

St. Joseph's Catholic Primary School, Dorking

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 CPS, Dorking
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Carolyn Scrutton Headteacher
Pupil premium lead	Carolyn Scrutton
Governor / Trustee lead	Peter Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this Academic Year	£28,120

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 well 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.

The principles at the heart of our strategy are as follows:

- For staff, parents and pupils to be involved in the identification of barriers to learning.
- To ensure that we offer every child a broad, exciting and knowledge-rich curriculum.
- To take a holistic view of pupils and consider care, learning, emotional, economic and environmental aspects when planning provision.
- To ensure disadvantaged pupils are not prevented from accessing all aspects of school life because of any of their needs.
- To provide high-quality, inclusive teaching 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. Reading is a particular priority to enable access to a broad curriculum and develop vocabulary so that aspirations and future prospects are not limited.

Implicit in these principles is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Ensuring that children from disadvantaged backgrounds are prioritised for interventions and support where needed; and also using targeted support for pupils whose education has been worst-affected, including non-disadvantaged pupils.

Our approach to delivering this strategy will be responsive to common challenges and individual needs. We will regularly review, audit and adapt our approaches as required. 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.	Poor / underdeveloped communication and language skills and gaps in the breadth and depth of vocabulary. These are evident across the school but particularly in EYFS and KS1. Lack of independence and delayed social skills e.g. dressing, hygiene, eating, self organization, self regulation.
2.	Support required to embed phonics which can negatively impact their development as early readers.
3.	In common with national studies, the education and wellbeing of some of our disadvantaged pupils was impacted by partial school closures to a greater extent than for other pupils. This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths in affected year groups.
4.	Some residual lack of resilience and “stamina” following periods of partial school closure and home learning; a need in some cases to reset behaviour expectations and behaviour for learning.
5.	Social and emotional issues for some pupils and their families (e.g. due to anxiety and a lack of socialisation and enrichment opportunities during school closure and beyond). Teacher referrals for pupils requiring support with social and emotional needs from the ELSA and HSLW support for the wider family are increasing.
6.	Poor attendance levels and punctuality for some of our pupils.

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 language skills and vocabulary among disadvantaged pupils.	Sources of evidence, including assessments, observations, and book scrutiny, indicate improved oral language - and greater breadth, depth and understanding of vocabulary is evidenced in reading and writing among disadvantaged pupils.
Improved reading and phonics attainment among disadvantaged pupils.	High quality first wave teaching and effective and timely interventions lead to positive outcomes for all pupils. Phonics screening check scores and KS2 reading outcomes in 2024/5 show that pupils achieve at or above the National expected standards in phonics and reading.

<p>Improved maths and writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths and writing outcomes in 2024/25 show that pupils achieve at or above the National expected standard and make good progress.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil discussion, surveys and teacher observations • improved engagement in learning • an increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance rates are 95% or higher. There is greater engagement from parents in working together to improve attendance.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2024-25)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of ULS, DfE validated Systematic Synthetic Phonics Programme.</p> <p>Ensure all staff teachers and TAs have received training and resources purchased to deliver the programme effectively</p>	<p>There is strong evidence that supports the use of synthetic phonics to develop accuracy of word reading.</p> <p>Education Endowment Foundation Phonics</p>	2
<p>Embed development of Oracy.</p>	<p>Through a high quality oracy education pupils learn through talk and to talk. This is when they develop and deepen their vocabulary, 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 speak effectively.</p>	1
<p>CPD – Focus on High Quality Inclusive Teaching and Subject Leadership</p> <p>National College Membership</p>	<p>EEF guidance supports focus on CPD to improve outcomes and refresh workforce expertise. Focus on Maths Mastery, Reading Fluency and strategies for teaching reading</p> <p>Support from the Maths Hub to embed the use of Stem sentences and extend opportunities for pupil talk.</p> <p>Education Endowment Foundation – Effective Professional Development</p>	1,2,3

