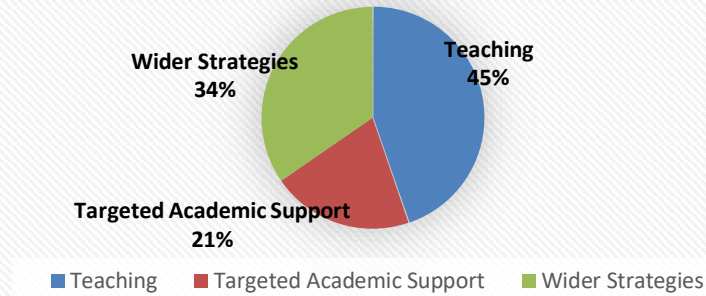


Pupil premium strategy statement 2024/2025

Pupil Premium Budget Expenditure 24/25



1. Summary information					
School	St Joseph's Catholic Voluntary Academy, Leicester				
Academic Year	24/25	Total PP budget (Not including Recovery Premium and National tutoring Programme)	£76,718	Date of most recent PP Review	Advent Term 2024
Total number of pupils	226	Number of pupils eligible for PP	55/ 226 PP 24.3% 53/226 FSM 23.4%	Date for next internal review of this strategy	Lent 2025

2. Current attainment		
	<i>Pupils eligible for PP end of Academic Year 2024</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	51.6%	45.1%
% making progress in reading (Points Progress)	95.2%	82%
% making progress in writing	95.2%	85.2%
% making progress in maths	85.7%	82%

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers		
A.	Poor attainment and progress in the key core areas of reading, writing and maths.	
B.	Poor Attendance and punctuality for all pupils.	
C.	Lack of self-esteem, resilience and vision restraining children from fully reaching their potential as learner of today and citizens of tomorrow.	
External barriers		
D.	Reduced parental involvement and engagement with the curriculum and all aspects of school life.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils to make at least expected progress and at least comparable to non-Pupil cohort.</p> <p>Pupils leave EYFS achieving Early Learning Goals.</p> <p>All children leave KS1 as confident readers with the ability to decode texts.</p> <p>Children to leave KS2 as well-rounded readers able to apply their skills to a wide range of academic and real-life contexts.</p>	<p>Attainment and progress data will show levels of progress at least comparable to non- Pupil cohort.</p> <p>Pupils will demonstrate positive and improving attitudes to learning.</p> <p>Pupil Premium children to access all areas of the school’s broad and balanced curriculum.</p> <p>Where there are barriers to learning, there are mechanisms in place to overcome these.</p> <p>All children to leave EYFS having reached their Early Learning Goals.</p> <p>100% of Pupil Premium children to pass phonics screening.</p> <p>Children leave KS2 as confident, capable readers with their attainment in line with non-Pupil Premium cohort.</p>
B.	<p>Children to be present at school consistently – Attendance to be above 95% per child.</p> <p>Children will attend school punctually.</p>	<p>Children will arrive at school on time.</p> <p>All children will have consistently high attendance and punctuality.</p> <p>High levels of interaction between school and the families of pupil premium children</p>
C.	<p>Improve emotional well-being and understanding so that children are resilient, confident and adaptable to face the challenges of today’s modern society.</p> <p>Ensure that children are well supported in their social, emotional and behavioural needs.</p>	<p>Pupils respond positively to pupil voice questionnaires.</p> <p>90% of pupils to attend after school clubs and extra-curricular activities.</p> <p>Behaviour records show Pupil Premium children show positive behaviour in school. Where this is not the case, support is put in place.</p> <p>ELSA to support Pupil Premium children and their families.</p>
D.	<p>Develop parental engagement and home-school relations.</p>	<p>All Pupil Premium children have at least one parent attending parent’s evening twice a year.</p> <p>Parents have positive perceptions of school reflected in parent’s surveys and questionnaires.</p> <p>Parents attend school meetings to discuss incentives, events and curriculum discussions.</p> <p>Parents attend activities within school (open mornings, class assemblies, liturgies and mass)</p>

