

Pupil premium strategy statement 2025 / 26 – St Joseph's Catholic Primary School

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.

School overview

Detail	Data
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/27 (Year 2 of 3-year plan)
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorized by	C Lovegrove – Headteacher
Pupil premium lead	Karen Ford
Governor / Trustee lead	Andrzej Blacha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,280
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<i>*Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year	£90,280

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's Commitment to Excellence and Inclusion

At St Joseph's, we are committed to providing every child—regardless of background or challenges—with an enriching education rooted in the life and teachings of Jesus Christ and Gospel values. Our aim is for all pupils to make strong progress and achieve high standards across all subjects.

This strategy sets out how we will identify and support disadvantaged pupils, including those who are already high attainers, to ensure they reach their full potential. We also recognise the needs of vulnerable children, such as those with a social worker, young carers, or those facing complex family circumstances. The actions outlined here are designed to benefit all pupils, not only those who are disadvantaged.

Key Principles of Our Approach

- **Promote an ethos of attainment for all**
- **Adopt an individualised approach to overcome barriers**
- **Prioritise high-quality teaching**
- **Focus on outcomes for each child**
- **Base decisions on robust data and evidence**
- **Set high aspirations and ensure all staff share responsibility for raising attainment**

Our Strategy

High-quality teaching lies at the heart of our approach, with targeted support for areas where disadvantaged pupils need it most. This has the greatest impact on closing the attainment gap and benefits all learners. Our intended outcomes include sustaining and improving attainment for non-disadvantaged pupils alongside progress for their disadvantaged peers.

Our approach is:

- **Responsive to individual needs**, based on diagnostic assessment rather than assumptions.
- **Complementary and cohesive**, combining strategies that help pupils excel.

To ensure effectiveness, we will:

- Challenge disadvantaged pupils with ambitious work.
- Intervene early when needs are identified.
- Embed a whole-school culture where every member of staff takes responsibility for disadvantaged pupils' success and raises expectations of what they can achieve.

Our Vision

At St Joseph's, we work collaboratively to remove barriers and enable every child to thrive. By the time they leave us, we aim to prepare all learners fully for the next stage of their educational journey, equipped with the knowledge, skills, and confidence to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Through assessing, observing and discussions with pupils, oral language skills are lower for pupils eligible for PP than for other. This is evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and the ability to access the wider curriculum. Therefore, the gap of PP and Non-PP remains greater in core curriculum areas.
3	Many pupils eligible for Pupil Premium also have other factors such as SEND, EAL and issues associated with attachment and trauma.
4	Our attendance data over the last year (2024-2025) indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5.	Some subject-specific content has been missed, leading to gaps in learning. Recall of basic skills needs some consolidation i.e. recall of addition facts, times tables and some taught calculation strategies in maths. Plans for over learning and consolidation within maths lessons will be needed.
6	Many disadvantaged pupils have limited access to technology and appropriate support in their home environment. Many of these families do not attend parental workshops or school meetings, through lack of confidence.
7	There has been a rise in pupils mental health and emotional needs. Some children are struggling with routines of school and others with the routines associated with learning. Some of the children have feelings of unease and are anxious about school and others need extra support to explore their feelings and emotions.
8	A number of disadvantaged pupils do not read regularly at home. Some disadvantaged children are less fluent in their reading and the gap between these children and those that read widely is slightly wider.

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.	Disadvantaged pupils will be exposed to and understand a wider range of vocabulary, enabling them to use it confidently in writing and as an effective tool for communication.
Improved reading attainment among disadvantaged pupils.	Pupils eligible for Pupil Premium will make progress in reading that matches their peers with similar starting points by the end of each key stage. Gaps are identified early through robust assessment and targeted interventions are provided to reinforce key concepts. In addition, we will work closely with families, offering practical guidance and support to help them engage confidently in their child's learning
To ensure that strong foundational knowledge and skills are embedded for all disadvantaged pupils.	Disadvantaged pupils are supported to keep pace with the age-appropriate curriculum, building secure foundational knowledge of key concepts and essential skills that enable long-term success.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – pupils have high aspirations and goals.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none">• data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Pupils display increased confidence and self-belief – they have a broader experience of life opportunities.</p>

