

# 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	156
Proportion (%) of pupil premium eligible pupils	53.8%
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>	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	<i>Mrs Stacey Carr</i>
Pupil premium lead	<i>Miss Amy Taylor</i>
Governor / Trustee lead	<i>Mrs Karen McCluskey</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,000.
Pupil premium funding for those looked after by local authority	£2,630.
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>£123,630.</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 – Mental Health	<p><b>Mental Health and Emotional Regulation</b></p> <p>Observations, assessments and discussions across all key stages indicate that a significant number of pupils struggle with emotional regulation and mental health. This has a direct and ongoing negative impact on pupils' attitudes to learning and behaviour in school.</p> <p>These challenges disproportionately affect our disadvantaged pupils, impacting both behaviour and attainment. Difficulties include poor emotional regulation, heightened anxiety and negative attitudes towards learning and the wider world.</p> <p>There is little parental engagement and limited understanding of children's emotional needs and the lasting impact of Covid-19 continue to influence pupils' well-being. Many pupils experience anxiety that affects attendance, classroom participation and social interactions with both peers and adults. The demand for mental health support within school is increasing year on year.</p> <p>Due to limited access to external services, the school has prioritised mental health and emotional well-being support. Supporting pupils to manage challenges in their lives is essential for their emotional, mental and social development. Targeted interventions that develop emotional intelligence, resilience and problem-solving skills are therefore a key focus.</p> <p>Referrals for emotional and mental health support are received regularly from both parents and staff. These concerns may arise from factors within or outside of school.</p>
2 – Writing & Oracy	<p>End of Key Stage assessments (2024/25) show that attainment in writing is below national averages, with 68% of pupils reaching ARE compared to 72% nationally (a 4% gap). This underperformance is more obvious for disadvantaged pupils.</p> <p>Observations show that there are limited opportunity for pupils to use Oracy throughout the whole curriculum in planning and there is a lack of confidence in staff teaching oracy.</p> <p>Social challenges beyond school, limited life experiences and weak oral language development mean that many pupil premium children do not develop secure writing skills, particularly in structure, grammar and content. Language development on entry to school is significantly below age-related expectations.</p>

<p>3 – Strong Foundations</p>	<p>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.</p> <table border="1" data-bbox="304 226 1478 422"> <thead> <tr> <th></th><th>2023-24</th><th>2024-25</th><th>2025-2026</th></tr> </thead> <tbody> <tr> <td>Literacy</td><td>60%</td><td>81%</td><td></td></tr> <tr> <td>Communication &amp; Language</td><td>60%</td><td>81%</td><td></td></tr> <tr> <td>PSED Personal, social and Emotional Development</td><td>67%</td><td>67%</td><td></td></tr> </tbody> </table>		2023-24	2024-25	2025-2026	Literacy	60%	81%		Communication & Language	60%	81%		PSED Personal, social and Emotional Development	67%	67%	
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	<p>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 &amp; language and English and maths.</p> <p>We want to strengthen executive function, vocabulary and foundational number/phonics knowledge.</p>																
<p>4 - Phonics</p>	<p>End of Key Stage 1 phonics assessments show that outcomes are below the national average of 80%, with the school currently 5% lower. While phonics outcomes are broadly in line with previous years, there is a clear need to improve consistency and ensure strong phonics knowledge by the end of KS1.</p> <p>In 2024-2025 a significant number of pupils in Reception did not fully complete the Reception programme which is now having an impact in Year 1 as gaps are being reviewed and retaught. This has an impact on decoding confidence, reading accuracy and fluency.</p> <p>Current assessments indicate weaknesses in pupils' ability to retain and apply phonics knowledge. As a result, the school is not currently on track for 85% of Year 1 pupils to pass the Phonics Screening Check.</p> <p>Nine pupils in KS2 continue to require Rapid Catch-Up support, highlighting gaps in early phonics provision and the need for a more consistent whole-school approach to phonics teaching and assessment.</p> <p>Improving the quality and consistency of phonics teaching across the school is therefore a priority in order to strengthen decoding skills, increase reading fluency and ensure pupils become confident, accurate readers.</p>																
<p>5- Maths</p>	<p>School assessment data indicates that attainment and progress in mathematics for disadvantaged pupils is below that of their peers and, in some year groups below national expectations. Gaps are evident across all key stages, particularly in fluency, reasoning, problem-solving and retention of prior learning.</p> <p>Assessments and observations show that pupils often struggle to retain and apply prior learning, resulting in widening gaps. Pupils are entering KS2 with significant gaps from KS1 which requires reteaching of fundamental knowledge. These challenges are compounded by reduced opportunities for mathematical talk, limited exposure to concepts beyond the classroom and lower confidence when approaching unfamiliar problems. Weak mathematical language further limits pupils' ability to explain reasoning and solve multi-step problems.</p>																