Planned expenditure

Academic year	2024/25				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all 24/25					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Quality First Teaching for all Teacher knowledge and understanding of the personal targets of Pupil Premium children. Development of whole school strategies and effective, targeted CPD. £4,125 Provide training for all staff to ensure assessments are interpreted and administered correctly. Improve the quality of social and emotional learning (SEL). Immediate and continual oral feedback during or immediately after lessons to correct misconceptions. Use of NFER papers to accurately assess in reading and maths to provide accurate gaps analysis. £3,333 Pupil Progress Meetings modelled on EEF tiered approach. School analysis of internal data Arbor</p>	<p>Pupil Premium children to make accelerated progress and achieve higher attainment in the core skills areas of reading, writing and maths. With a high degree of uncertainty as to whether the school year will be interrupted further by Covid-19, the school has ensured it has a robust and high-quality remote learning package.</p> <p>Quality and targeted CPD.</p> <p>Quality feedback day to day for each child</p> <p>Pupils display positive opinions about their work, progress and the school.</p> <p>Attendance for all pupils above 95%</p>	<p>EEF recognises great teaching as an essential leveller in improving outcomes for pupils.</p> <p>Ensuring every adult is supported and prepared is essential in achieving the best outcomes for pupils. Each teacher knows their children and their educational targets. Individualised Instruction EEF +4, Parental Engagement EEF +4 Teaching and Learning Tool Kit</p> <p>It is well documented that verbal feedback during or immediately after lessons is the most effective feedback. Feedback EEF +6 Teaching and Learning Tool Kit The school recognises that effective assessment is integral to supporting great teaching. 'Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by head teachers to support students when school reopens for all pupils.' Teacher Trapp</p>	<p>Regular monitoring of teaching and learning (weekly)</p> <p>Analysis of Target Track Data.</p> <p>Regular scrutiny of pupil's work.</p> <p>Regular Pupil Voice questionnaire and interviews.</p> <p>Monitoring of online content.</p>	<p>HT SLT</p>	<p>Termly Reviews and Ongoing</p>
Total budgeted cost					32,583

Targeted Support 24/25						
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Commando Joe £2000	Children will participate in activities aimed to build resilience, inspire and motivate young people to maximise their full potential.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Monitoring of teaching and learning during activities. This will have an impact on number of times children seek behaviour interventions	HT	Dec 24 March 25	
Accelerated Reader £3032	All children to leave as confident, well-rounded readers.	Reading Comprehension Strategies EEF +6 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator. Pupil Voice questionnaires. Pupil Progress meetings and Target Track Progress data.	HT RA	December 2024 July 25	
Additional Reading Books £500						
NESSY £600		Teaching Assistant Interventions EEF +4 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator and SENCO. Pupil Progress meetings and Target Track Progress data.	RA SS		December 2024 July 2025
Additional phonics support £300 Teaching Assistant £3000		Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF +5 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator. Pupil Voice questionnaires. Pupil Progress meetings and Target Track Progress data.	HT RA		December 2024
SENCO Support £ Central Cost Cost for Ed Psychologist Payment of PP children that have SEND diagnosis- TA support	Children with SEND needs supported in all aspects of school life. All children are supported, able to fully access lessons and challenged.	Social and Emotional Learning EEF +4 Teaching and Learning Tool Kit Individualised Instruction EEF +4 Teaching and Learning Tool Kit	Scrutiny of provision maps and IEPs by SENCO. Parental engagement. Pupil Progress meetings and Target Track Progress data.	SS	October 2024 March 2025 July 2025	
NELI	Children's language and early literacy improve in EYFS.	Oral language intervention EEF +6 Teaching and Learning Tool Kit	Regular Monitoring by staff. Children achieving Early Learning Goals	HT RA	December 2024 July 2025	
Catch Up Tutor £5623	To improve progress and attainment of pupils in upper KS2 Focus on Maths Progress	Academic Mentoring EEF +2 Teaching and Learning Tool Kit Small Group Tuition EEF +4 Teaching and Learning Tool Kit	Pupil Progress meetings and Target Track Progress data.	HT	December 2024 July 2025	

