



Pupil Premium Statement

Introduction

Our school mission statement, *'Christ at the centre of all that we do' – 'I am special in Gods eyes'* lies at the heart of what we do as a school. We want all children to thrive and be successful during their time at our school regardless of their starting points.

What do we believe?

We believe that all pupils should be enabled to fulfil their potential and maximise their opportunities. We aim to develop effective ways of engaging both pupils and their parents and seek to evaluate, celebrate and share success.

What is Pupil Premium?

Nationally, children from disadvantaged backgrounds do not do as well as other children in school and, because of this, the Government provides additional funding to schools to ensure that these children have the opportunity to achieve as well as any other children; this is called 'Pupil Premium' funding and it is a ring-fenced fund provided to all schools in England.

Who Qualifies for Pupil Premium?

Pupil Premium is allocated to children from low income families who are known to be in receipt of certain benefits, children looked after for more than six months, those who have been eligible for pupil premium at any point in the last six years (Ever 6 measure) and children of service personnel. The allocation of pupil premium is based on eligible pupils on roll in January each year.

What do we hope Pupil Premium achieves?

The principles for spending are to ensure teaching and learning opportunities meet the needs of pupil premium pupils at the school and that appropriate provision is made for pupils who belong to vulnerable groups.

Who is responsible for managing the Pupil Premium Funding?

At our school Mr Baker, Key Stage One Leader, is the Pupil Premium lead. As a Senior Leadership Team, we assess our pupils' needs and create a strategy to improve outcomes for our disadvantaged pupils. To do this, as a school, we draw upon nationally recognised evidence, research and best practice, guidance from the Department for Education, and learning from our previous strategies.

We review the effectiveness of our strategy at the start of each school year. The next review is due in September 2025.

Pupil Premium Strategy Statement 2025-2028

Update for 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Joseph's Catholic Infant School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ann Taylor, Headteacher
Pupil premium lead	Craig Baker, KS1 Lead
Governor / Trustee lead	Tasara Nyaguyo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,920

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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

Alongside our broad and balanced curriculum we offer access to a range of interventions to support the individual needs of disadvantaged pupils. We aim to provide support that is targeted, timely and effective.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Pre-School through KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, our disadvantaged pupils arrive below age-related expectations compared to of other pupils.
4	Our assessments and observations indicate that many of our disadvantaged children struggle more with behaviour expected in school. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in social skills, language and communication.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to lack of social interaction and structured play opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teachers need for additional class support has markedly increased during the pandemic. Many pupils including disadvantaged pupils, currently require additional support with social and emotional needs, with many receiving small group interventions.
6	Our attendance data over the previous 3 years indicates that attendance among some disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Speech Link assessment will identify improvement across disadvantaged pupils across the 3 years.</p>
Improved Reading attainment among disadvantaged pupils.	<p>Sustained improved attainment in Reading will be evident by:</p> <ul style="list-style-type: none"> - In school termly tracking data and end of Key Stage (GLD, KS1) assessments will show an increase in the number of children working at age related expectation in Reading year on year. - An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage.
Improved Maths attainment for disadvantaged pupils.	<p>Sustained improved attainment in Maths will be evident by:</p> <ul style="list-style-type: none"> - In school termly tracking data and end of Key Stage (GLD, KS1) assessments will show an increase in the number of children working at age related expectation in Maths year on year. - An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 3% lower than their peers. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

Activity in this academic year 2024-2025

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: **£17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training & Resources for staff to ensure assessments are interpreted and administered correctly.</p> <p>FFT, INSIGHT DATA, Read Write Inc. Assessments, GL Assessments, No More Marking – moderation, tracking and assessment programmes have been purchased and this year’s money will be used to release staff for training to use them.</p>	<p>Accurate teacher judgement can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding communication activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase additional resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Fully embed RWI with targeted support to secure stronger phonics teaching for all pupils.</p> <p>All staff to receive additional RWI training. Training this year will focus on 1-1 tutors to ensure children keep up or catch up</p> <p>Weekly Reading Manager monitoring progress x 1 day a week release</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	
<p>Purchase Yearly Reading and Phonic support programmes (NESSY)</p> <p>NESSY has been purchased to support reading and phonic development</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension),</p>	<p>2</p>

<p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Additional resources - books, cards, manuals, online subscription purchased</p>	<p>particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance and the use of White Rose Maths.</p> <p>Maths CPD – staff meetings and National College Online training</p> <p>We will fund teacher release time to embed key elements of these in school and to access Maths resources and CPD</p> <p>Teachers released to review the Maths curriculum and maths progression and challenge</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p>Improve the quality of social and emotional (SEL) learning – such as use of Zones of Regulation, release for staff to carry out training and sessions</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>High Quality CPD for staff</p> <p>Steps Training – for staff to support children identified with additional social and emotional needs as well as improve outcomes for all children.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Targeted academic support (for example – tutoring, 1-1 support and structured interventions)

Budgeted cost: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of dialogic reading and NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Pre-School staff completing NELI programme – subscription and CPD</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Impact evident on entry to Reception</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Subscriptions)</p> <p>Member of staff appointed to undertake 1-1 tutoring and interventions with further staff to be trained</p> <p>Full-time+ TA support in every class retained</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Targeted intervention groups targeting specific needs of disadvantaged children and led by trained TAs e.g.1:1 reading, EAL support, emotional check in</p> <p>Member of staff appointed to undertake 1-1 tutoring and interventions with further staff to be trained</p> <p>Full-time+ TA support in every class retained enabling small group work within class and class based interventions to be carried out.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

