



Pupil premium strategy statement 2024/25

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	7% (47)
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	By December 2025
Statement authorised by	Tom Collins Headteacher
Pupil premium leads	Jennie Trimmer, Assistant Headteacher Rosie Evans, Assistant Headteacher Jess Birtles, Assistant Headteacher
Governor / Trustee lead	Sarah Norville, Foundation Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£74,000



Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's we are committed to ensuring each individual child's needs are met, irrespective of their background or the challenges they face. Staff have high expectations of all children. They set appropriate challenge to enable children to make good progress and achieve high attainment across all subjects regardless of their starting point. In order to support children with their progress, we act early to identify and address individual barriers to learning. High quality teaching is at the heart of our approach, with a clear focus on diminishing the difference in attainment between vulnerable groups and other pupils.

Vulnerable children have a high profile within the school with staff accountable for their academic progress and emotional well-being. We monitor, track and analyse progress through formative and summative assessment, enabling us to identify and address individual needs. Disadvantaged and SEN children have learning plans setting out desired outcomes.

The activities outlined in this statement are intended to support the needs of any vulnerable group, regardless of whether they are disadvantaged. We understand the social and emotional challenges which some of our vulnerable children encounter can have significant impact on their life experiences and wellbeing.

Our strategy sets out how we intend to raise the outcomes for disadvantaged children academically, socially and emotionally. Our overall aims include:

- Whole school approach to raising disadvantaged outcomes so they are in line with peers
- Ensuring high quality teaching and high staff aspirations
- Accurate assessment leading to early and high level intervention
- Treating every child as an individual and personalising the support and strategies used
- Ensuring children have good mental health and well-being through whole school high quality relational practice and pastoral support
- Supporting expected or higher attendance through whole school and personalised support
- Disadvantaged children leaving school as confident readers and mathematicians
- Children understanding their progress and what their next steps are
- Ensuring equal access to all enrichment opportunities
- Supporting the whole family of disadvantaged children

Challenges

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



Challenge number	Detail of challenge
1	<u>Attainment and progress rate / additional academic barriers to learning</u> Attainment for disadvantaged children is lower than peers in most year groups for core subjects. Although all year groups need improvements in attainment for disadvantaged children, particular focus needs to be on years 4 and 5 for reading, years 3 and 5 for maths and year 5 for writing. Progress and attainment are impacted by the number of children who have additional barriers to learning. 36 % with SEN; 6 % with an EHCP
2	<u>Family engagement with learning</u> An increasing number of our disadvantaged families are not engaging with supporting their child's learning. These children are not having support at home with reading or completing homework. This is impacting their academic progress at school and increasing the gap. Parents are not engaging with completing specific activities linked to supporting their child catching up.
3	<u>Emotional resilience / Social, Emotional and Mental Health</u> It is evident that many of our disadvantaged children need additional support with emotional and mental health. This can be due to outside factors which impact their lives, family situations, possible neurodiversity or other reasons. Referrals for them to have pastoral support come from staff, children themselves, parents and outside agencies linked to the families.
4	<u>Wider family needs</u> A number of our disadvantaged families have wider family needs. They require ongoing and regular support from our headship and pastoral team. This includes support with learning and implementing positive parenting strategies; supporting their children with emotional well-being; individual family difficulties with outside agencies support.
5	<u>Cultural Capital</u> Due to the financial demands on many families they are not able to afford the enrichment opportunities available. It is important that children are able to access these activities so they are not further at social and academic disadvantage (e.g. clubs, trips, swimming, residential).

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
To reduce the reading and maths academic gap in attainment between disadvantaged and non-disadvantaged children.	<ul style="list-style-type: none">• KS2 outcomes for disadvantaged children shows an increase in those meeting age related expectations for reading and maths• Quality first teaching is evident in every classroom, supporting children to make good progress in each lesson• Identifications of barriers are identified early and acted on by the class teacher and senior leaders