		Action: Maths intervention Focus (Year 6)			
Total budgeted cost					£15,055

Other approaches 24/25					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?
Extra-Curricular activities provided £9000 (Warning Zone)	Children are given a rich variety of opportunities for music, sport and extra-curricular activities. Pupils to attend school residential excursions Year 6 children to all attend the warning zone	All children are provided rich life experiences to aid classroom learning and support emotional development. All children in year 6 to gain a greater understanding of life and how to stay safe – programme delivered by Leicestershire fire and rescue service.	Priority given to Pupil Premium children. Monitor levels of attendance of Pupil Premium children at extra-curricular activities to ensure they are consistently high. Parental engagement. Pupil voice questionnaire.	HT	December 2024 March 2025
School Uniform and resources £200 £880(Fresh Fruit)	Children have school uniform. All children adhere to the school's uniform policy. All children have resources required to support with activities within school and any additional costs.	Children feel fully included in school life and are not seen to be visibly disadvantaged to their peers.	Ongoing monitoring of school uniform. Regular family engagement.	HT	December 2024 July 2025
Morning Club £5130	Children attend morning club improving attendance and punctuality.	Children arrive to school punctually.	Attendance analysis. Parental engagement.	HT	December 2024 July 2025
Parent Workshops Parent Forums £411	The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.	Parental Engagement EEF +4 Teaching and Learning Tool Kit	Parental engagement. Analysis and scrutiny of parent feedback. Improving attendance at future meetings.	HT	December 2024 July 2025
Healthy Schools £159	Children have a good variety of food provided at lunch Children are aware of the importance of a balanced diet.	Nutrition Matters for the early years 0118.pdf (hscni.net) Nutrition for children - British Nutrition Foundation	Monitoring pupil premium lunches to ensure that they are having a balanced diet Working with foodforlifeco.uk	HT and SS	December 2024 July 2025
Home learning resources £200	Children have access to homework resources SATS revision Guides	Ensure that pupils have full support at home and access to any home learning expected	Parental engagement forums and feedback questionnaires	HT	December 2024 July 2025
Test Base £300	Children to understand GAPS in their knowledge- to support and inform the teacher of children's GAPS. Resources to support home learning	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Teachers in yer 5 and Year 6 to use the resource and direct it's use to parents and children	MM and SS	December 24 July 25
ELSA £3000 EWO £4800 Faith In Families	Children feel emotional well supported in school. Families of vulnerable children feel supported. Rates of attendance and punctuality improve.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit Ensure that pupils have high levels of attendance.	Regular ongoing DSL meetings. Parental engagement. Scrutiny of attendance data.	HT DSL	December 2024 March 2025 July 2025

£5000					
Total budgeted cost					£29,080

Impact Review Academic year 2023/24

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all 23/24

Total budgeted cost					£35,971
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Review and Impact

Pupil Premium children to make accelerated progress and achieve higher attainment in the core skills areas of reading, writing and maths.

<ul style="list-style-type: none"> All PP children have made good or better than expected Progress 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> There are still GAPS in attainment 37% of children did not meet expected in Reading / 58% of children did not meet expectations in writing / 56% did not meet expected in Maths 	<ul style="list-style-type: none">

Quality and targeted CPD.

<ul style="list-style-type: none"> Behaviour and expectations are high in all lessons and children behave well 	<ul style="list-style-type: none"> Continue to evaluate and monitor behaviour systems to ensure that behaviour for learning remains high.
<ul style="list-style-type: none"> Direct feedback is given to the children 	<ul style="list-style-type: none"> Continue to model writing to ensure that children know what the expectations are
<ul style="list-style-type: none"> Modelling of writing has improved this year 	<ul style="list-style-type: none"> More opportunities are required for children to implement knowledge and understanding of Maths concepts – Reasoning – Children are performing well in calculations but struggle to reason
	<ul style="list-style-type: none"> More PP children to benefit from additional practice sessions 1:1 Tutor/ Homework activities with Parents / online tasks

Quality feedback day to day for each child

<ul style="list-style-type: none"> Marking policy reviewed and Teachers/Teaching assistants use feedback to support the children 	<ul style="list-style-type: none"> Continue to ensure that children receive quality feedback – Active teaching
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Pupils display positive opinions about their work, progress and the school.

<ul style="list-style-type: none"> Children talk positively about their learning experiences 	<ul style="list-style-type: none"> Continue to Monitor children through conversations
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Attendance for all pupils above 95%

- 50% children fall short of this target

- Continue to work with the Trust Attendance officer / Trust Education Welfare officer and Local Authority
- Continue to inform parents of attendance concerns / working closely with them so that they recognise impact on attainment and learning.

Impact Review Targeted Support 23/24						
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Accelerated Reader £3032	All children to leave as confident, well-rounded readers.	Reading Comprehension Strategies EEF +6 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator. Pupil Voice questionnaires.	HT RA	December 2023 July 24	
Additional Reading Books £500			Pupil Progress meetings and Target Track Progress data.			
NESSY £600		Teaching Assistant Interventions EEF +4 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator and SENCO. Pupil Progress meetings and Target Track Progress data.	RA SS		December 2023 July 2024
Additional phonics support £300 Teaching Assistant £15,700 (X1)		Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF +5 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator. Pupil Voice questionnaires. Pupil Progress meetings and Target Track Progress data.	HT RA		December 2023
SENCO Support £ Central Cost Cost for Ed Psychologist Payment of PP children that have SEND diagnosis- TA support	Children with SEND needs supported in all aspects of school life. All children are supported, able to fully access lessons and challenged.	Social and Emotional Learning EEF +4 Teaching and Learning Tool Kit Individualised Instruction EEF +4 Teaching and Learning Tool Kit	Scrutiny of provision maps and IEPs by SENCO. Parental engagement. Pupil Progress meetings and Target Track Progress data.	SS	October 2023 March 2024 July 2024	
NELI	Children's language and early literacy improve in EYFS.	Oral language intervention EEF +6 Teaching and Learning Tool Kit	Regular Monitoring by staff. Children achieving Early Learning Goals	HT RA	December 2022 July 2023	
Catch Up Tutor £1800	To improve progress and attainment of pupils in upper KS2 Focus on Maths Progress	Academic Mentoring EEF +2 Teaching and Learning Tool Kit Small Group Tuition EEF +4 Teaching and Learning Tool Kit Action: Maths intervention Focus (Year 6)	Pupil Progress meetings and Target Track Progress data.	HT	December 2022 July 2023	
Total budgeted cost					£21,932	