<p>Additional class based support through increased adult ratios, smaller work groups</p> <p>Full-time+ TA support in every class retained enabling small group work within class and class based interventions to be carried out</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Improved access to remote learning/home learning through provision or resources</p> <ul style="list-style-type: none"> • Laptops • Glue, • Pencils, pens etc • Exercise books and workbooks <p>Pupil premium resource kits sent home at the start of each term.</p>	<p>Ensuring access to technology is key, particularly for disadvantaged pupils. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face the barriers of access to both computers and the internet – have access to technology. We have included basic resources as an essential feature of additional home learning for infant children</p>	2,4,6

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

Budgeted cost: **£14220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Steps training for staff</p> <p>Step up and Step on training for SLT</p> <p>INSET on behaviour policy to ensure consistent approach across the school</p> <p>Release for staff to visit the PRU centre</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Travel Tracker purchased to encourage good attendance</p> <p>Bespoke support for families- taxi, bus travel</p>		6
<p>Contingency fund for acute issues / family crisis including</p> <ul style="list-style-type: none"> • Contribution towards costs – uniform, school outings, • Breakfast Club • After School club • Taxis • Enrichment clubs <p>Bespoke support for families- taxi, bus travel</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>Running nurture groups to support emotional wellbeing for disadvantaged pupils.</p> <p>This includes CPD and release time for staff to deliver these sessions</p> <p>Nurture groups established and taking place regularly – staff trained and release</p> <p>Purchase of additional nurture resources</p> <p>Lead TA appointed to oversee the administration for the nurture groups</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Total budgeted cost: £42,920

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attainment

Our internal assessments during 2023-24 suggested that the performance of disadvantaged pupils have seen the gap closing in some key areas of the curriculum but this remains a priority. Internal and Statutory assessments at the end of the year showed that the increased early intervention with the youngest children has made a difference to attainment. Attainment outcomes will continue to be monitored in the next academic year.

SUBJECT	ALL %	PP %	ALL%		PP%	
			Y1	Y2	Y1	Y2
EYFS GLD	82	60				
RE			81	78	64	70
READING			70	85	64	70
MATHS			67	88	64	70
WRITING			71	67	64	30

Phonics Results

Pupil premium attainment for the statutory Year 1 Phonic Screening

% Y1 PP pupils achieving Expected in Phonics Screening	% non-PP achieving the expected in Phonics Screening
(64%) 71%	(77%) 83.4%

Funding spent on a DfE approved systematic synthetic phonics began to deliver improved attainment as it was introduced in the final term. Rapid progress was noted of all children, inclusive of those children qualifying for pupil premium. The 2023-24 cohort were the first to benefit from a full year of the new phonic scheme.

1-1 targeted support enabled rapid progress of children close to achieving expectations, enabling them to reach the end of year targets.

The use of school tablets at home by Pupil Premium children enabled and supported online

practise at home and this helped to embed phonic knowledge.

The school is looking to increase number of tablets that are available for use by Pupil Premium children at home.

Attendance

2021		2022		2023		2024	
ALL	PP	ALL	PP	ALL	PP	ALL	PP
93.8	93.9	92.5	92.1	92.9	92.5	92.5	90.8

At the end of the year the average attendance for all children was 92.5%, slightly lower than the year before which was 92.9%. This was largely due to increased illness amongst the children as school returned to normal – scarlet fever, chicken pox, chest infections and stomach viruses.

The average attendance of Pupil Premium children has dropped from 92.5% to 90.8%; highlighting a greater need to work more with families to provide support with transport, care provision and close monitoring in some cases.

Improved Language and Oral Confidence

Children for whom English is an additional language made rapid progress in acquiring spoken English in Reception and this was sustained in Year 1 and Year 2. This can be attributed to the focus on vocabulary, and the adult to pupil ratio which is enhanced by additional staffing through Pupil Premium funding. There are greater opportunities for children to interact with an adult with more adults in the room. Grammatical errors can be corrected more frequently and there is more opportunity for adults to model language and speaking. Increased confidence in public speaking and singing was seen in the school pupil led assemblies and worship groups.

Wellbeing and Mental Health

Children had the opportunity to attend additional after school activities and most Pupil Premium children benefitted from subsidised workshop activities and this will continue to be offered to Pupil Premium children. Pupil progress meetings held with class teachers, focus on the support and needs of the Pupil Premium children, and the impact that initiatives are having on attainment and wellbeing.

Additional adult support provided in After School club where Pupil Premium children have specific needs.

Further Information (Optional)

In addition to the Pupil Premium funding a variety of resources and initiatives are used by the school to support disadvantaged pupils:

- Gardening activities to relieve stress and encourage relationship building with peers and trusted adults
- Open door policy for regular updates with staff and to increase communication with parents' skills
- Nurture Activities and areas – Sensory Space
- 1-1 Parent support meetings – advice and signposting
- Lunchtime play coaches – broadening play experiences and developing team and sports Reading Buddies – creating opportunities for discussion and peers supporting peers
- School Pupil Premium lead works alongside the SENDCo – enabling early identification of specific needs of Pupil Premium children.

Externally provided programmes

Programme	Provider
GL standardized tests	GL
PURPLE MASH (subscription)	2Simple Ltd
Nessy Reading and Spelling	Nessy Learning
Speech Link	BCC
RWI	Ruth Miskin
Play Therapy	POP Therapy