Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and St Teresa's Catholic Primary School
Number of pupils in school	146 children
Proportion (%) of pupil premium eligible pupils	9.59%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Head Teacher	Teresa Harvey
Pupil premium lead	Teresa Harvey
Governor / Trustee lead	Brendan Ring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,720.00
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	£25,720.00

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.

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 diagnostic 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'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.

The Key principles of our strategy plan is to ensure that pupils are supported to make progress in all subject areas but particularly in Reading, Writing and Maths and that they are sufficiently challenged that they leave St Joseph and St Teresa's achieving as well as their peers or better.

Challenges

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

Challenge number	Detail of challenge
1	Most of our KS1 pupil premium children are working at the same rate as our non- pupil premium children but are not being challenged enough.

2	To ensure our pupil premium children in KS2 are supported with targeted interventions to ensure they make the age related standard in reading, writing and maths or are pushed to achieve GDS in reading, writing and maths.
3	To ensure our pupil premium children's emotional well-being is supported so that they are able to make good academic progress.
4	To have a consistent behaviour approach within lessons as well as during 'free time' to ensure children are settled and are able to make good progress with their learning

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
For our KS1 & KS2 PP children to be challenged to further so that they are at least working at ARE if not GDS.	PP Children are working at expected level or greater depth for Reading, Writing and Maths
PP children are emotionally aware and have strategies available to support themselves when they are struggling	PP children are emotionally aware of strategies to support themselves so they are able to make good progress with their learning

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: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff on restorative practice	To have a consistent behaviour approach within lessons and outside to ensure children are ready to learn in the classrooms. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4
CPD for staff on attachment and trauma	For staff to have an understanding of the impact of attachment and trauma, as well as supporting children to self- regulate so they are able to support those children who are struggling with their learning.	4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	

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

Budgeted cost: £ *19,761.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support	Challenging pupils with their learning through targeted small group / 1:1 interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Feedback given through pre-teach and post –teach learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1& 2

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

Budgeted cost: £ 5959.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support	Children receiving ELSA support to become more resilient and to develop their self-confidence which in turns helps with their learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3
Residential trips & class trips	Supporting those children who may not be able to afford residential trips which will develop their self-esteem and confidence https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	

Part B: Review of outcomes for this academic year 2023-2024

To have a consistent behaviour approach within lessons and outside to ensure children are ready to learn in the classrooms.

Staff are following the behaviour policy within lessons and outside. We are having less confrontations between pupils and the majority of our pupils are ready to learn when back in the classrooms which has had a positive impact on our end of year attainment.

For staff to have an understanding of the impact of attachment and trauma, as well as supporting children to self- regulate so they are able to support those children who are struggling with their learning.

Staff have had training on attachment and trauma. They are able to support those pupils who need support with self-regulation with more confidence and are able to give strategies to the pupils to help themselves. There is a consistent approach across the school to help those pupils who need to self-regulate.

Challenging pupils with their learning through targeted small group / 1:1 interventions

Some pupils have been supported through targeted interventions and this has had a positive impact on our end of year attainment.

Feedback given through pre-teach and post –teach learning

Feedback has been given through verbal feedback as well as through some pre-teach and post-teach and this has had a positive impact on the pupils' attainment.

Children receiving ELSA support to become more resilient and to develop their self-confidence which in turns helps with their learning.

Feedback through discussions with our ELSA pupils has shown that they find their sessions useful as they are able to share their worries so that they are able to focus.

Supporting those children who may not be able to afford residential trips which will develop their self-esteem and confidence

We haven't done a residential this year, but we have used the funding to support our PP children go on trips with their classes or take part in after school clubs that they may other wise not be able to afford.