Review/ Impact

All children to leave as confident, well-rounded readers.

Children more confident at reading
 All children are engaging with the accelerated reader programme monitored by the KS2 English lead
 67.7% PP children have made expected progress in comparison to whole school statistic of 67.7% children at expected attainment standard
 95.2% of children are making good or better than expected progress
 19.5% of children are making better than expected progress in reading

There is still a 31.1% of children not achieving the expected attainment for their age.
 To continue to ensure that all PP children make expected attainment for their age

- Children not achieving to be targeted through intervention

Children with SEND needs supported in all aspects of school life.

Learning zone caters for all children with SEND
 SEND provision is high
 Children who need 1:1 support are supported throughout the school
 Children who need 1:1 intervention to reduce the attainment GAP are provided with this when misconceptions are identified

- Further work to support SEND/PP children to ensure good rates of progress are achieved.

All children are supported, able to fully access lessons and challenged.

Children's language and early literacy improve in EYFS.

Monitoring activities demonstrate high expectations in all lessons
 Pupil surveys and voice monitoring shows that children feel challenged.
 Children are confident speakers and are able to share their understanding with others.
 71.4 % of children meet expectations for Communication and language in comparison to 66.7% of PP children meeting expectations

- Continue to ensure that all children can access all lessons and feel challenged in all subject areas
- To further support PP children so that they meet expectations within communication and language by the end of EYFS – Intervention and language priority.

To improve progress and attainment of pupils in upper KS2

Focus on Maths Progress

Attainment for children with PP in Maths: 66.4%(Exs)11.9% (GDS) in comparison to whole school Data 57.9%(EXS) and 16.5% (GDS)
 Progress – Good /Better in Maths is: 85.7% in comparison to whole school good/better than expected progress 82.9%

To improve attainment outcomes for all PP children
 To increase % of children getting GDS in Maths
 To increase the progress in maths further

Impact Review Other approaches 23/24

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Behaviour Watch £2144	Children understand how to conduct themselves in society growing into mature and responsible young people, taking ownership of their behaviour and actions.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Data analysis and scrutiny.	HT	December 2022 March 2023

Commando Joe £1000	Children will participate in activities aimed to build resilience, inspire and motivate young people to maximise their full potential.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Monitoring of teaching and learning during activities. This will have an impact on number of times children seek behaviour interventions	HT	Dec 22 March 23
Extra-Curricular activities provided £8,200 £ 200 (Warning Zone)	Children are given a rich variety of opportunities for music, sport and extra-curricular activities. Pupils to attend school residential excursions Year 6 children to all attend the warning zone	All children are provided rich life experiences to aid classroom learning and support emotional development. All children in year 6 to gain a greater understanding of life and how to stay safe – programme delivered by Leicestershire fire and rescue service.	Priority given to Pupil Premium children. Monitor levels of attendance of Pupil Premium children at extra-curricular activities to ensure they are consistently high. Parental engagement. Pupil voice questionnaire.	HT	December 2022 March 2023
School Uniform and resources £500	Children have school uniform. All children adhere to the school's uniform policy. All children have resources required to support with activities within school and any additional costs.	Children feel fully included in school life and are not seen to be visibly disadvantaged to their peers.	Ongoing monitoring of school uniform. Regular family engagement.	HT	December 2022 July 2023
Morning Club £2,500	Children attend morning club improving attendance and punctuality.	Children arrive to school punctually.	Attendance analysis. Parental engagement.	HT	December 2023 July 2023
Parent Workshops £Self-Funded Parent Forums £570.00	The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.	Parental Engagement EEF +4 Teaching and Learning Tool Kit	Parental engagement. Analysis and scrutiny of parent feedback. Improving attendance at future meetings.	HT	December 2022 July 2024
Home learning resources £200	Children have access to homework resources SATS revision Guides	Ensure that pupils have full support at home and access to any home learning expected	Parental engagement forums and feedback questionnaires	HT	December 2023 July 2024
Test Base £300	Children to understand GAPS in their knowledge- to support and inform the teacher of children's GAPS. Resources to support home learning	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Teachers in yer 5 and Year 6 to use the resource and direct it's use to parents and children	MM and SS	December 23 July 24
EWO £4,800 Faith In Families £5,000	Children feel emotional well supported in school. Families of vulnerable children feel supported. Rates of attendance and punctuality improve.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit Ensure that pupils have high levels of attendance.	Regular ongoing DSL meetings. Parental engagement. Scrutiny of attendance data.	HT DSL	December 2023 March 2024 July 2024

