



**OUR LADY  
IMMACULATE**  
CATHOLIC ACADEMIES TRUST



# Pupil premium strategy statement

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’s and St Gregory’s Primary
Number of pupils in school	358 (inc 40 Nursery)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 of 3
Date this statement was published	March 2023
Date on which it will be reviewed	February 2026
Statement authorised by	Gemma Otter
Pupil premium lead	Zohra Zaman
Governor / Trustee lead	Ilona Bond

## Funding overview

Detail	
Pupil premium funding allocation this academic year	Based on October 2022 census £144,040
Recovery premium funding allocation this academic year	Based on October 2022 census £15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,120



## **Part A: Pupil premium strategy plan**

## Statement of intent

### OUR VISION...

**... is that every child who leaves us knows  
they have a definite service to do;  
are not afraid to follow God's call in their lives;  
through education discovers their unique vocation and,  
in discovering that, find fulfilment in life.**

St Joseph's and St Gregory's Catholic Primary School is passionate about removing barriers and meeting the needs of all our children so that they can be successful in their next phases in life.

Our Pupil Premium Strategy has three key priorities that we feel will prepare our children academically and emotionally. We continue to embark on a journey of improvement, we will be closely monitoring our progress and developments so that we can continue to refine our strategy as the year goes on.

Please find below our rationale for each area of funding:

1. The improvement of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum, which is child centred and designed to inspire and celebrate our diverse school community, that children's engagement in learning will be increased and progress will accelerate.
2. Precision targeted interventions will be a key focus throughout 2023-2026 for all children, based on their gaps and barriers to knowledge. Some interventions will take place through additional support in the classroom during lessons. Other interventions will take place outside of the classroom with our well-trained Teaching Assistants. Our Long-Term aim is that as Quality First Teaching improves, in the coming years, this part of the strategy will be revised.
3. Pastoral and attendance support for our Pupil Premium children and families is another key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. This support is given in a range of ways including; one to one nurture sessions, group nurture sessions, early trauma or bereavement support, parent support workshops (as needs dictate), targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital. This list is not exhaustive, and we will work with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care. These will be reviewed in February and further funding used based on the children's emerging needs.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Most of our PP children have knowledge gaps in reading, writing or numeracy on entry. Our assessments and observations indicate that the education and wellbeing of some 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.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.</p>
2	<p><b>12%</b> of children eligible for PP don't have access to resources and/ or experiences in their home situation that supports their learning in school.</p>
3	<p><b>44%</b> of our PP children have poor attendance YTD, which limits their learning and widens knowledge and skills gaps.</p> <p><b>1</b> child <b>&lt;80%</b>, <b>2</b> children <b>&lt;85%</b> attendance, <b>28</b> children <b>90%</b> or less YTD attendance, <b>14</b> children <b>92%</b> or less</p> <p>Of the <b>44%</b> of children eligible for PP, whose attendance is 92% or less, <b>100%</b> have been contacted by our Operations coordinator. They are currently at stage 1 of the attendance program.</p> <p>Data held by the Inclusion Team shows that <b>10%</b> (<b>10</b> of the <b>103</b> children) eligible for Pupil Premium face challenges of disrupted lives due to situations that arise at home, which may include financial instability. This can lead to social, emotional and mental health difficulties. The care, guidance and support given to children by carers can vary.</p> <p><b>6%</b> of children eligible for PP are supported by our Family Support Worker. Which equates to <b>40%</b> of the children she supports.</p>
4	<p>Some of our PP children lack self-esteem and/or lack learning behaviours necessary for accessing classroom learning consistently. This effects motivation and engagement</p> <p><b>21%</b> of children eligible for PP face a challenge with completing homework, <b>16%</b> may not have access to appropriate books at home.</p>
5	<p><b>42 %</b> of children eligible for PP seem to face a challenge with motivation to do well (teacher assessment). They lack aspiration and do not see the choices offered by education</p>