	<p>Our MTC data from 2024-2025 shows that our average score was 16.7 whilst national average was 21.0.</p>												
6 - Adaptations	<p>Challenges have been identified in relation to the effectiveness of classroom adaptations, including pupils' ability to retain information, sustain concentration during lessons and access learning that is appropriately matched to their level of need. Additional concerns include variability in staff confidence and training, as well as the impact of classroom distractions on pupil engagement.</p> <p>Our assessment show that children struggle to retain key knowledge and vocabulary in line with their peers across all areas of the curriculum. Teachers need to ensure that they identify vulnerable pupils that require additional support or adaptations.</p> <p>Below is our attainment from 2024-2025 for Reading, Writing and Maths for the whole school combined.</p> <table border="1"> <thead> <tr> <th>Subject</th><th>Pupil Premium</th><th>Non-pupil Premium</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>63%</td><td>78%</td></tr> <tr> <td>Writing</td><td>67%</td><td>69%</td></tr> <tr> <td>Maths</td><td>69%</td><td>77%</td></tr> </tbody> </table>	Subject	Pupil Premium	Non-pupil Premium	Reading	63%	78%	Writing	67%	69%	Maths	69%	77%
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7 – Attendance/ Punctuality	<p>Our overall attendance for 2024-25 has risen to 94.23%, remaining broadly in line with national averages. Attendance for Pupil Premium pupils is slightly lower at 93.79% just below our school target of 97% with a small gap of 0.44% compared to all pupils. Persistent absenteeism continues to disproportionately affect Pupil Premium pupils, with 18.99% recorded as persistent absentees compared to 14.08% of non-Pupil Premium pupils, a difference of 4.91%.</p> <p>Lateness remains a significant challenge, with 62.03% of Pupil Premium pupils receiving late marks compared to 52.82% of all pupils a difference of 9.21%. These attendance and punctuality issues result in Pupil Premium pupils missing substantial amounts of learning, breaking the cycle of teaching and progress and contributing to lower attainment. Addressing these gaps continues to be a key priority within our Pupil Premium strategy.</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
1) Improve the emotional regulation, behaviour, and attitudes to learning of disadvantaged pupils,	<ul style="list-style-type: none"> <li>Reduction in behavioural incidents and referrals for disadvantaged pupils, monitored through behaviour</li> </ul>

<p>enabling them to communicate their emotional needs effectively, build and maintain healthy relationships, and achieve their full academic potential.</p>	<p>logs, relational plans, and fewer stage 4 and 5 incidents.</p> <ul style="list-style-type: none"> <li>• Improved and sustained levels of well-being from 2025/26, evidenced by: <ul style="list-style-type: none"> <li>- Pupil voice showing children feel more regulated and positive about their learning.</li> <li>- High levels of positive responses in the PASS (Pupil Attitudes to Self and School) survey by the end of the academic year.</li> <li>- Less learning time lost due to use of the Zen Den or refusal to participate in lessons.</li> </ul> </li> <li>• Pupils can articulate their emotional needs and demonstrate positive interactions with peers and adults, supported by the RRR (Resilience Reaps Rewards) approach.</li> <li>• Increased pupil engagement and participation in lessons, evidenced by observations and classwork completion.</li> <li>• Demonstrable improvement in academic progress and attainment for disadvantaged pupils across key subjects.</li> </ul>
<p>2) Improve writing attitudes and attainment across Years 1–6 by embedding oracy skills to support vocabulary development, idea articulation, and structured writing.</p>	<p>Success will be demonstrated through:</p> <ul style="list-style-type: none"> <li>• KS2 reading and writing outcomes showing that more than 72% of disadvantaged pupils meet the expected standard.</li> <li>• Increased exposure to a wider variety of texts for personal and schemed reading, reinforced through classroom reading sessions.</li> <li>• A diverse reading environment established throughout the curriculum to promote engagement and cultural breadth.</li> <li>• Raised attainment in grammar and punctuation, aiming for 65% of pupils achieving the expected standard.</li> <li>• Targeted interventions measured in small steps, showing achievement and rapid progress for Pupil Premium children, with more reaching the expected standard in KS1 and KS2.</li> <li>• Evidence from children's books demonstrating improvements in written work, including vocabulary development and increased complexity.</li> </ul>