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lexia Reading Programme targeted at pupils who are falling behind their peers (used in school and at home)</p> <p>Programme and staffing</p>	<p>The diagnostic tool identifies which areas need development and the programme provides systematic skill development for each area including comprehension.</p> <p>EEF Reading Comprehension</p>	<p>1,2,3</p>
<p>Use of Delayed Language Development programmes and Nuffield Early Language Intervention (NELI) to improve listening, oracy 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>In EYFS we initially use Colourful Semantics Planning (recommended by SALT) for small group interventions and also screen all children and use the Nuffield Early Language Intervention (NELI) programme where appropriate.</p> <p>EEF Oral Language Interventions</p>	<p>1</p>
<p>1:1 and small group intervention</p>	<p>Support 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 or in a small group.</p> <p>EEF 1:1 Tuition EEF Group Tuition</p> <p>Grouping and focus of intervention is needs led; the majority of support is centred on key skills and content that will close the gap and help pupils to access core learning more easily.</p> <p>Teachers and TAs will deliver small group and individual targeted sessions to children across the school.</p>	<p>1,2,3</p>

<p>Targeted Interventions to support high quality inclusive teaching To include ULS phonics interventions; “Reading For All”; 1st Class at Number, Numbersense and Mastering Number.</p>	<p>Numeracy interventions which use approaches that focus on number sense and core fluency skills have been proven to impact positively on attainment. The “Mastering Number” programme is used across Yrs R, 1 & 2 to develop fluency in calculation and confidence and flexibility in number and has been extended to Yrs 4 & 5 NCETM – Mastering Number</p> <p>Fluency assessments and development are key to early readers once phonics have been embedded. Careful consideration is given to ensure that disadvantaged pupils have their needs supported in lessons and interventions where appropriate, but that there is effective deployment of Teaching Assistants in and out of the classroom. EEF Teaching Assistant Interventions EEF Making Best Use of TAs</p>	<p>1,2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted individual intervention to improve social and emotional resilience.</p> <p>ELSA Training and supervision</p> <p>HSLW</p>	<p>Emotional Literacy Support Assistant (ELSA) and Home School Link Worker (HSLW) work with children and families who need support. Evidence shows that developing emotional self-regulation enables children to access learning more consistently.</p> <p>EEF -Social and Emotional Learning in Primary Schools</p>	<p>4,5,6</p>
<p>Targeted financial support to ensure equality of access e.g. extra-curricular clubs, subsidised payments for school trips and events, subsidised</p>	<p>Skills and behaviours like resilience, self-confidence, creativity, exercise have a beneficial impact on academic attainment, emotional well-being and form basis for life-long learning.</p>	<p>5</p>

payments to allow participation in residential school journeys, access to swimming & music lessons		
Contingency fund for acute issues.	Support with purchase of uniform and food provision when needed.	5

Total budgeted cost: £28,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomesⁱ

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress & Standards Summary

Phonics Screening Outcomes:

In June 2023, the results of the Phonics Screening Check were as follows:

- 79% (19 /24) of all Year 1 pupils and 50% (1/2) of PP pupils achieved the pass mark.

For 2022-2023, the proportion of PP children from Y1 –Y6 meeting age-related standards (school internal data) was:

	Cohort number	Reading	Writing	Mathematics
1	2	50%	50%	50%
2	4	25%	25%	25%
3	3	66%	33%	66%
4	2	0%	0%	0%
5	3	100%	100%	100%
6	2	100%	100%	100%

KS 2 Outcomes:

Pupils achieving the Expected Standard or above in the National SATs:

	All (26)	PP (2)
Reading	%	100%
GPS	%	100%
Writing	%	100%
Maths	%	100%

Attendance:

For 2022-2023, the rate of attendance for the whole school was 94.52%. We have liaised with outside agencies to build the attendance of families where attendance is very low – including advice and referrals to the Inclusion and School Nurse Services and are working to secure better attendance and remove potential barriers.

Wider Strategies:

- PP children/families are priorities for ELSA, HSLW and other support programmes in school to support engagement in learning.
- PP children have access to subsidised places on all school trips and paid events (e.g. swimming).

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 / Providers
Lexia
NELI
Literacy for All
Number Sense
Mastering Number
Times Tables Rockstars
Numbots
DIBELS Fluency Resources; The Art and Science of Primary Reading

ⁱ Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.