessons to all year groups once a week. Create knowledge organisers for all lessons to enable children to learn new vocabulary and definitions through images and contextual information. Continue to assess regularly using the FFT reading assessment tool.	The Government discuss the importance of good quality teaching in writing, In what does effective writing look like. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf The LKM Co 'The relationship between reading age, education and life outcomes' states that reading ability has a considerable impact on both educational attainment and wider life outcomes. 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). https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf	2

Embed the teaching of the new Personal Development curriculum across the whole school. EYFS-Y6. Make strong links to British Values, Protected characteristics and identified character traits. Continue to immerse children in a variety of book spines incorporating the protected characteristics.	The Education Endowment Foundation (EEF) states that teaching personal, social and emotional development in the early years is crucial for overall progress. It is also important to model and teach social communication and how to model and manage emotions and feelings. https://educationendowmentfoundation.org.uk/early-years/personal-social-emotional-development	1
Continue to provide training for all school staff around behaviour and mental health and well-being. Maintain the role of Mental Health Lead to support staff, children and families. She will liase with outside agencies and make referrals. Work closely with Compass Changing Lives to support staff and pupils in school.	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) 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) https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf The SAGE journals also states that In the primary school context and where practitioners hold a key role, is it deemed imperative that children require support to experience positive well-being and develop such necessary skills to successfully function in this world. https://journals.sagepub.com/doi/full/10.1177/0907568220902516	1
Reorganise Phonics teaching groups, using 4 different members of staff to enable smaller group sizes, these will be assessed half termly.	The Oxford Research debates the value of the strong teaching of phonics. It suggests that systematic phonics teaching is effective for teaching children to read and spell in English, and that the combination of systematic phonics	4

Work with Little Wandle, through their 1:1 support sessions, create a school action plan. Continue to deliver Y1 Tricky word bingo. Send flash cards home to identified children.	teaching and comprehension-based approaches is probably more effective than either alone. https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1543?rskey=vq34Xo&result=14#:~:text=Analysis%20of%20the%20most%20rigorous%20evidence%20from%20research,approaches%20is%20probably%20more%20effective%20than%20either%20alone.	
Use the LTP for multiplication to deliver daily counting practice across all year groups. Publish the identified multiplication focus on the classroom doors to enable children to be tested by visiting adults. Morning tasks will have a multiplication focus five times a week. Parents sent the link to the parent's platform for the Multiplication Times table Check (MTC) Y4 to practice the timed element in readiness for the MTC. Multiplication homework focus for a half term in Advent for Y1-6.	The Mathematical Education Research journal discusses the importance of teaching and regular practice in multiplication tables. They quote, <i>'Regrettably, if basic multiplication facts are not acquired during the primary school years, it is highly unlikely they will be practised in a structured manner in secondary school (Steel & Funnell, 2001).</i> https://files.eric.ed.gov/fulltext/EJ776257.pdf	5

Targeted academic support (for example, pre/post teach sessions, one-to-one support structured interventions)

Budgeted cost: **£37,416**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to deliver the Little Wandle Rapid Catch-Up Scheme for identified children across Key stage 2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	4

Assessments carried out by the phonics lead on a half termly basis. Phonics: Little Wandle Keep Up carried out with those identified as behind in Y1. Additional blending practice in preparation for the Phonics Screening Check. Additional practice with alien words to close gaps in phonic assessments.	to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
To deliver Speech and language sessions to those identified, following the speech and language targets set for them.	Children with poor language and literacy skills at five years have lower education achievement at seven years (Snowling et al, 2011) 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)	2 & 4
To deliver the Mini Police program to the Y5 cohort. This will run for the academic year and will educate children in the importance of the law and being a good citizen.	https://www.teachingcitizenship.org.uk/resource/the-impact-of-citizenship-education-a-review-of-evidence-for-school-leaders/ This recognises the importance of teaching children a citizenship education that secures positive outcomes into adulthood in relations to attitudes and engagement.	1
Pastoral lead to deliver targeted sessions for pupils identified in pupil priority meetings to address -emotional regularity -poor mental health -peer relationships	BERA – The British Educational Research Journal carried out research into the important issues that bear on the relationship between mental health and education. https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3795	1/7