	<ul style="list-style-type: none"> <li>Lesson observations showing engagement, effective use of oracy strategies and ongoing support mechanisms in place.</li> </ul>
3) Improve the quality of adult interactions in EYFS using the ShREC approach	<p>Success will be demonstrated through:</p> <ul style="list-style-type: none"> <li>85% of children achieving a Good Level of Development (GLD).</li> <li>Children demonstrating strong interaction skills with adults and increased readiness for Year 1.</li> <li>At least 85% of children achieving a 1 or 2 in the Early Learning Goals (ELGs).</li> </ul> <p>All EYFS staff confidently and consistently use the ShREC approach during play-based and adult-led learning, particularly with disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Adult-child interactions are purposeful, responsive and language-rich, with adults skilfully: <ul style="list-style-type: none"> <li>Share attention and interests with children</li> <li>Respond to children's verbal and non-verbal communication</li> <li>Expand vocabulary, ideas and thinking</li> <li>Challenge children through well-timed questioning and prompts</li> </ul> </li> <li>Disadvantaged pupils engage more frequently in sustained shared thinking and extended conversations with adults.</li> <li>Observations show an increase in the quantity and quality of interactions between adults and disadvantaged pupils, particularly during child-initiated learning.</li> <li>Children demonstrate improved expressive and receptive language, increased confidence in communicating and greater engagement in learning.</li> <li>EYFS staff demonstrate improved confidence and consistency in using ShREC, evidenced through lesson observations, coaching feedback and reflective practice.</li> </ul>
4) Target phonics provision to increase % of Year 1 children passing PSC from 75% to at least 85%	<p>Children are learning and retaining GPC's knowledge.</p> <ul style="list-style-type: none"> <li>All children should be able to read phase 5 set 5 by the end of Y1</li> <li>Daily precision teaching for KS1</li> <li>Lowest 20% improved decoding confidence</li> <li>Children have a strong level of reading fluency</li> <li>85% of children pass the PSC.</li> </ul>

5) Children should pass their MTC and retain knowledge for further learning.	<p>Children know all facts up to <math>12 \times 12</math> and retain facts in Y5 and Y6.</p> <ul style="list-style-type: none"> <li>• 80% of children should be achieving 1 and 2 in maths.</li> <li>• 50% of children will achieve an average score of 21 in the check.</li> <li>• 37% of children will get full marks in the MTC check.</li> </ul>
6) To achieve and sustain improved attendance and good punctuality for all pupils, particularly our disadvantaged pupils.	<p>Improved and sustained high attendance through 2025/2 demonstrated by</p> <ul style="list-style-type: none"> <li>• The absentee rate is no greater than 3% 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 20% and the figure among disadvantaged pupils being no lower than their peers.</li> <li>• That our percentage of pupils arriving late is no more than 20%.</li> </ul>

## Activity in this academic year

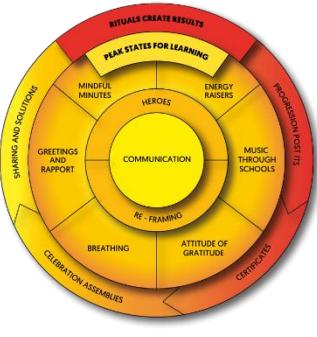
This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (Staff training, resourcing, experiences for the children)

Budgeted cost: £64,500.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff understand the challenges of educational disadvantage, how they may manifest themselves in school and in the classroom and how to meet them in their role. We will provide regular training, so all staff understand the challenges and the school's strategy.	<p>Evidence from the EEF Implementation Guidance Report suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom. <a href="#">A School's Guide to Implementation   EEF</a></p> <p>Jackson (2018) found that "teachers' impact on motivation, behaviour and self-control was ten times more likely to impact on pupils' long-term success than test scores" <a href="#">Teachers' impact on student behavior matters more for student success than their impact on test scores - Education Next</a></p>	1,2,3,4,5,6,7
Our staffing structure ensures that a designated Nursery teacher is	The Strong Foundations document highlights the importance of schools have the	3

<p>employed to teach alongside a Reception teacher.</p> <p>Nursery teacher and Reception teacher are completing the DFE strong foundations and will give the relevant training to the TAs</p> <p>All staff are reading the Strong Foundations Approach.</p> <p>Continue to develop a focused EYFS curriculum, mapping carefully knowledge and key vocabulary which is designed with the context of our school in mind.</p>	<p>foundational knowledge that children will need later.</p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school"><u>Strong foundations in the first years of school - GOV.UK</u></a></p> <p>The Sandringham research school discusses the importance of TA's but not used as an informal 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"><u>https://researchschool.org.uk/sandringham/news/considering-the-relationship-between-ta-and-teacher</u></a></p>	
<p>CPD for staff with St Anne's February 2026</p> <p>Continue to grow 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 daily based on the reading curriculum with a particular focus on new vocabulary.</p> <p>Continue to develop the reading and language environment throughout school and across the curriculum.</p> <p>Create knowledge organisers weekly to enable children to learn new vocabulary and definitions through images and contextual information.</p> <p>Continue to assess regularly using the FFT reading assessment tool.</p> <p>English Lead &amp; Phonics Lead to attend Speak Out CPD training then English Lead to give whole school training about the importance of Oracy in school.</p>	<p>The Government discuss the importance of good quality teaching in writing, In what does effective writing look like.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf"><u>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</u></a></p> <p>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.</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). <a href="https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf"><u>https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf</u></a></p>	2

