

# Pupil premium strategy statement – St. Joseph’s Catholic Middle School, Hexham

## School overview

Detail	Data
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	47/187 → <b>25.1%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	09/2023 → 07/2026
Date this statement was published	12/2023
Date on which it will be reviewed	11/2023
Statement authorised by	N. Wood (Head Teacher)
Pupil premium lead	G. Simpson (Assistant Senior Leader)
Governor / Trustee lead	Wendy Ross (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£82,340</b>
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	<b>£11,732</b> <ul style="list-style-type: none"> <li>• £145 / KS2 child</li> <li>• £276 /KS3 child</li> </ul>
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£94, 072</b>

## **STATEMENT OF INTENT**

Our belief in the value of everyone, leads us, as a Catholic school, to have a duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged. Service to those who are amongst the most disadvantaged in our society has always been central to the mission of Catholic education and indeed St. Joseph's Catholic Middle School. Our intention is that all pupils, irrespective of their background or the challenges they face, make good academic progress.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and therefore improve their life chances. We will also consider the challenges faced by all 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 classed as disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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.

With regards to wider strategies, we are aware that a happy pupil will have a more positive approach to their learning, therefore, our aim is to engage pupils through looking at the pupil themselves as a whole and giving support when needed. Some of our keys focus points will be:

- To raise the attendance of all disadvantaged pupils.
- To raise the outcomes of all disadvantaged pupils in mathematics and reading at KS2.
- Build closer relationships between home and school to identify more specific support for each disadvantaged pupil.
- Provide ELSA sessions to all pupils who are struggling emotionally.

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 outcomes for disadvantaged pupils last academic year.

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils has been identified as a barrier to curriculum engagement as a cycle of non-attendance widens the gap in their understanding with pupil less likely to attend if they feel the gap is insurmountable. The attendance of disadvantaged pupils was 92.5% in the academic year 2022/2023 (91.2% in the 2021/2022 academic year). This is comparison to children who were non-disadvantaged average attendance of 93.6% in the academic year 2022/2023. Our aspirational target is 96% by 2024/25.
2	To develop greater awareness and proactive approaches to quality first teaching with the staff. Many pupils lack the strategies needed to retain information and apply knowledge and skills to more challenging tasks.
3	To continue to accelerate the progress for PP pupils at KS2. <ul style="list-style-type: none"><li>• Whilst progress for disadvantaged pupils at KS2 reading and maths was negative (-0.4, -0.7) it was higher than progress for whole cohort (-1.2, -1.8). This suggests the gap is closing but progress for 2023 was still negative for PP pupils.</li><li>• In 2023, outcomes for RWM at KS2 for PP pupils achieving EXS was 50% compared all of 59%... There is a gap of 9%.</li></ul>
4	Limited early reading experience affecting attainment in KS1 and later progress in KS2 and beyond: <ul style="list-style-type: none"><li>• monitor reading interventions closely to ensure disadvantaged pupils have regular opportunities and experiences of vocabulary.</li><li>• Pupils who are not at chronological reading age, are given appropriate intervention.</li></ul>

	<ul style="list-style-type: none"> <li>• Reading KS2 SATs 2023 – 71.4% of disadvantaged boys reached the EXS, while 77.3% % of girls gained the expected standard. The national average was 73%.</li> <li>• Although disadvantaged pupils at KS2 were in line with non-disadvantaged for EXS reading (KS2 SATs 2023) we need to ensure this is maintained for 2024 and beyond.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Limited early maths experiences affect attainment in KS1 and later their progress in KS2, especially in the current Y5 (2023.2023).</li> <li>• Maths KS2 SATs 2023 – 87.5% of disadvantaged boys reached the EXS, while only 57.1% of girls gained the expected standard. The national average was 73%.</li> </ul>
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the educational circumstances over the last 2 years. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
7	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified a need for a more effective model to improve communication with parents regarding the funding the school receives for their pupils. This will allow us to identify specific individual needs and how the school can support pupils and families more effectively (E.g. equipment, uniform, trip subsidies, music tuition).</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.

<b><u>INTENDED OUT-COME</u></b>	<b><u>SUCCESS CRITERIA</u></b>
<b>PP attendance increases to be at least in line with national figures for all pupils</b>	<ul style="list-style-type: none"> <li>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</li> <li>Sustained high attendance by 2024/25 of 96%.</li> </ul>
<b>Progress and attainment in maths</b>	<ul style="list-style-type: none"> <li>The gap will close between PP and other children in maths, especially with the current Y5 cohort (2023/2024) whose baseline assessments show they are far below the expected standard.</li> <li>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</li> <li>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point</li> </ul>
<b>Progress and attainment in reading</b>	<ul style="list-style-type: none"> <li>The gap will close between PP and other children regarding their experience of language and vocabulary.</li> <li>The gap will close between PP and other children in reading.</li> <li>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</li> <li>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</li> </ul>
<b>Children make at least expected progress in writing. Increased number achieving ARE and HS at end of key stages</b>	<ul style="list-style-type: none"> <li>The gap will close between PP and other children in writing.</li> <li>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</li> <li>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point</li> </ul>
<b>To increase staff awareness and improve quality first teaching to improve progress and attainment of disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>Assessments and observations indicate improved outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>Use of class and pupil profiles and effective seating plans to target support.</li> </ul>
<b>To achieve and sustain improved wellbeing for all pupils in our</b>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>