6	<p><b>24%</b> of PP children’s parents are not engaged with the school or learning process and do not appear to value learning or are not able to support the learning process at home.</p> <p><b>12%</b> of PP children’s parents engage at selective points within the academic year. Most of this group do not feel confident in supporting learning outside the classroom.</p>
7	<p><b>15%</b> of children eligible for PP children experience material or electronic disadvantage which limit access to learning and to extra-curricular experiences.</p>
8	<p><b>8.8%</b> of our <b>103</b> PP children display behaviour which suggests social and emotional needs which can prohibit engagement with learning. They are being supported by our SEMH team</p>
9	<p>Some of our PP children have difficulties in accessing the language required for learning due to EAL challenges.</p> <p><b>Attainment in national tests last year - Summer 2022.</b></p> <p><b>Reading -</b>  KS1 <b>57%</b> PP (8 of 14 children) <b>56%</b> non-PP  KS2 <b>50%</b> PP (11 of 22 children) <b>46%</b> non-PP</p> <p><b>Writing -</b>  KS1 <b>14%</b> PP (2 of 14 children) <b>37.5%</b> non-PP  KS2 <b>55%</b> PP (12 of 22 children) <b>37%</b> non-PP</p> <p><b>Maths -</b>  KS1 <b>35%</b> PP (5 of 14 children) <b>59%</b> non-PP  KS2 <b>41%</b> PP (9 of 14 children) <b>51%</b> non-PP</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
To offer a bespoke child-led broad and balanced curriculum, where teaching and learning is at least good.	Observations, conducted by SLT and Subject leaders, will show how children use metacognitive skills and strategies to support their learning. Children will understand instructions and learning due to excellent teaching of vocabulary. Children will communicate effectively in small groups, with



	a partner and within the whole class so that they can engage more with the curriculum. Children will respond appropriately to feedback- both verbally and written, and this will impact positively on their learning. Children will be able to work independently and know a range of strategies to support them to do this.
All non-SEND PP Children make at least expected progress in reading.	Within year group cohorts, 80% PP children achieving ARE in reading.
All non-SEND PP Children make at least expected progress in writing.	Within year group cohorts, 80% PP children achieving ARE in writing. Written work will be of a substantial length so that new learning can be applied and secure understanding of what has been taught can be demonstrated.
All non-SEND PP Children make at least expected progress in Maths.	Within year group cohorts, 80% of PP children achieving ARE in Maths.
All PP children have access to further learning opportunities outside of school hours.	All children have access to internet, devices and programmes required.
Interventions are suitable, impact driven, monitored and reviewed every half-term and meet children's needs.	Evaluation of interventions demonstrate that PP children achieve accelerated progress when participating in interventions.
All families who require Early Help, receive this in a timely fashion;	EHA will be completed within half a term of needs being identified
Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment. These assessments are completed by all pupils in KS2 in the first and third assessment cycle. (September and June)
There is a clear, well managed behaviour policy which ensures classrooms are productive and safe.	Behaviour incidences at all tiers (1-3) are recorded on Bromcom. Numbers of notable behaviour incidences for PP children remains low.
Impact of the use of external agencies leads to better outcomes for pupils.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test.
The attendance of targeted PP children who are persistent absentees improves	Attendance and punctuality when arriving at school will improve. The attendance of Pupil Premium children will be in line with whole school national attendance expectations; currently 95%. Work undertaken by Operations Coordinator will demonstrate a notable improvement in PP attendance percentages.

Children in receipt of the PP have equal access to all that the school offers in terms of additional provisions.	Work undertaken by the SEMH lead demonstrates a notable improvement in a targeted area of the standardised PASS test. Where there is an increase of <b>20%</b> year on year in terms of aspirations.
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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: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>-All relevant staff (including new staff) will receive paid-for training to deliver the RWInc phonics and Freshstart</li> <li>-All relevant staff (including new staff) will receive paid-for training to deliver the Maths Mastery scheme effectively.</li> <li>- High quality leadership CPD opportunities will be offered to teachers at all career stages. CPD will be tracked and the impact evaluated.</li> <li>- In school training linked to Rosenshine’s Principles of Instruction given to all teaching staff.</li> <li>-Staff will use a range of media to deliver lessons and develop higher order questioning to challenge and interest all children, providing opportunities for interactive and independent learning.</li> <li>-High quality assessment training to be mandatory for teachers, developed alongside the Trust School Improvement Director</li> <li>-Educational Psychology training linked to specific needs identified across the school. Implementation of strategies will be monitored.</li> <li>-Identified staff in Early Years and Year 1 will be trained in the NELI project.</li> <li>-SLCN training offered to our SALT, as well as relevant staff in EYFS, to ensure early recognition of SLCN barriers to learning.</li> </ul>	<p>We have taken particular guidance from the Ofsted Report <a href="#">‘how schools are spending funding successfully to maximise achievement’</a> in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest</p>	<p>2,3,4,5,7</p>

