

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Joseph's Catholic Primary School, Aylesham
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Karen Riddell, KCSP ASIP
Pupil premium lead	Hester Seager-Fleming
Governor / Trustee lead	Dr. Carmel Digman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63 640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£63 640

## Part A: Pupil premium strategy plan

### Statement of intent

*Love God Love Learning Love Life*

*I have come so that they may have life and have it to the full*

**John 10: Chapter 10. V. 10**

Inspired by Jesus Christ's example and the Gospel Values of love, joy and compassion, we nurture and develop the whole child so that each unique individual grows constantly in confidence, and has the knowledge, skills and self-esteem to achieve their true potential.

At St. Joseph's we aspire for all of our children to 'Love God, Love Learning, Love Life' and to live out this message everyday. Irrespective of their starting point, all children will access a rich, ambitious, engaging and challenging curriculum that builds confident and resilient learners. It will prepare them for a life-long love of learning and prepare them well for each stage of education, employment or training and enable them, as educated citizens, to contribute to creating a better world.

We have high expectations for all children and aim to support all disadvantaged children to achieve high attainment and progress across all subjects of the curriculum. High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap. Further intervention work may be required, and this may take the form of both academic and emotional. Furthermore, we aim to enable our disadvantaged children to have access to a wide variety of extra-curricular and enrichment experiences.

Quality pastoral care is vital in closing the attainment gap at St. Joseph's. All staff know our families and pupils well. This enables us to provide a holistic approach based on need. We ensure that all children start the day with breakfast.

### Challenges

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

Challenge number	Detail of challenge
1	Triangulation of evidence indicates that oral and language skills are low for pupils on entry. This slows reading and writing progress in subsequent years. Inconsistent pre-school experiences and poor literacy levels of parents impact on speech and language.
2	Our disadvantaged pupils generally have greater difficulties with phonics in comparison to their peers. This negatively impacts their development as readers and their ability to access the wider curriculum.
3	Triangulated evidence from monitoring activity demonstrates that disadvantaged learners do not attain as highly or make as much progress as their peers in Reading, Writing and Maths.
4	Attendance data indicates that persistent lateness and persistent absence is greater amongst disadvantaged pupils than non-disadvantaged pupils and negatively impacts on disadvantaged pupil's progress.

5	<p>Extra-curricular activities – many pupils do not have access to additional opportunities to provide a broad and balanced education.</p> <p>Financial and aspirational restraints leading to non-participation in school and extra-curricular activities.</p> <p>School deprivation index 58 out of 453 schools. The educational experiences of parents, home circumstances and additional emotional and health mean that it is harder for them to be able to support the child's learning.</p> <p>Low self-esteem and low expectations for learning.</p>
6	<p>On occasions, disadvantaged families need support for basic needs. As a result, some pupils may be hungry or inappropriately dressed, and these factors are impacting on their well-being and involvement whilst in school.</p>
7	<p>The level of parental engagement with their child's learning and opportunities in school is lower for our disadvantaged learners compared to their peers which negatively impacts on their attainment and progress.</p>
8	<p>Mental health and wellbeing issues and the lack of prompt support for children and families. This is impacting the pupils and their ability to access the curriculum effectively.</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
Improved oral and language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence from book looks, engagement in lessons and ongoing formative assessment will show this.
Improved phonics attainment for disadvantaged pupils.	Phonics outcomes inline or better than national.
Improved reading, writing and mathematics attainment for disadvantaged at the end of KS1 and KS2.	The percentage of disadvantaged pupils achieving expected or greater depth increases.
Sustained and improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils increases. Persistent absence for disadvantaged pupils decreases.
No child is disadvantaged from taking part in wider curriculum activities.	<p>100% attendance for all school trips or experiences. PP and non PP alike attend after school clubs.</p> <p>Clubs offer a wide range of sporting and enrichment activities that work towards a cultural literacy.</p> <p>Well being, physical and mental health supported.</p>
Ensure no child 'goes without'	<p>Consistency in appearance of school uniform.</p> <p>Children eat or have access to a healthy breakfast thus enabling longer concentration in lessons and emotional and behavioural needs reduced as a barrier to learning.</p>

Mental health and wellbeing needs can have an impact on children’s ability to access learning. These needs are met promptly to ensure children can access their learning effectively.	Access to school counsellor for those most in need of mental health support. Access to ELSA TA’s support for the children and families that need it most.
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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: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring high quality teaching staff.	Evidence shows that quality-first teaching has a big impact on pupil outcomes for all pupils, but particularly the disadvantaged. <a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</a>	1, 2 and 3
Funding the salary of a learning support assistant to support SEND needs and enable small group learning and bespoke interventions to support the needs of learners.	Through our own book looks, observations, data and pupil voice, small group learning enables quality interactions and impacts positively on pupils’ confidence and outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>  Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. word reading, particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Intensive reading intervention showing positive impact on reading progress and the development of skills important for further literacy development. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>  Access to ELSA support for the children and families that need it most.	1, 2, 3 and 8.
Provide CPD to support implementation for all curriculum areas.	Effective professional development has a positive impact on pupils. <a href="https://epi.org.uk/publications-and-research/the-effectsof-high-">https://epi.org.uk/publications-and-research/the-effectsof-high-</a>	1, 2 and 3