<p>Implement RRR throughout the whole school with training, support for teachers and SLT with regular training. This is going to have a huge impact on everything we do within school.</p> <p>Regular training and twilight through the year.</p> <p>Weekly techniques, success and gratefuls.</p>	 <p><a href="#">How Breath-Control Can Change Your Life: A Systematic Review on Psycho-Physiological Correlates of Slow Breathing - PMC</a></p> <p>Brightening the Mind:<a href="#">EJ1112485.pdf</a></p> <p><a href="#">Music has powerful (and visible) effects on the brain   ScienceDaily</a></p> <p><a href="#">Mindfulness practice leads to increases in regional brain gray matter density - PMC</a></p> <p><a href="#">Even mild physical activity immediately improves memory function   ScienceDaily</a></p>	<p>1,2,3,4,5,6,7</p>
<p>High Quality Feedback to be given in all lessons addressing misconceptions, providing praise for good work.</p> <p>Feedback slides will be monitored. Staff will watch teachers feedback in action.</p>	<p>The Education Endowment Foundation (EEF) states that</p> <ol style="list-style-type: none"> <li>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</li> <li>2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</li> <li>3. Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</li> </ol>	<p>2, 5 and 6</p>

	<p>4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p>	
<p>To encourage pupils to use spoken language to organise and express their ideas clearly so that they can apply this vocabulary and structure in their writing</p>	<p>EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p><a href="#">Oral language interventions   EEF</a></p>	2
<p>Continue to provide training for all school staff around behaviour and mental health and well-being.</p> <p>Maintain the role of Mental Health Lead to support staff, children and families. She will liaise with outside agencies and make referrals.</p> <p>Work closely with Compass Changing Lives 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_EmotionaLearning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_EmotionaLearning.pdf</a></p> <p>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.</p> <p><a href="https://journals.sagepub.com/doi/full/10.1177/0907568220902516">https://journals.sagepub.com/doi/full/10.1177/0907568220902516</a></p>	1

<p>Reorganise Phonics teaching groups, flood teaching using 4 different members of staff to enable smaller group sizes, these will be assessed half termly. This will be in Reception, Year 1 and Year 2. Strict timetable of this with trained cover staff.</p> <p>Year 1 afternoon intervention with children in the lowest %. This will be with a trained TA.</p> <p>Year 2 lowest % will complete Rapid Catch up as part of their reading practice with a trained TA.</p> <p>Monitoring of pupils reading 3 times a week at home with target readers identified in KS1 and Reception for those children who have not got parental support at home or in the lowest %</p> <p>Assessments for lowest % throughout Reception, Year 1 and Year 2 every 3 weeks.</p> <p>PSC practice assessment every half term in Year 1.</p> <p>Action plan to be created for supporting Rapid Catch Up in KS2.</p>	<p>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 teaching and comprehension-based approaches is probably more effective than either alone.</p> <p><a href="https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.acrefore-9780190264093-e-1543?rskey=vg34Xo&amp;result=14#:~:text=Analysis%20of%20the%20most%20rigorous%20evidence%20from%20research,approaches%20is%20probably%20more%20effective%20than%20either%20alone.">https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.acrefore-9780190264093-e-1543?rskey=vg34Xo&amp;result=14#:~:text=Analysis%20of%20the%20most%20rigorous%20evidence%20from%20research,approaches%20is%20probably%20more%20effective%20than%20either%20alone.</a></p>	<p>4</p>
<p>Use the LTP for multiplication to deliver daily counting practice across all year groups.</p> <p>Publish the identified multiplication focus on the classroom doors to enable children to be tested by visiting adults.</p> <p>Morning tasks will have a multiplication focus five times a week.</p> <p>Parents sent the link to the parent's platform for the Multiplication Times table Check (MTC)</p> <p>Y4 to practice the timed element in readiness for the MTC.</p> <p>Multiplication homework focus for a half term in Advent for Y1-6.</p>	<p>The Mathematical Education Research journal discusses the importance of teaching and regular practice in multiplication tables. They quote,</p> <p><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 &amp; Funnell, 2001).</i></p> <p><a href="https://files.eric.ed.gov/fulltext/EJ776257.pdf">https://files.eric.ed.gov/fulltext/EJ776257.pdf</a></p>	<p>5</p>

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

Budgeted cost: £42,400.

