

St Joseph's Catholic Primary School, Epsom

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 School, Epsom |
| Number of pupils in school | 438 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 to 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Theresa Kenefick Headteacher |
| Pupil premium lead | Theresa Kenefick Headteacher |
| Governor | Christopher Donovan, Chair of Governors |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £48,015 |
| Pupil premium funding carried forward from previous years | £12,150 |
| Total budget for this academic year | £60,165 |

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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

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, in particular our youngest children on entry to the school. These are evident from |

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| | Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils sometimes require more support to embed their phonics than their peers. This potentially could impact negatively on their development as readers. Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 3 | Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class this academic year, assessments indicated that over 40% of children arrived below age-related expectations in numerical patterns in maths. |
| 4 | Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 5 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures, to a greater extent than for other pupils. These findings are supported by national studies. |
| 6 | Our assessments and observations have identified that there is a higher incidence of social and emotional issues for disadvantaged pupils compared to their non-disadvantaged peers. This extends to the wider family and their ongoing need for extensive support. Teacher referrals to the SENco for support have markedly increased since the start of the pandemic. Twenty disadvantaged children currently benefit from additional support with social and emotional needs, through one of our strategies. |

Intended outcomes

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 |
|------------------|--|---|
| 1. | Improved oral language skills and vocabulary among disadvantaged pupils. | 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. |
| 2. | Improved reading and phonics attainment among disadvantaged pupils. | KS2 reading outcomes in 2025/26 will show that our interventions ensure that we continue to maintain an excellent rate of progress with disadvantaged children when compared to their non-disadvantaged peers. |
| 3. | Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2025/26 show that we maintain an excellent rate of progress with disadvantaged |

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| | | children when compared to their non-disadvantaged peers. |
| 4. | Improved writing attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2025/26 show that we maintain an excellent rate of progress with disadvantaged children when compared to their non-disadvantaged peers. |
| 5. | To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil discussion, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 6. | To achieve and sustain improved attendance for one small pocket of our disadvantaged pupils. | Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • a significant rise in attendance level for this group of children when compared to the 2020-2021. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) in **2023-2024** to address the challenges listed above.

Quality of Teaching (including CPD)

Budgeted cost: **£3,650**

| Activity | Evidence that supports this approach | Challenge number |
|---|--|------------------|
| <p>Embedding dialogic activities across the school curriculum in order to support pupils' ability to articulate key ideas, consolidate foundational knowledge and extend vocabulary.</p> <p>Purchase resources.</p> <p>Funding ongoing teacher training and release time.</p> <p>Training for staff to raise understanding of vocabulary enrichment strategies.</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>Across the school, our own 'vocabulary challenge' focuses children on sight reading fluency of words, which are foundational to their year group curriculum. This ties in well with the knowledge fluency work children complete for spaced retrieval practice.</p> | 1, 2 |

| | | |
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| <p>Participation in and dissemination of the Oracy 21 programme</p> | <p>Through a high quality oracy education pupils learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p> <p>Two teachers will be trained as Oracy 21 champions.</p> | <p>1</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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>A commitment to training staff in Sustaining Teaching for Mastery Programme.</p> <p>Implementation of Mastering Number for years R, 1 and 2 focusing on daily number sense and core number concepts.</p> <p>Internal training for staff in Increasing Oracy in Maths to Support Children’s Reasoning.</p> <p>Staff across the school will attend training the above programmes led by the Maths Hub.</p> | <p>3</p> |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>A commitment to train staff in Brick Club Therapy</p> | <p>5</p> |

Targeted academic support

Budgeted cost: **£28,950**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Using already embedded programmes to improve listening, oracy and vocabulary skills for disadvantaged pupils who</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>1, 2,</p> |

