



# Pupil Premium Strategy Statement (2024/2025)

## St Joseph's Catholic Primary School Bracknell-Forest

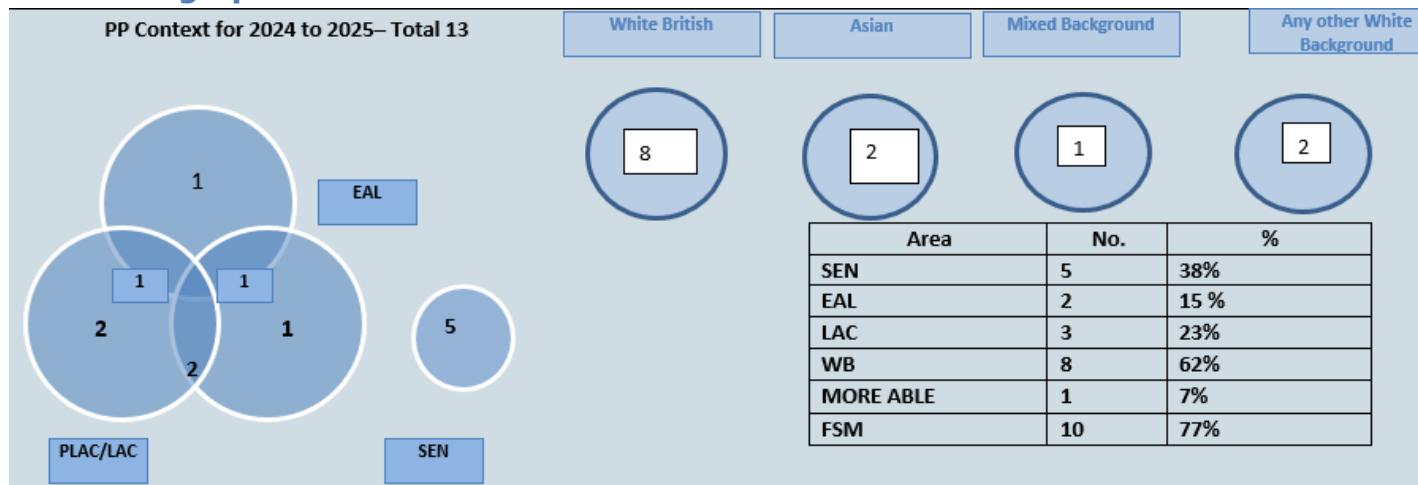
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### School Overview

Metric	Data
School name	St. Josephs' Catholic Primary School
Pupils in setting	209
Proportion of disadvantaged pupils	5%
Academic year or years covered by statement	2024 - 2025
Publish date	September 2024
Review date	September 2025
Statement authorised by	Juanita Dunlop, Headteacher
Pupil premium lead	Mrs. Juanita Dunlop
Governor Lead	Mrs C Lynch

### PPG Demographics



### Funding Overview 2024/2025

Detail	Amount
Pupil premium funding allocation this academic year	£23,600
Pupil premium funding carried forward from previous years	£0
<b>Projected total for this academic year</b>	<b>29,932</b>
<b>Projected overspend</b>	<b>£6,332</b>



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### Part A: Pupil Premium Strategy Plan

#### Strategy aims for disadvantaged pupils.

The strategy that the school has adopted is one of focusing any money:

- directly on improving pupils' outcomes through high quality teaching and targeted academic support/ interventions. We will teach disadvantaged pupils alongside their peers for most of the time, and this will be supplemented with individual or group interventions to suit specific needs. It is important for their self-esteem that they can achieve alongside their peers some of whom are not in this group but have similar needs. More able disadvantaged pupils are identified and work alongside more able peers to ensure they achieve their very best.
- to create opportunities for social and emotional wellbeing where pupils can share their feelings in a safe environment and find strategies to cope with their own personal issues through counselling & ELSA.
- sustaining the high-quality teaching through professional development i.e., TA development, Team Teach behaviour strategies.
- ensuring that the children's interests and cultural capital is enhanced through the school's extended school activities. In this manner any talents are encouraged, and a safe environment is provided before and after school hours.

