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Faith, Hope, Love**



St Joseph's Catholic Primary School Pupil Premium strategy evaluation (2023/2024)

2023 – 2024 Pupil Premium Grant Summary

Pupil numbers: 153	Vulnerable Pupils Lead: Natalie Guoite
Proportion (%) of pupils eligible for pupil premium: 15.68%	Last review: July 2023
Funding: £59,868	Pupil Premium Governor: Nicola Connolly

Introduction

Pupil Premium is the amount of money a school will receive for each student who is in receipt of Free School Meals (FSM) or who received FSM at any point during their time in Primary School.

The purpose of Pupil Premium funding is to close the attainment gap between those children who are in receipt of FSM and those who are not. At St Joseph's Catholic Primary School, 15.68% of our children are currently eligible for pupil premium. This is lower than the national average, which currently stands at 21%.

We currently have one child who is eligible for Service Premium.

Main barriers to educational achievement faced by disadvantaged pupils

In line with our Pupil Premium Statement 2022-2025, we have identified the main barriers to education achievement at St Joseph's Catholic Primary School.

- After completing baseline assessments in the Early Years Foundation Stage, as well as baseline assessments and observations across Key Stage 1, we have found that disadvantaged pupils generally have greater difficulties with Phonics than their peers. This will have a negative impact on their development in Reading (word recognition and comprehension) and Writing (spelling) across the school.
- There are particularly long wait times to access support from a range of external agencies, including Educational Psychologists and Advisory Teaching Service, delaying EHCP assessments for our disadvantaged and high needs pupils.
- After observations and the completion of our well-being surveys, we have identified social and emotional issues for many of our pupils. This is having a noticeable impact on social interactions with peers and is supported by restorative practice.

- We have also found that there has been a significant difference between attendance of those children who are disadvantaged and those children who are not. This is also having a significant impact on the progress made across the curriculum by our disadvantaged pupils.

Overcoming identified barriers and impact

Priority	Success Criteria	Evidence/Impact
<p>To continue to deliver high quality Phonics teaching, consistently across the school to improve outcomes for Phonics.</p>	<ul style="list-style-type: none"> • To embed our validated Systematic Synthetic Phonics programme in all classes who have children who are still decoding. • To ensure that there is a clear progression in the reading scheme from EYFS to the end of Key Stage 2. • To ensure that pupils with SEN make good progress with specific and measurable My Plan targets. 	<ul style="list-style-type: none"> - My Plan reviews, monitored by SENDCo. - Lesson observations of Teachers to ensure Quality First Teaching throughout the school, by the Early Reading Lead and Head Teacher. - Intervention observations of our highly skilled ULS Teaching Assistants. - Monitoring of intervention files and assessments. - Pupil Progress meetings x4 per year - Specialised interventions from our SSP (ULS), showing fidelity to the programme. - All support staff are trained in 'Unlocking Letters and Sounds' with an accredited trainer to deliver these interventions. - All new staff who have joined the school, including both Teachers and Teaching Assistants, have also had ULS training. - All classes have a list of their lowest 20%, who receive this at least 4x per week, in response to the learning in the classroom. - Additionally, other children who have not secured the sound of the day will also have the opportunity to recap this sound in the afternoon. - We continue to work with 'Read with Me' and 'Pets as Therapy' to develop fluency when reading.

<p>To ensure that there is a priority for those children waiting for external support, ensuring that they have the right assessments for an EHCP.</p>	<ul style="list-style-type: none"> • To liaise with external agencies to schedule timely visits throughout the academic year. • To build relationships with external agencies, such as Advisory Teaching Service, so that advice can be sought outside of visits. 	<ul style="list-style-type: none"> - There is a clear overview of SEN throughout the year. - All staff are aware of the timings of the ECHP reviews and evaluating these are supported by the SENDCO. - Our most disadvantaged children are prioritised on the graduated pathway to ensure they have the right assessments for an EHCP. - Planning meetings with the Educational Psychologist to discuss and plan for biggest need in the school. - Timely referrals are made to services such as Speech and Language so that the children can be re-referred after 6 months if the gap between their peers continues to be evident. - SENCO has built a positive relationship with the school's caseworker in the EHCP team, who has given purposeful advice and guidance throughout the year. - Networking across the newly formed MAT to share experience and advice with other SENDCOs who are experiencing similar barriers.
<p>To improve the quality of Social and Emotional (SEL) Learning across the curriculum.</p>	<ul style="list-style-type: none"> • High quality teaching of our extensive RSHE curriculum, using Ten:Ten resources. • High quality teaching of PSHE, using Ten:Ten. • Responsive curriculum by teaching timely lessons, based on what the children need. 	<ul style="list-style-type: none"> - Feedback from well-being surveys for any social and emotional needs that may arise. - SLT book look/monitoring the teaching and learning of RSHE/PSHE to ensure Quality First Teaching is evident across the school. - Pupil conferencing - Staff wellbeing surveys - Feedback from Class Teachers

		<ul style="list-style-type: none"> - We have supported families by paying for the Residential trip so that they accessed the same opportunities as their peers. - Delivery of 'Anti-bullying Week' and 'Children's Mental Health Week' throughout the year to empower our children to have a voice and to be heard. - Consistent use of Restorative Practice across the school. - Use of P.A.C.E in all year groups.
<p>To improve the attendance of disadvantaged children so that it is more in line with those children who are not.</p>	<ul style="list-style-type: none"> • To support families in getting the children to school, if they are unable to. • School attendance officer and Head Teacher to track the absences and identify focus families. 	<ul style="list-style-type: none"> - Children who are disadvantaged will make the same progress as their peers across the curriculum. - Attendance is improved by children who are disadvantaged. - Those children who are disadvantaged and also SEN will have their attendance tracked and monitored by the SENCO.