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

Budgeted cost: **£13,079**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop targeted strategies to focus on individuals and families in the promotion of good attendance.	There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing	1/7

Develop the role of Mental Health Lead. Offer a variety of opportunities for children to regulate and make good choices throughout the day, including Magic Breakfast, the Zones of Regulation and the Daily Mile. Continue to use the Zones of Regulations to promote strong identification and discussion around emotional well-being and mental health. Encourage children to use 'Talking Boxes' for children to be able to approach adults if they feel in need. Develop the role of Mindful Mentors to support the Mental Health Lead and their peers around school.	and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) 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) https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
To monitor, track and respond to low and attendance and persistent absentees. To track, monitor and respond to those children who are persistently late for school. The Pastoral Lead to work with parents and support with relationships with parents and tackle persistent absentees.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 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. 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. https://pure.strath.ac.uk/ws/portalfiles/portal/155044825/Drager_etal_EdArXiv_2023_The	7

	long term consequences of early school absences for educational attainment.pdf The EEF makes clear links between poor behaviour, poor attendance and poor behaviour. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context	
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. Offer a variety of Other Faith experiences to encourage tolerance and understanding. Embed the '50 things to do before I leave St Josephs' list. This will ensure all children experience a range of activities and opportunities. Ensure the opportunity to experience two whole school trips each year. Offer a wide variety of after school clubs, offering places specifically to our disadvantaged children.	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. Cultural Learning Alliance	6
Continue to promote the Ambassador Award within school, encouraging children to try new things and show perseverance and resilience.	Marilyn Price-Mitchell (2015) articulates, "children who develop resilience are better able to face disappointment, learn from failure, cope with loss and adapt to change. We recognize resilience in children when we observe their determination, grit, and perseverance to tackle problems and cope with the emotional challenges of school and life." https://positivepsychology.com/teaching-resilience/#:~:text=Resilience%20is%20misunderstood%20as%20an%20individual	1

Total budgeted cost: £97,630

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	46%	80%	17%	62%	71%	54%	+13%
KS1 – Reading	63%	74%	54%	N/A	83%	29%	6%
KS1 – Writing	63%	72%	54%	N/A	83%	29%	7%
KS1 – Maths	69%	61%	54%	N/A	100%	46%	
KS2 – Reading	70%	74%	50%		90%	23%	
KS2- Writing	60%	72%	40%		80%	39%	
KS2 - Maths	70%	61%	50%		90%	28%	

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	Pentecost 2	Whole School Year	National School Year
Overall attendance rate	94.73%	94.87%	94.5%	95.24%	95.3%	94.1%	95.5%	94.48%	94.78%	94.3%
LAC	96.06%	95.31%	n/a	96.76%	95.4%	n/a	96.3%	99.22%	96.7%	n/a
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%	90.16/89.3%	93.4/88.9%	92.4/89.1%
Boys	94.5%	94.01%	94.4%	96.11%	95.7%	94.0%	94.4%	94.52%	94.8%	94.1%
Girls	94.9%	95.53%	94.7%	94.55%	95.1%	94.3%	96.3%	94.44%	94.8%	94.4%
Pupil Premium	93.39%	93.97%	92.2%	93.6%	93.9%	91.6%	94.3%	93.18%	93.6%	91.8%
Lowest 20% (YTD)	n/a	n/a	n/a	93.25%	93.4%	n/a	93.0%	94.22%	92.45%	n/a
Authorised absence	4.68%	4.43%	n/a	4.44%	4.3%	n/a	3.8%	4.07%	4.36%	n/a
Unauthorised absence	0.59%	0.7%	n/a	0.32%	0.4%	n/a	0.7%	1.45%	0.87%	n/a
Persistent absentees	22.3%	18.7%	14%	16.43%	15.6%	14%	14.48%	15.79%	13.3%	16%
Persistent absentees – PP	31.94%	22.3%	28%	24%	23%	28%	19.8%	20.73%	20%	29%
% 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)	53.95% (82)	63.69% (100)	n/a
% 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)	7.24% (11)	14.65% (23)	n/a

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, magic breakfast and the dailyCalm 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.
- 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.