<b>school, particularly our disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>• a significant reduction in negative interactions with other pupils.</li> <li>• a significant reduction in negative behaviour events.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD for staff to ensure high quality teaching and learning across all key stages	<p>The Sutton Trust Report (2011) states that, <i>ensuring an effective teacher/s in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any Pupil Premium spend.</i></p> <p>Regular CPD through courses, IN-SET, coaching, etc is informed by performance management reviews, monitoring and school improvement priorities ensuring that standards of teaching are always good or better.</p> <p><i>‘Closing the Attainment Gap’ states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i> Education Endowment Foundation</p> <p><i>The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of</i></p>	1, 2, 3, 4, 5

	<p><i>teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.</i></p> <p>Education Endowment Foundation</p>	
<p>Inclusion Support Manager provision of support for vulnerable individuals and groups.</p>	<p><i>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or lowattaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effectivefrom nursery to secondary school.</i></p> <p>Education Endowment Foundation</p> <p>Metacognition and self-regulation approaches aim to help pupils to think about their learning more explicitly.</p> <p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies can be particularly effective for low-achieving and older pupils.</i></p> <p>Education Endowment Foundation</p>	1, 2, 4, 5, 6
<p>Inclusion Support Manager provision of support for vulnerable individuals and groups in regard to attendance.</p>	<p><i>Good attendance is linked to good progress and academic outcomes.</i></p>	2, 3, 4, 5



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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff to plan and support phonics across KS2 and KS3, alongside class teachers and trained TAs, using a structured scheme.</b>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p> <p>Education Endowment Foundation</p>	3, 4, 6, 7
<b>Provision of structured, bespoke interventions, employment additional teaching and support staff to increase attainment and progress in: Reading, Writing and Mathematics across school.</b>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p> <p>Education Endowment Foundation</p> <p><i>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</i></p>	3, 4, 5, 6, 7

	<p>Education Endowment Foundation</p> <p><i>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention that each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months' additional progress for pupils.</i></p> <p>Education Endowment Foundation</p> <p>'Closing the Attainment Gap' report states that, <i>targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i></p> <p>Education Endowment Foundation</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>School Attendance Lead and Inclusion Support Manager to support families with attendance barriers; impacting on improved school attendance.</b>	<p>SSF states that, <i>in some cases, schools will need to address absences directly, whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn— will be at the forefront of school leaders' plans.</i></p> <p>The link between attendance/punctuality and achievement is well documented.</p> <p>Attainment cannot be improved for pupils if they are not attending school. <i>NFER briefing for school leaders identifies addressing attendance as a key step.</i></p>	1, 3, 4, 5, 6, 7

	<p>Learning lost through non-attendance cannot be regained/caught up.</p> <p>The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>There's a clear link between poor attendance and lower academic achievement.</p> <p>Advice from the National Strategies (hosted on the National Archives) says that: <i>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</i></p>	
<p><b>Subsidise school trips, enrichment and extended curriculum activities.</b></p> <p><b>Continue to offer all pupils a high-quality extended school provision and enrichment opportunities.</b></p>	<p>Research has highlighted that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p><i>Enriching education has intrinsic benefits (sometimes referred to as “arts for arts sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g improving Maths by playing Chess; develop children’s character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</i></p> <p>Education Endowment Foundation</p>	1, 2, 3, 6, 7

**Total budgeted cost: £93, 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<u>INTENDED OUT-COME</u>	<u>SUCCESS CRITERIA</u>	<u>REVIEW</u>
<b>To raise the attendance of all disadvantaged pupils.</b>	Sustained high attendance by 2024/25. The overall unauthorised absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1% (currently 2.8%).	<ul style="list-style-type: none"> <li>The attendance of disadvantaged pupils was 92.5% in the academic year 2022/2023 (91.2% in the 2021/2022 academic year). This is comparison to children who were non-disadvantaged average attendance of 93.6% in the academic year 2022/2023. Our aspirational target is 96% by 2024/25.</li> </ul>
<b>Progress and attainment in maths</b>	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.	<ul style="list-style-type: none"> <li>Whilst progress for disadvantaged pupils at KS2 reading and maths was negative (-0.4, -0.7) it was higher than progress for whole cohort (-1.2, -1.8). This suggests the gap is closing but progress for 2023 was still negative for PP pupils.</li> <li>In 2023, outcomes for RWM at KS2 for PP pupils achieving EXS was 50% compared to non-disadvantaged of 59%... There is a gap of 9%.</li> </ul>
<b>Progress and attainment in reading</b>	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.	<ul style="list-style-type: none"> <li>Whilst progress for disadvantaged pupils at KS2 reading and maths was negative (-0.4, -0.7) it was higher than progress for whole cohort (-1.2, -1.8). This suggests the gap is closing but progress for 2023 was still negative for PP pupils.</li> <li>In 2023, outcomes for RWM at KS2 for PP pupils achieving EXS was 50% compared to non-disadvantaged of 59%... There is a gap of 9%.</li> </ul>
<b>To increase staff awareness and improve quality first</b>	Assessments and observations indicate improved outcomes among disadvantaged pupils. This is evident when triangulated with other	<ul style="list-style-type: none"> <li>More work need to raise the profile of disadvantages children and QfT strategies that can support them.</li> </ul>

<b>teaching to improve progress and attainment of disadvantaged pupils.</b>	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	<ul style="list-style-type: none"> <li>• More effective use of seating plans and class profiles to target support more effectively.</li> <li>• St. Joseph's Catholic Middle School, remains a "Good School" (OfSTED, October 2023).</li> </ul>
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant reduction in negative interactions with other pupils.</li> <li>• a significant reduction in negative behaviour events.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements have been made with well-being and the support for our vulnerable children.</li> <li>• This includes increased access to extra-curricular activities.</li> </ul>