<p>- teachers will be trained to analyse and use the data provided by ARP to engage pupils in reading and track their progress.</p> <p>-Teachers’ knowledge and understanding of metacognition and self-regulation for learning strategies will be developed through in house CPD.</p> <p>-Staff will be trained in mindfulness knowledge and skills.</p> <p>- Trust support in developing reading comprehension and reading for pleasure across the school</p>	<p>in training to ensure that quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie’s research culminating in the <a href="#">Visible Learning Metax global research database</a></p> <p><a href="#">Metacognition</a></p> <p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The <a href="#">Sutton Trust and EEF toolkits</a> identify a focus on a few key things which have the most significant national impact on achievement and progress.</p> <ol style="list-style-type: none"> <li>1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children.</li> <li>2. Reading comprehension strategies and the explicit embedding of phonics throughout the school.</li> <li>3. Staff training and the effective use of experts to assist and intervene in the educational process for children.</li> </ol>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our ultimate goal is to create a team of teachers so expert that quality first teaching effectively meets the needs of all children. Whilst we continue to work towards that goal it is clear that some inherited and created issues regarding individual children have resulted in skills and knowledge gaps which need to be filled. When deciding how to do this we are led by our barrier map diagnosis and evaluation of data to measure the impact of responses to gaps.</p>		
<p>Utilise the strategies developed through reading training from the Trust to provide effective small group intervention where pupils are not making expected progress.</p> <p>Class texts chosen to improve access to a range of vocabulary.</p>	<p>Whilst we agree that a variety of methods should be employed to meet individual needs, we believe that overall, 1:1 and small group intervention by a group of experts is the most impactful method to narrow gaps. This mirrors the findings of the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> discussed above.</p>	<p>1,2,4</p>
<p>RWInc 1-1 sessions for pupils not making expected progress in phonics</p>	<p>After each phonics assessment cycle (every 6 week) children working at the bottom 20% of their year group have 1:1 intervention. This is delivered three times a week by support staff.</p>	
<p>Embed small group maths and writing interventions for disadvantaged pupils falling behind age-related expectations.</p>	<p>Provision mapped small group, 20 minute interventions, 3 times a week will be delivered for maths, reading and writing</p>	
<p>TTRS, Numbots and Spelling Shed</p>	<p>£1 +5months progress  <a href="#">Homework</a>   <a href="#">EEF (educationendowmentfoundation.org.uk)</a>            Children will be provided with 3 lunchtime sessions a week, providing opportunities in school to develop reflexive recall and accurate spelling</p>	

Speech and language sessions for targeted pupils.  Weekly or bi-weekly (as a minimum as needs dictate)	The <a href="#">EEF</a> have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.	1, 9
Development of the Learning Village platform and EAL provision across the curriculum, including implementation within classrooms as well as intervention from EAL teacher.		1, 9
TA interventions	£3 + 4 additional months progress if training is effective  <a href="#">TA interventions</a>	
Library sessions across the school School library service Class library World Book Day, National Literacy Trust	<a href="#">School libraries and mental wellbeing</a>  <a href="#">Reading for pleasure</a>	

## Wider strategies (for example, related to enrichment activities, enhancing opportunities, attendance, behaviour, wellbeing)

Budgeted cost: £ 45,620 (Including £10,000 contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our dedicated Family Support Worker, Safeguarding Officer and Operations Coordinator will support our families in the following ways: <ul style="list-style-type: none"> <li>ensuring that the families have access to adequate, permanent housing;</li> <li>ensuring that families have access to the government funding and benefits to which they are entitled;</li> <li>engaging parents and families with support for their mental health and the impact of this on the children;</li> </ul>	Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are... <ol style="list-style-type: none"> <li>To have systems in place to secure the inclusion of all children</li> </ol>	2,3,4, 6,7,8