Fund release time to enable staff to do this.	<a href="#">quality-professional-development-on-teachersand-students/</a>	
Curriculum enhancement	Subsidise enrichment opportunities <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lightening Squad – national program.	Daily program over 6 weeks. Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. <a href="https://fft.org.uk/tutoring/">https://fft.org.uk/tutoring/</a>	1, 2 and 3
<i>Speechlink</i>	Swift identification of speech and language needs which can then be addressed. Widely recognised that the early years of a child's life are the most important for learning.	1

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

Budgeted cost: £30 640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a well-being support to target particular families and with particular responsibility for attendance. Embed principles of good practice as set out in the DfE's Improving School Attendance. Continue to develop and implement bespoke attendance strategies.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</a>	4

<i>Funding for Magic breakfast.</i>	Research has shown that children who skip breakfast perform less well academically, socially and emotionally. <a href="https://healthyeating.sfgate.com/benefits-eatingbreakfast-students-7697.html">https://healthyeating.sfgate.com/benefits-eatingbreakfast-students-7697.html</a>	1, 2 and 3
Targeted approaches which encourage parents to support their children including: Learning Together in Partnership Phonics workshops Lesson drop-ins 'Stay and Play' Celebration Assemblies Whole school events Coffee mornings	Maximising parental engagement has been proven to have a positive impact on pupil outcomes.  <a href="#">Parental engagement/toolkit Strand/EducationEndowmentFoundation/EEF</a>	7
Attendance rewards including 100% attendance and most improved attendance.	Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements.  <a href="https://www.gov.uk/government/publications/schoolattendance/attendance-framework-for-securing-full-attendanceactions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/attendance-framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</a>	4
Swimming	Y5/6 have the opportunity to take part in weekly swimming lessons during Term 2.	5
CHATTS counselling – funding for trained specialist.	Targeted support to improve well being. Emotional/behavioural needs reduced as barriers to learning.  <a href="https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf">https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf</a>	8
Funding or subsidising visits, visitors and trips/experiences.	Access for all to live performances, theatre, trips etc and visitors and workshops in school.	5
Sensory Space	Emotional and behavioural needs reduced as barriers to learning.	1, 2 and 3

**Total budgeted cost: £ 63 640**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	
Improved phonics attainment for disadvantaged pupils.	Phonics outcomes inline or better than national.	Year 1 phonics screening PP: 78% (national 80%)
Improved reading, writing and mathematics attainment for disadvantaged at the end of KS1 and KS2.	The percentage of disadvantaged pupils achieving expected or greater depth increases.	<p>KS2 Combined Reading/Writing/Maths for PP: 87.5% (National 61%) Non-PP: 75%</p> <p>Combined Greater Depth for PP: 12.5% (national 8%) Non-PP: 6%</p> <p>Reading Greater Depth: PP: 75% (national 28%) Maths Greater Depth: PP: 50% (national 24%) Writing Greater Depth: PP: 25% (national 13%)</p> <p>KS1 Combined Reading/Writing/Maths for PP: 50%, Non-PP: 68%</p> <p>Expected for Maths PP: 75%, Non-PP: 77%</p> <p>Expected for Reading PP: 75%, Non-PP: 73%</p> <p>Expected for Writing PP: 50%, Non-PP: 68%</p>
No child is disadvantaged from taking part in wider curriculum activities.	<p>100% attendance for all school trips or experiences. PP and Non-PP alike attend after school clubs.</p> <p>Clubs offer a wide range of sporting and enrichment activities that work towards a cultural literacy.</p> <p>Well-being, physical and mental health supported.</p>	<p>All children able to participate in school trips and experiences.</p> <p>All children able to participate in school clubs.</p>
Ensure no child 'goes without'	<p>Consistency in appearance of school uniform.</p> <p>Children eat or have access to a healthy breakfast thus enabling longer concentration in lessons and emotional and behavioural needs reduced as a barrier to learning.</p>	<p>Spare uniform is available to all children.</p> <p>All children have access to breakfast foods.</p>

To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged	PP attendance is in line with national figures for 23/24.	2022-23 Attendance PP: 88% National PP: 91.3% Non-PP: 94% National:  2023-24 Attendance PP: 90% National PP: 91.8% Non-PP: 95.1%
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Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Breakfast foods	Magic Breakfast

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a