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| have relatively low spoken language skills. | In EYFS and year 1, we will use the Nuffield Early Language Intervention programme. | |
| Early reading intervention focused on sight recognition and subsequent fluency. | Across the school, we will use Reading for All , a programme led by Surrey Specialist Teachers and delivered by our Lead Teachers. | 1, 2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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. In EYFS, year 1 and 2 and in any subsequent area of need, children have a daily phonics session. | 2 |
| Additional tuition for the disadvantaged will take place out of hours | Experienced teachers and assistants will deliver small group and individual targeted sessions to other children across the school, both during school hours and out of hours. | 3, 4 |
| Additional targeted intervention for numeracy | Numeracy interventions can have a positive impact on pupils' language skills. Approaches that focus on number sense and core fluency skills have been proven to have a positive impact on attainment. We will use Number Sense in KS2, Mastering Number for EYFS and KS1 and First Class in Number for KS1. | 3, 4 |
| Improve the quality of social and emotional (SEL) learning. | Brick Club Therapy Intervention. | 5 |

Wider strategies (for example, related to social and emotional wellbeing)

Budgeted cost: **£28,565**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted individual intervention to improve social and emotional resilience, to equal the experiences of their non disadvantaged peers. Three ELSAs work across the school. | Emotional Literacy Support Assistants (ELSAs) work with children who need support. This includes Lego Therapy. | 5, 6 |

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|--|---|------|
| | <p>In the summer term, transition groups assist year six pupils.</p> <p>We use various programmes including:</p> <p>Lego Therapy, Zones of Regulation, Homunculi Approach, Think Good, Feel Good and Talkabout, Brick Club</p> | |
| <p>Targeted individual intervention to improve self-esteem and wellbeing. Alongside this emotional literacy and oral confidence are developed.</p> | <p>Our accredited Forest School teacher works across the school but specifically with smaller groups of disadvantaged children.</p> | 5, 6 |
| <p>Targeted individual intervention to support children with acute emotional needs, short and medium term.</p> | <p>Our school counsellor provides weekly sessions to support children with barriers to happiness and progress</p> | 5, 6 |
| <p>Targeted financial support to ensure equality of access to:</p> <ul style="list-style-type: none"> • extra-curricular clubs • out of hours cultural theatre trips • part payments for school trips and events • access to daily free milk | <p>We offer a fixed sum of money per term per child for after school clubs.</p> <p>We pay for day trips and make a good contribution towards residential trips.</p> <p>We offer milk to all disadvantaged children. We support children with peripatetic music lessons.</p> | 5, 6 |
| <p>Contingency fund for acute issues.</p> | <p>Support with purchase of uniform and food provision when needed.</p> | 5, 6 |

Total budgeted cost: £60,165

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 2022-2023 academic year.

Phonics:

In summer 2023,

- 85% of all Year 1 pupils and 71% of disadvantaged pupils (3 out of 4) reached the threshold.
- All Year 2 pupils who had previously not passed the screening (3), achieved the expected level.

Progress & Standards:

For 2022-2023, the proportion of disadvantaged children from years 1 to 6 who made expected or better than expected progress (school internal data) was:

| | Number | Reading | Writing | Mathematics |
|------------------------------|--------|---------|---------|-------------|
| Year 1 | 7 | 43% | 44% | 71% |
| Year 2 | 5 | 80% | 60% | 40% |
| Year 3 | 7 | 57% | 14% | 43% |
| Year 4 | 8 | 61% | 62% | 67% |
| Year 5 | 3 | 67% | 67% | 67% |
| Year 6 (External SATS tests) | 10 | 70% | 60% | 60% |

Attendance:

- For 2022-2023, the rate of attendance for the whole school was 96.1%, which is above national.
- The rate of attendance for PP children was 93%

Wider Strategies:

- PP children are priorities for ELSA, the School Counsellor and other support programmes in school
- PP children have access to funded places in all externally provided clubs, on all school trips and paid events.

Externally provided programmes (*funded by the school)

| Programme | Programme |
|--|---------------------------------------|
| 1 st Class at Number | *Nuffield Early Language Intervention |
| Number Sense | Reading for All |
| Mastering Number | Lego Therapy, |
| *Times Tables Rockstars | Zones of Regulation, |
| *Numbots | Think Good, Feel Good |
| Oracy 21 | Talkabout. |
| *Cracking Comprehension | *Lexia |
| Increasing Oracy in Maths to Support Children's Reasoning. | Reading for All |