<ul style="list-style-type: none"> <li>• supporting victims of domestic abuse</li> <li>• ensuring that families are supported by appropriate external agencies e.g. MARAC, Faces, Food bank, One Support, Aquarius, SVP, Families First, Relate, PBIC, Early Help, IDVA, CHUMS, CAMHS, Embrace, P2R, Beds Police Education and diversion team,</li> <li>• substance abuse</li> <li>• emotional and physical neglect</li> <li>• improving adults’ prospects of securing employment</li> <li>• debt, often leading to other issues surrounding family finances such as food, paying bills etc</li> <li>• poor physical health</li> </ul> <p>In response to these and other needs, the children often require regular and direct support from other members of our pastoral team to help them deal with a variety of issues and barriers including:</p> <ul style="list-style-type: none"> <li>• General emotional well being</li> <li>• mental health</li> <li>• behaviours associated with poor attachment</li> <li>• trauma induced behaviours</li> <li>• children who have witnessed domestic abuse</li> <li>• children who live with parents who are abusing alcohol and/or drugs</li> <li>• issues arising from neglect, including low self-esteem, issues with general appearance etc</li> <li>• Establishment of a clear, articulatable behaviour policy and approach, which is inclusive and escalatory.</li> </ul>	<p>so teachers can teach and learners can learn</p> <ol style="list-style-type: none"> <li>2. To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and</li> <li>3. To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge.</li> </ol> <p>There is a plethora of research surrounding the benefits and establishment of inclusion in education<sup>1</sup>. A study called <a href="#">Inclusion and the standards agenda: negotiating policy pressures in England<sup>2</sup></a> in 2006 defines successful inclusion as ‘Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners’. This is now echoed in <a href="#">UNESCO’s ‘Guide to Ensuring Inclusion and Equality in Education’</a> (2017). Various models and factors have been discussed and recent studies (including <a href="#">Dimitrellou 2017<sup>3</sup></a> and <a href="#">Farrell 2004<sup>4</sup></a>) have started to model the features</p>	
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<sup>1</sup> ‘Inclusive education’ means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

<sup>2</sup> Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

<sup>3</sup> Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

<sup>4</sup> Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

<ul style="list-style-type: none"> <li>• Children are supported academically and emotionally to fully engage with the school day.</li> </ul> <p>In addition to our 'in house' provision, we also engage the services of other professionals to support our work. This has included:</p> <ul style="list-style-type: none"> <li>• a qualified speech and language specialist</li> <li>• Autism Spectrum Advisory team to support children on the autistic pathway</li> <li>• Educational Psychologist</li> <li>• School Nurse</li> <li>• Child Development Centre</li> </ul> <p>The Senior administrator with attendance responsibilities will intervene early once a child's attendance falls below 92%. The interventions include the following:</p> <ul style="list-style-type: none"> <li>• Informal contact with parents making them aware of the situation</li> <li>• Formal meetings with parents if the attendance does not improve</li> <li>• Home visits to support parents with getting pupils to school</li> <li>• Meetings between parents and the Senior Administrator with attendance responsibilities</li> <li>• Attendance actions plans created and absence closely monitored by Senior Administrator with attendance responsibilities</li> <li>• Referrals to the Education Welfare Service</li> <li>• Proportion of PP allocation to be reserved to support some families with the cost of: <ul style="list-style-type: none"> <li>o School trips</li> <li>o Access to before and after school clubs</li> <li>o Any other expenditure deemed necessary by the school</li> </ul> </li> </ul>	<p>required to enable inclusive education to occur. These studies coupled with '<a href="#"><u>School exclusion: a literature review on the continued disproportionate exclusion of certain children</u></a><sup>5</sup>' provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the <a href="#"><u>EIF</u></a> (Early intervention foundation) in relation to the effect of early help and intervention in respect of</p>	
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<sup>5</sup> Graham et al, DfE, 2019



<ul style="list-style-type: none"> <li>• Support individual pupils with developing their cultural capital through: <ul style="list-style-type: none"> <li>o Identifying individual interests</li> <li>o Supporting their lifelong love of learning in anyway deemed appropriate by the school</li> </ul> </li> </ul> <p>Using the Music service to ensure all children receive high quality music teaching and give them opportunities to perform with pupils from other schools</p>	<p>mental health and achievement</p>	
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**Total budgeted cost: £ 159,120**



## 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 2021 to 2022 academic year.

	Current Yr 2	Current Yr 3	National KS1 2022	Current Yr 4	Current Yr 5	Current Yr 6	Current Yr 7	National KS2 2022
Reading	64.2%	56%	67%	87.5%	75%	76%	52%	74% (all) 62% (PP)
Writing	50%	11%	58%	100%	50%	66%	47%	69% (all) 55% (PP)
Maths	56%	44%	68%	75%	92%	57%	53%	71% (all) 56% (PP)

Green boxes indicate where attainment of pupil premium children is above the attainment of pupil premium children nationally. Yellow boxes indicate where attainment of pupil premium children in school is in-line with attainment of pupil premium nationally.

Where progress has been slower in year groups this correlates with progress for non-PP children in these year groups. Data suggests there was particularly strong progress with last year's year 4 children in all reading and writing. The year 5 cohort made higher than average progress in maths.

### 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)

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





## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*