



"Walking with Jesus to be the best we can be"

St Joseph's Catholic Primary School, Exmouth

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."

(A.P.J. Abdul Khan, 11th President of India)

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

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 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, Exmouth
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	20.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	A Tyler
Pupil premium lead	J Willcox
Governor / Trustee lead	R Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,710 - 2024-2025
Recovery premium funding allocation this academic year	£0 - 2024-2025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – 2023-2024
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	£42,187 - 2023-2024 £50,710 – 2024-2025

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

At St Joseph's our strategy is underpinned by the seven building blocks of success identified by the National Foundation for Education Research (NFER) in its November 2015 report, Supporting the Attainment of Disadvantaged Pupils:

Articulating success and good practice

- Promoting an ethos of attainment for all pupils.
- Having an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
- Focusing on high quality teaching first rather than on bolt-on strategies and activities outside school hours;
- Focusing on outcomes for individual pupils.
- Deploying the best staff to support disadvantaged pupils; develop skills and roles of teachers and teaching assistants
- Making decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points;
- Having clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff.

Principles

- To ensure all Pupil Premium children have the same access to school life – academically and socially as non-Pupil Premium children.
- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are regularly assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that there are pupils not in receipt of the funding who are equally socially disadvantaged.
- Pupil Premium funding will be allocated according to need which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals may be in receipt of pupil premium interventions at one time.
- Early identification of barriers and need is paramount.

Strategies

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus and aspiration on supporting all our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving academically, particularly in English and Mathematics and reasons for this.
- Draw on research evidence (such as the EEF teaching and learning toolkit and Pupil Premium guidance) and evidence from our own observations to allocate the funding to the activities that are shown to have highest impact weighed against cost impact.
- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.
- Allocating our best staff to teach intervention groups to improve Mathematics and English.

- Use assessment regularly (not just termly at Pupil Progress Meetings) to check how interventions or strategies are working and adjust accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematic focus on giving pupils clear, purposeful feedback about their work. Ensure all pupils are clear on their next steps and how to achieve them.
- Senior Leadership Team and governors have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- HT, SENDCo and class teachers provide targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.
- A clear and robust appraisal system for all staff including discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.

Challenges

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

Challenge number	Detail of challenge
1	In 2023 -2024 analysis of data shows that disadvantaged children are working below national compared to non-disadvantaged pupils, especially in writing, EYFS, phonics and achieving greater depth.
2	In 2023-2024 the attendance of our Pupil Premium children is below that of non-disadvantaged pupils. (93.9% for PP and 95.8% Non PP) and PA was higher 21.9% compared to 12.6%.
3	In 2023-2024 Social and emotional issues affecting the wellbeing and progress of learners including those eligible for Pupil Premium leading to challenging behaviours. Weaknesses in learning behaviours have a detrimental effect on academic progress, e.g. lack of independence leads to an over-reliance on adults, children displaying reticence to risk taking and feeling defeated when faced with challenging tasks.
4	Parents in receipt of Pupil Premium at times have financial difficulties meaning the children do not always receive broadening experiences in the wider community.
5	Social and emotional needs of particular children lead to poor self-regulation skills. This impacts on their ability to work collaboratively and to accept a degree of challenge in their learning. They find conforming to the behaviour expectations in school difficult.
6	Parental aspirations and ability to support learning. Our most vulnerable families struggle with parental mental health difficulties or chronic illness. Some of our families need support in providing consistent parenting routines and this can impact on attendance, punctuality, homework etc. This has had a particular impact on children's progress due to school closures and lower engagement in remote 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
Narrow the gap in those subjects where PP children did not perform so well last year – this is in line with the whole school. Writing will need to be a particular focus. Pupil Progress meetings (PPMs) will look at gaps in learning and what more can be done.	Attainment and progress results will improve across the year, especially in these areas. PP children perform in line with Non-PP in EYFS, Phonics, end of KS1 and end of KS2 to a difference of no higher than 10%
Increase attendance of PP children so that they are spending longer at school and in a mindset to learn. Foster a joint approach to improving attendance.	Attendance of PP children to improve from last year. Persistent attendance figures to remain at least above 90%.
Attitudes to learning are good and PP pupils develop independent learning strategies. High aspirations and expectations are evident. Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils.	PP pupils display resilience, self-confidence and independence as well as non-disadvantaged. Book looks and pupil conversations show high expectations and consistent progress and quality of work for all. Lesson observations show strong attitudes to learning for all disadvantaged pupils.
Develop individual learning packages for PP children who require additional support that will lead to accelerated progress.	Interventions run by various staff including SENDCo, TAs and Class Teachers have a positive impact on progress of disadvantaged children.