	<ul style="list-style-type: none">• Interventions are timely, relevant to the individuals learning gaps and evidence based to ensure maximum progress. Staff delivering interventions are trained and effective• Learning outcomes and individual needs are appropriately planned for within the curriculum to ensure it is relevant and maximise progress• Monitoring, analysis and pupil progress meetings ensure a focus on disadvantaged children
To increase and sustain children's emotional literacy skills, mental health wellbeing and social communication skills.	<ul style="list-style-type: none">• Children have positive relationships with key staff and feel safe, understood and nurtured at school• Children show an increased ability to express their emotions appropriately at home and school• Children show increased resilience and growth mindset enabling them to focus on learning while at school• Staff and parents work together to understand children's well-being and put in support strategies at home and school• Parents engage with agencies they are signposted to• Children access emotional and mental health support appropriate to their needs via a range of means including, class wellbeing areas, relational practice activities, group sessions, individual work with an Emotional Literacy Assistant (ELSA)
To increase and sustain parental proactive engagement in children's academic learning.	<ul style="list-style-type: none">• Parents regularly attend meetings about their child• Parents actively support their child with reading and homework• Parents actively support good routines at home to support learning• Staff and parents work together with children to understand what they need to help them progress
To achieve equal participation for disadvantaged children in enrichment and wider school activities.	<ul style="list-style-type: none">• All disadvantaged children able to access trips, residential and swimming• Disadvantaged children have equal opportunities for wider activities such as district sports events• Staff know their disadvantaged children well, being aware of their interests and talents. Staff proactively target and support children to be part of extra curriculum clubs.• Year leaders take costs into account when planning activities. The needs of children considered when organising activities to ensure they provide enrichment opportunities.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Relational and Restorative Practice</u> Provide INSET CPD for whole school staff led by Surrey Inclusive Teaching team. Practice delivered daily by all school staff and supported by leadership team. Further leadership and staff update CPD during the year.	Relational and restorative practice advocates an approach that is collaborative, empowering and positive – and ultimately geared to improve motivation, engagement and independent learning in even the hardest-to-reach young people. Using RRP has been shown to reduce the number of behaviour incidences.	2.3.4
<u>Social communication</u> LSAs trained during CPD programme in different social communication (including language) intervention programmes. Follow up monitoring and CPD during the year via leadership team and outside agencies for staff (Freemantles autism service, Surrey speech and language team, Surrey specialist teachers).	The average impact of successful SEL (social emotional learning) interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,3,4
<u>Surrey Nurturing School Programme</u> The SENCO completing the nurturing schools programme over 18 months of CPD. Assistant Head completing part of the CPD sessions. Leadership release for training and follow up activities included in the programme. <u>Trauma informed</u> Reception staff receiving trauma informed CPD.	Nurturing practice enables children to have positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. It improves attendance, behaviour and attainment, and ensures every child is able to learn. (NurtureUK) Staff being trauma informed supports them understanding the child and being able to use the appropriate strategies when working with them.	1,3,4
<u>Emotional and Mental Health wellbeing</u> Contribution to the ongoing cost of our Pastoral team which includes the pastoral lead and further ELSA. Costs include their CPD (e.g. Drawing and Talking Advanced), supervision, delivering CPD, resources, meetings, etc.	Pastoral staff provide essential knowledge and skills to support a range of emotional needs. Their ongoing development through CPD and supervision by an educational psychologist ensures they can continue to provide the best for children. Outcomes show that ELSA support increases our children's ability to recognise, understand and manage their emotions, it supports their resilience, independence and wellbeing.	1,2,3,5



<u>Maths</u> Maths mastery will be introduced in September 2024 for KS2 to address the maths difficulties and increase pupil progress. A new maths scheme for main lessons to be introduced in January 2025. Teacher CPD will be needed for each of these along with cover for each year group maths planner to have time with the maths co-ordinator. There is a cost for the schemes and resources.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1
<u>Reading</u> As a school our reading programme from Y2 upwards will change to Master Reader. CPD for this was given at the end of 2024 with a launch from September 2024. This is to support the comprehension within reading. This will be particularly valuable for our disadvantaged children with its high focus on vocabulary. Master Readers materials, further training and release time for the English Lead to support teachers planning and monitor delivery.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Quality First Teaching</u> -staff focus on disadvantaged children during QFT, ensuring they have the support and strategies appropriate -timely interventions put in place to prevent gaps forming -regular feedback during lessons to enhance learning	Access to high quality teaching is the most important lever schools have to improve outcomes from their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1



-pupil progress meetings focus on disadvantaged children to ensure they a priority	Providing feedback is well evidenced and has a high impact on learning outcomes. Studies of verbal feedback show slightly higher impacts overall (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
<u>Reading Interventions</u> -1:1 ELS phonics intervention -1:1Toe by Toe programme -Literacy Gold reading and spelling online programme -additional 1:1 reading sessions -Master readers comprehension	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
<u>Maths Interventions</u> -1stclass@number programme -success@arithmetic programme	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows ... between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
<u>Social communication Interventions</u> -Talk About, Time to Talk, Language for behaviour and Emotions programmes	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,3,4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Parental support</u> Ensuring parents engage with school in positive interactions about their child and the support available -inclusion coffee mornings with specialist speakers	Parental engagement has a positive impact on average of 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Having high expectations of parents engaging with school supports the value we	1,2,3,4,5