Total budgeted cost £25,214

Review/Impact

Children understand how to conduct themselves in society growing into mature and responsible young people, taking ownership of their behaviour and actions.

Expectations at St Joseph's remain high Behaviour is good and the children maintain good behaviour in all lessons	Children to maintain high standards of behaviour during all unstructured activities.
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Children will participate in activities aimed to build resilience, inspire and motivate young people to maximise their full potential.

All children are participating in sessions which are led by the sports coach 'Commando Joe' where they continue to develop their interpersonal skills, building their resilience through teamwork and practicing a variety of life skills. All children interviewed shared their enjoyment of learning through these sessions	Continue to develop their skills through 'Commando Joe' Sessions
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Children are given a rich variety of opportunities for music, sport and extra-curricular activities.

All children participate in additional extra-curricular sessions, music and sporting events. PP children have attended a wide variety of sports activities including multisport club/ football club/ coding/ film/ science and mindfulness. In addition all children have music lessons – Learning to play the ukulele in addition to class music lessons	Further opportunities to be invited to attend peripatetic music lessons
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Pupils to attend school residential excursions

All PP children attend school residential – children learn independence through being away from home and taking responsibility. Children's confidence increases through activities. Improved well being	To continue supporting families so that all children can attend the residentials and any learning beyond the classroom.
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Year 6 children to all attend the warning zone

Children learn about a wide variety of dangers Children engage in activities without judgement from those that know them – children converse with volunteers in a way they do not converse with adults whom 'know them'. Children learn about staying safe in life and on line in a safe environment. Concerns shared by volunteers so that these can be followed up.	To continue attending the Warning Zone with year 6 – preparation for transition and life.
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Children have school uniform.

All children adhere to the school's uniform policy.

All children have resources required to support with activities within school and any additional costs.

Children look smart Sense of pride Children work well – improved outcomes in attainment and progress	Continue to support families; ensuring that they all wear full school uniform.
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The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.

Teachers are available to speak with parents when requested – likewise if parents wish to communicate with teachers, they are made available. The school communicates via Arbor which parents have access to via an APP. Communication with Parents is high and parents engage in surveys / Questionnaires well	Ensure that All PP parents/carers engage in Parent meetings Continue to maintain high standards of communication.
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Children have access to homework resources -SATS revision Guides-Children to understand GAPS in their knowledge- to support and inform the teacher of children's GAPS.

Resources to support home learning

Home learning resources support children and prepare them for their SATS
 Progress is good

	Attainment (EXS)	Progress (Good or better)
Reading	36.4%	90.9%
Writing	36.4%	97.5%
Maths	27.3%	100%

Continue work and support to improve attainment of PP group.

Children feel emotional well supported in school.

Children are emotionally supported – links with concerns shared by parents
 Children settled and transition into school well – Meet and Greet in place for children who require this.
 Children are well supported during unstructured times – Happy and content

ELSA to continue to support Children

Families of vulnerable children feel supported.

ELSA and School support worker support families – feel like they are listened to
 Directed to external services for further support beyond school as a result children are happier and settled.

School Support Worker to continue to support families and direct Parents to Early Help when required

Rates of attendance and punctuality improve.

1.52% Late Marks (whole School)
 2.8% PP Children Late 23/24 in comparison to 3.1% Late 22/23
 Punctuality is improving but this could be better – Children are in for lessons and are missing less morning activity.

Attendance 90.72% 22/23 Persistent Absence 31.82%
 Attendance 91.86% 23/24 Persistent Absence 25.81%
 (Increase in attendance) (Reduction in PA children)

PP children are invited to attend Morning club to reduce Lateness and PA and Punctuality – Data demonstrates that this is supporting the children/ parents

Continue to reduce PA
 Continue to increase Attendance
 Continue to reduce lateness
 Continue offering Morning Club to PP children.