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, Continuous Professional Development (CPD), recruitment and retention)

Budgeted cost: £10,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and planning programme for teachers in reading and phonics to support children, particularly those in FSU & KS1. CPD on writing and resources to implement this.	QFT is crucial and must come first in order to make significant impact on standards. While we expect Pupil Premium children to be major beneficiaries of the approach, Little Wandle phonics and Jane Cosdine Writing are designed to benefit all children, diminishing the difference and improving standards in reading and writing across the board.	1

<p>Continue with the Plymouth Oracy Project across the curriculum, to develop pupils' use of language, their ability to express key ideas and to extend their vocabulary. We will fund additional resources where necessary and ongoing training.</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, 3, 5</p>
<p>CPD on meta cognition strategies and activities to use in class to boost resilience and self-esteem.</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Metacognition and self-regulation, high impact for low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1, 3, 5</p>
<p>Forest School leader. Children to have a term of forest school which will boost self-esteem and attendance.</p>	<p>EEF – Outdoor learning, moderate cost for high impact</p> <p>Proven research that children who have increased participation in outdoor activities that they engage with are more willing to attend school and have better outcomes academically and emotionally. 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>	<p>2, 3, 4, 5</p>
<p>Enhancement maths teaching and curriculum planning, in line with DfE and EEF guidance. We will make use of Power Maths to continue to develop the 'mastery' approach.</p> <p>We will fund additional resources and teacher time to embed key elements of guidance in school.</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> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,6</p>

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

Budgeted cost: £22,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics/Spelling interventions</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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>EEF – Phonics High impact for relatively low cost based on extensive evidence.</p> <p>EEF – small group tuition – moderate impact for lost cost</p>	1
<p>Oral language interventions for children in EYFS</p> <p>Use of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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>EEF – very high impact for low cost based on extensive evidence.</p>	1
<p>Individual and small group teaching and interventions, to address gaps children (including SEND and high attainers) in Reading/Writing/Maths</p> <p>School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>To provide extra support to increase and maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit). Combine this with 'aspiration' interventions such as talks from successful former pupils.</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>	1
<p>Weekly small group pastoral and behaviour support</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF – moderate impact for moderate cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 5

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

Budgeted cost: £16,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club and snacks provided for Pupil Premium children as required	Our own observations show that some Pupil Premium children come in late and not ready to start the day. Coming to Breakfast Club first allows them to eat breakfast and settle before the school day starts.	2, 4, 6
Financial support to cover 50% of trips and residential costs and school uniform.	Children will have access to full curriculum. Children will be wearing correct uniform and know they 'belong' and are not different.	2, 4, 6
Meetings with parents, letters, engagement of EWO, coffee mornings.	EEF – parental engagement Increased parental engagement means raised attendance for Pupil Premium children and engagement with learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 4, 6
SENDCO to meet with parents and set up activities such as Lego club to support children	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF – moderate impact for low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4, 6
To monitor the attendance of disadvantaged pupils with EWO and as a result, implement a range of strategies including school counsellor, play therapy, Education Welfare Officer, Educational Psychologist. This will be based on guidance in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	In March 2016, the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. The report also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A*-C and explains that pupils with persistent absences are less likely to attain at school. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2, 4, 6
Work with families to support the needs of the	In addition to the school's own evidence of impact from previous years, the EEF's	3, 4, 6

pupil's wider support network, as well as individual intervention in school.	Teaching, and Learning Toolkit suggests 4 months additional progress through social and emotional intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £50,710

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils.

Quality of teaching:

Last year's Pupil Premium strategy was monitored by the Senior Leadership Team, Lead Governor and the Multi Academy Trust. The school continues to deliver a high-quality curriculum. Leaders have ensured that the curriculum is distinctive to St Josephs and is progressive coherent and strongly rooted in the Gospel Values. There is planned, bespoke CPD in place to support teachers in acquiring the necessary knowledge and skills to maximise the learning success of their pupils. Incremental coaching and developmental drop ins are in place to improve teachers' subject knowledge and improve pedagogy.

Targeted support:

Academic interventions have taken place where needed

Pupil Premium (PP) Data KS2 July 2024:

EXS: Reading 50%; Writing 0%; Mathematics 50%

Not split down further as due to low numbers could make pupils identifiable.

PP Data for end of KS1 July 2023

EXS: Reading 67%; Writing 33%; Mathematics 33%

Phonics Data: PP 100%

Other approaches:

Fortnightly attendance meetings are in place which are attended by the Headteacher/Deputy Safeguarding Lead (DSL) and the Attendance Officer to evaluate attendance and punctuality of pupils and agree actions. Teachers are holding conversations with parents before attendance drops below 96%. In the autumn term, the Headteacher held meetings with the EWO to seek support for families whose attendance was a concern.

Persistent Absence (PA) for Pupil Premium pupils was 18.6% at the end of July 2024. This is below national average for all pupils at 20.7%. The attendance for Pupil Premium pupils was 93.9% which was below our aspirational target of 97% and below Non Pupil Premium pupils at 95.5%. However, the attendance for all pupils in Devon at the end of July 2024 was 95.6% so Pupil Premium attendance was broadly in line with this.

Following parental/carer pastoral concerns around family finances and mental health concerns, we used funding to provide support for families to support positive mental health, which we will continue with, as detailed in the plan.

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

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?	We observed children struggling when parents were deployed so we offered support from a counsellor and purchased books especially designed for service children.
What was the impact of that spending on service pupil premium eligible pupils?	The children and parents' feedback that the counselling was beneficial in giving the children time to discuss their feelings meaning they could then go back to learning without disruption. The children appraised the books as they felt they were 'special' to them and understood how they felt.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.