<ul style="list-style-type: none"> -parents evenings and additional teacher meetings -welcome and year meetings -Pastoral Lead and SENCO clinics and signposting to further agencies -Leadership support 	<p>feel these strong links have on a child's education and wellbeing. School and home discussions enables us to fully understand the child and support them and the family.</p> <p>Providing opportunities for parents to have further guidance and be signposted to agencies support specialist knowledge, giving the best opportunities for outcomes.</p>	
<p><u>Emotional and Mental Health wellbeing</u></p> <ul style="list-style-type: none"> -ELSA interventions, strategies and postbox support -LSA led emotional interventions -wellbeing classroom areas -lunchtime leadership support -nurturing informed school strategies used including interventions -trauma informed support whole school but specifically within reception - relational and restorative practice used by all school staff within all activities to support children to feel safe, heard and be reflective of their own behaviours e.g. check in and out sessions, restorative conversations, problem solving -working with parents on strategies 	<p>The average impact of successful SEL (social and emotional learning) interventions is an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>When children have good mental health and are able to use strategies to sustain their mental health it gives them higher life opportunities.</p> <p>Staff being trauma informed supports them understanding the child and being able to use the appropriate strategies when working with them.</p> <p>Relational and restorative practice has been shown to reduce the amount of behaviour incidences. It improves children's ability to reflect and restore relationships.</p>	1,3,4
<p><u>Enrichment</u></p> <ul style="list-style-type: none"> -financial support with school uniform, PE kits, dress up day clothing -resources such as study books -ensuring disadvantaged children have places in clubs -supporting with transport to ensure disadvantaged children can attend extra curriculum activities such as district sports -financial support for trips, swimming, residential, clubs 	<p>Being fully involved in school life supports a child's confidence and self-esteem. It supports their positive sense of belonging to the school community.</p> <p>Attending trips, swimming, residential and additional education activities supports their understanding of the wider and curriculum, providing enrichment development.</p> <p>Attending clubs supports their development of new skills and develops talents as well as supporting overall physical and mental wellbeing.</p>	5

Total budgeted cost: £80,000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome for academic year 2023-2024

	Area	% meeting expectation	
Whole school	Reading	51%	
	Maths	53%	
	Writing	49%	
EYFS	GLD	50%	
Year 1	Reading	100%	
	Maths	75%	
	Writing	50%	
Year 2	Reading	50%	
	Maths	38%	
	Writing	50%	
Year 3	Reading	43%	
	Maths	57%	
	Writing	57%	
Year 4	Reading	33%	
	Maths	17%	
	Writing	17%	
Year 5	Reading	50%	
	Maths	83%	
	Writing	50%	
Year 6		TA	SATS
	Reading	50%	84%
	Maths	50%	30%
	Writing	57%	69%
	GPS		69%
	RWM		30%
Y1 phonics		100%	
Y4 tables		50%	

This is the end of our 3 year Pupil Premium Strategy.

Reading

The percentage of disadvantaged children passing the phonics screening has increased and the gap was closed with peers. The ELS phonics programme and intervention has been particularly successful. The higher phonics skills haven't always transferred to reading fluently or developing comprehension skills. The overall reading attainment has dropped from previous years which is disappointing. Challenges have included, getting parents to engage in their children's learning and regularly hearing their child read and having sufficient staffing to allow for further reading intervention for those on the cusp. Those with SEND accessed a higher level of support and made progress, even if they are not at ARE.

Maths



The maths data has not met the overall target set in the 3 year plan. There have been successes over that time such as the intervention programme 1stclass@number however it has not been able to close the gap. The maths lead has led CPD for teachers and TAs to support their skills and ability to scaffold and support lower attainers. TAs have shown great skills in modelling and supporting children during lessons. In 2023-2024 we were not able to run many maths intervention groups due to staffing challenges. Teachers have led some before school groups to support with catch up.

Equal enrichment opportunities

Financial support was given to families who needed it for swimming, trips, extracurricular events and residential so that no disadvantaged child was left out due to financial difficulties.

School uniform and PE kits were provided for some children ensuring they had the correct uniform. Financial support was also given for school shoes.

Where disadvantaged children had not signed up for clubs, they were approached and offered clubs linked to their interests. All disadvantaged children were offered clubs. Funds were given to support where there were club costs. Free places were given to disadvantaged children by an outside run club who support building resilience and confidence.

District sports and school teams included disadvantaged children. Staff supported with helping ensure disadvantaged children had transport so they could attend events.

Pastoral support from the pastoral and leadership team

Families have been supported by the pastoral lead and leadership team through meetings, follow up support and signposting or referrals to further agencies. Parents have given positive feedback of the support which has been given. This has shown with some families an improvement of family strategies and reduced behaviour challenges at home and school.

Coffee mornings have been successful this year, having outside speakers such as NAS, Barnardo's, Educational Psychologist and more. Parents have again given positive feedback on the sessions and how useful they have found the services or strategies.

Wellbeing areas have been established within classrooms. Staff have been trained in Zones of Regulation and its use has been embedded throughout the school. Children are able to use appropriate language for their emotions and know how to seek support. The pastoral team (ELSAs) have supported a vast number of children, including disadvantaged children through intervention and post box support. Through child and staff evaluations a high impact has been measured in the effectiveness of this support. This has led to higher resilience, self-confidence and wellbeing in children.