#### Priority 1: Targeted academic support in writing & mathematics.

<b>Aim</b>	Focus on core subjects – Writing & Mathematics	
<b>Target</b>	To make progress scores for disadvantaged pupils in core subjects (especially in Maths & Writing) through visible progress in exercise books over academic year. Special attention Y4 & Y5 PPF children as attainment was notably low in writing and maths.	
<b>Activity</b>		<b>Cost</b>
1. Half termly moderation in writing to ensure all staff are aware of expectations and teach the curriculum confidently and effectively with special attention to PPG pupils	0	
2. Y3, Y4 and Y5 to benefit from TA support to enable afternoon booster lessons.	£17,442	
3. Continue to invest in on-line learning i.e. IDL, Nessy and Times Tables Rock Stars.	£1,543	
4. Early morning online lessons supported by TA	£726	
5. CPD – teaching & learning, emotional wellbeing, Team Teach.	£2,338	
<b>Projected spending</b>	£22,049	
<b>Barriers to learning these priorities address</b>		
1. Children's self-perception of themselves as a writer or mathematician.		
2. Neurodiversity conditions affecting ability to focus especially on learning found more challenging.		



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### Wider strategies for current academic year

#### Priority 2: Emotional Well Being

<b>Aim</b>	Professional therapeutic intervention to support the emotional wellbeing of disadvantaged children.
<b>Target</b>	Therapy to help children to make sense of what's going on in their life and find ways of coping when things are hard. This help will also enable them to feel safer and therefore enhance their learning.
<b>Activity</b>	<b>Cost</b>
1. Professional Counselling (i.e., Create Hope) provided to support emotional wellbeing and self-regulation. This support is needed as some of the pupils are showing high anxiety and at times non-compliant behaviour.	£1,925
2. Provide opportunities for disadvantaged children to share their feelings and concerns with a trained ELSA (1-1 or small groups).	£1,163
Projected spending	£3,088
<b>Barriers to learning these priorities address</b>	
1. Needs of non-PPG children greater than PPG children and then given priority for counselling.	

#### Priority 3: Cultural Capital

<b>Aim</b>	To provide disadvantaged children with extended school opportunities and increase their exposure to culture capital.
<b>Target</b>	80% of PPG children attend at least before or of After School Care.
<b>Activity</b>	<b>Cost</b>
1. PPG children offered free morning club attendance	£1,140
2. PPG children offered free After School Activities/ After School Club.	£3,325
3. Parents of PPG have the opportunity to attend extended school opportunities without charge.	£330
Total projected spending	£4,795
<b>Barriers to learning these priorities address</b>	
1. Parents may not see the value of engaging in out of school opportunities.	
2. PPG children reluctant to participate in extended school offer.	



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#### Monitoring and Implementation

Area	Challenge	Mitigating action
Monitoring	Focus on PPG as a group rather than underachievement or SEND	Pupil progress meetings to have a clear focus on PPG. All subject leaders to be mindful of PPG progress when moderating and monitoring.
Targeted support	Clear outcomes identified so that impact of interventions is evident.	Clear outcome identified and progress monitored monthly.
	Children miss morning sessions by late arrival or unable to attend early	Use of online interventions which can be accessed both in school and at home.
	High number of SEND children leading to behaviour issues.	Staff member carefully chosen and any issues brought to HT, DHT or SENCO's attention.
ELSA	ELSA is under a lot of demand for her time. High number of disadvantaged pupils who are SEND.	Two members of staff completed the ELSA training. PPG pupils are given priority over peers where appropriate.
Wider strategies	Engaging the families facing most challenges.	School to foster good relationships with families facing challenges.



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### Part B: Review of 2023/2024 academic year

#### Outcomes for disadvantaged pupils

#### Disadvantaged pupil progress scores in official Key Stage 2 standard tasks for 2024

Measure	Score
Reading, Writing & Maths	Only one pupil who achieved the expected level in all three subjects.