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 practice in preparation for the Phonics Screening Check.</p> <p>Additional practice with alien words to close gaps in phonic assessments.</p> <p>Phonics cards and grapheme mats sent home for children</p> <p>Homework in KS1 targeted on phonics.</p> <p>Phonics tutoring support in afterschool club groups.</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>	4
Model Fluent Reading: Read aloud to students regularly, demonstrating fluent reading. Emphasize expression, phrasing, and pacing. This models what fluent reading sounds like and helps students hear the rhythm of the language.	Research shows that improving the confidence levels of children when accessing the written word will support to engage with other subjects. Not being able to read the material in Science, does not mean that the child is not interested in Science as a subject.	2,3
Forest School Sessions for targeted children who need extra nurture support.	Children have the right to access the outdoors (and in particular the woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience	1

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

Budgeted cost: £16,730.

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>Develop the role of Mental Health Lead.</p> <p>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.</p> <p>Develop the role of Mindful Mentors 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_EmotionaLearning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_EmotionaLearning.pdf</a></p>	<p>1/7</p>
<p>To monitor, track and respond to low and attendance and persistent absentees.</p> <p>To track, monitor and respond to those children who are persistently late for school. Improve communication and consistency of communication with parents.</p> <p>The Pastoral Lead to work with parents and support with relationships with parents and tackle persistent absentees.</p>	<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_et.al_EdArXiv_2023_The_long_term_consequences_of_early_school_absences_for_educational_attainment.pdf">https://pure.strath.ac.uk/ws/portalfiles/portal/155044825/Drager_et.al_EdArXiv_2023_The_long_term_consequences_of_early_school_absences_for_educational_attainment.pdf</a></p> <p>The EEF makes clear links between poor behaviour, poor attendance and poor behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-</a></p>	<p>7</p>

	<a href="#"><u>planning/supporting-attendance/attendance-context</u></a>	
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**Total budgeted cost: £123,630.**

## 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%	
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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

#### Attendance Analysis to end of Pentecost 2

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2	National YTD
<b>Overall attendance rate</b>	94.63%	93.49%	95.79%	94.17%	94.63%	94.04%	94.1%
LAC	100%	96.35%	100%	100%	98.58%	90.35%	n/a
SEN/EHCP	90.73%/95.27%	90.54%/96.21%	93.6%/98.33%	91.07%/100%	91.58%/95.65%	90.13%/93.47%	92.4%/89.3%
Boys	94.52%	92.39%	95.88%	94.74%	94.5%	94.55%	94.1%
Girls	94.74%	94.39%	95.71%	93.69%	94.75%	93.63%	94.1%
Pupil Premium	92.98%	92.18%	95.58%	93.18%	93.7%	93.34%	93.1%
Lowest 20% (YTD)	TBC	92.03%	96.23%	91%	93.49%	n/a	n/a
Authorised absence	3.87%	5.9%	3.88%	4.93%	4.55%	4.52%	n/a
Unauthorised absence	1.5%	0.61%	0.33%	0.9%	0.82%	1.43%	n/a
Persistent absentees	19.55%	24.34%	14.38%	23.64%	14.45%	20.22%	20.3%
Persistent absentees - PP	26.39%	27.91%	16.87%	31.03%	20%	27.72%	26.1%
Persistent absentees - SEN	45.83%	29.63%	25.81%	36.36%	32.65%	31.75%	22.4%
% of pupils with Lates - L (number of pupils)	34.59%	31.58%	35.95%	30.91%	47.98%	35.59%	n/a
% of pupils with Lates - U (number of pupils)	1.5%	5.92%	1.31%	4.24%	11.56%	7.3%	n/a

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Reception	92.64%	91.29%	92.2%	94.35%	93.03%	93.12%
Year 1	95.23%	90.48%	88.33%	94.31%	93.74%	96.17%
Year 2	91.35%	91.06%	98.89%	90.22%	92.59%	95.29%
Year 3	94.22%	94.69%	96.67%	95.76%	95.7%	93.94%
Year 4	96.82%	96.72%	96.67%	91.36%	94.87%	91.1%
Year 5	94.66%	90.31%	91.85%	93.94%	93.87%	90.9%
Year 6	94.74%	97.69%	98.89%	94.28%	93.55%	95.35%

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.

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.