#### Disadvantaged pupil performance overview for whole school in July 2024

Comparison of end of year assessments in the core subjects for all pupil and our PPG cohort - Reading(R), Writing(W) and Maths:

COMBINED R/W/M (NON PPG)		Y1	Y2	Y3	Y4	Y5	Y6
% Working at ARE or above		75%	3%	52%	59%	86%	80%
% Working ABOVE ARE		43%	0%	22%	0%	10%	10%
COMBINED R/W/M (PPG)							
% Working at ARE or above		0%	25%	0%	0%	--	100%
% Working ABOVE ARE		0%	0%	0%	0%	--	0%

COMBINED Reading (NON PPG)		YR	Y1	Y2	Y3	Y4	Y5	Y6
% Working at ARE or above		88%	75%	83%	85%	81%	97%	97%
% Working ABOVE ARE		0%	54%	25%	26%	37%	48%	57%
Reading (PPG)		YR	Y1	Y2	Y3	Y4	Y5	Y6
% Working at ARE or above		100%	100%	80%	67%	67%	--	100%
% Working ABOVE ARE		0%	0%	20%	0%	0%	--	0%

COMBINED Writing (NON PPG)		YR	Y1	Y2	Y3	Y4	Y5	Y6
% Working at ARE or above		80%	83%	100%	56%	59%	86%	87%
% Working ABOVE ARE		0%	41%	4%	22%	11%	14%	10%
Writing (PPG)		YR	Y1	Y2	Y3	Y4	Y5	Y6
% Working at ARE or above		100%	0%	100%	0%	0%	--	100%
% Working ABOVE ARE		0%	0%	0%	0%	0%	--	0%
COMBINED Maths (NON PPG)		YR	Y1	Y2	Y3	Y4	Y5	Y6
% Working at ARE or above		85%	96%	83%	70%	89%	97%	90%
% Working ABOVE ARE		0%	54%	25%	30%	18%	34%	23%
Maths (PPG)		YR	Y1	Y2	Y3	Y4	Y5	Y6
% Working at ARE or above		100%	100%	40%	33%	100%	--	100%
% Working ABOVE ARE		0%	0%	0%	0%	0%	--	0%



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#### Comment

- Y2 & Y6 PPG cohort made the expected level in Reading, Writing & Maths.
- Writing remains the weakest core subject – where only YR, Y2 & Y6 achieved the expected level in writing (100%). Writing's low attainment has impacted the combined score.
- Reading attainment is good across the school where PPG cohort's compare well to non PPG pupils.
- Y3 & Y4 PPG cohort results are weaker than the other years groups. However, a number of PPG pupils in these classes are also on the school's SEND list.

#### Implications for 2024/2025 priorities

- Continued focus on writing for all year groups with consideration for PPG pupils.
- A particular attention on reading and mathematics in Y3 & Y4 (next year Y4 & 5).

#### Priority Review for academic Year 23/24

Priority	Outcome
<b>Priority 1:</b>	Accelerated Progress in writing.  Progress in this area has been made. Moderation has become very accurate and this may have impacted a lowering of the writing results.  Writing will continue to be a focus for PPG pupils next year.
<b>Priority 3:</b>	Emotional Well-Being  The mental health of our children was particularly noticeable in the past year as we had a number who were suffering from anxiety as well as neurodiverse conditions.  Five of our PPG pupils benefitted from the support offered by both Create Hope/ELSA.  The availability of a TA in each class has also enabled the pupils to feel safer, have their viewpoints heard as well as extra help on offer when needed.
<b>Priority 4:</b>	Cultural Capital  Our offer continues to enable our PPG pupils to access activities and opportunities they may otherwise not experience. Eight of our PPG pupils attend After School Care and all but one have been supported in attending extended school activities i.e. Educational Trips.



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#### Funding Overview 2023/2024

Detail	Amount
Pupil premium funding allocation academic year 23/24	£239,035
Recovery Premium allocation academic year 23/24	£2,320
Pupil premium funding carried forward from previous years	£0
<b>Total budget for academic year 23/24</b>	<b>£31,355</b>
<b>Overspend</b>	<b>£1,055</b>