<p>To embed engaging and responsive teaching to engage learners and accelerate the progress of all</p>	<p>Teachers have a toolkit of effective strategies.</p> <p>Staff are skilled at choosing appropriate strategies to develop:</p> <ul style="list-style-type: none"> ➤ Metacognition/self-regulation ➤ Emotional Engagement ➤ Retrieval and revision ➤ Responsive teaching ➤ Oracy and word knowledge ➤ Collaborative learning
<p>To achieve high quality learning experiences for all pupils, with a particular focus on disadvantaged pupils, through quality first teaching, considering principles of effective classroom practice.</p>	<p>All pupils engaged in their learning. Outcomes for all pupils to improve with, ensuring that disadvantaged pupils make at least good progress in Reading, Writing and Maths.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils – reduce the gap between PP and Non-PP.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • For PP pupils to have an overall absence rate in line with the National average • To lower the number of PP pupils with an attendance of less than 90% - therefore, a persistent absentee • To close the gap between the attendance of PP and Non-PP pupils.

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: £ 40,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all Reception children on Language Link to assess tests and pupils requiring receptive language support.</p> <p>If a need is identified, Reception children are also screened using Speech Link.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Language link has proved to have a positive impact.</p>	1, 2
<p>To provide the resources and training for staff to implement our structured, systematic synthetic phonics approach</p> <p>Read, Write, Inc to secure stronger phonics teaching for all pupils.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills.</p> <p>To continue to offer Read, Write, Inc tutoring sessions for children not making expected progress with phonics, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 8

<p>Following Claire Gadsby, Peps McCrea, Doug Lemov and Tom Sherrington's strategies.</p> <p>Engaging and responsive teaching to engage learners and accelerate the progress of all</p>	<p>CPD focusses on strategies to engage all learners.</p> <ul style="list-style-type: none"> ➤ Strategies to engage and enthuse pupils ➤ Strategies to develop confidence and participation in pupils ➤ Strategies to provide in the moment scaffold and support for pupils <p>EEF findings state that pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.</p>	<p>2, 3, 5</p>
<p>Whole class approach to reading and spelling across the school.</p> <p>Continue to embed the reading strategy.</p> <p>Develop a dedicated library in KS1 to make book more accessible and therefore foster a greater love of reader.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Everyone Reading in Class (ERIC) time three times weekly. Lowest 20% of readers targeted in all classes and all KS1 children allocated a reading buddy.</p>	<p>8</p>
<p>Whole school approach to maths fluency to embed key foundational knowledge and skills in maths.</p>	<p>Evidence consistently shows that educators can implement approaches that benefit young children's mathematical skills and knowledge. Effective early numeracy approaches typically increase children's learning by about seven months.</p>	<p>5</p>

<p>Additional members of staff to be identified and trained in delivery of Emotional Support Programme.</p> <p>Current Year 6 performing the mentor role / Year 5 children identified and trained as Peer Mentors</p>	<p>Research has shown that such Programmes as ELSA have a positive impact on PP children's self-esteem, confidence and hence attainment.</p> <p>ELSA Practitioners dedicated 1 afternoon a week.</p> <p>Older children supporting KS1 children.</p>	7
<p>Provide opportunities for the children that widen their experiences and close the cultural capital gap. This will include having visitors to school, school trips etc.</p> <p>Fund these trips for children in receipt of pupil premium wherever possible.</p> <p>Provide funding for children to access music lessons and after school clubs as needed.</p>	<p>Having these experiences deepens their knowledge and understanding of the world around them and develops links in learning. It also strengthens their resilience and builds collaborative approaches to learning which shows a 5-month gain (EFF).</p>	6

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

Budgeted cost: £ 20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Continue to deliver Language Link Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>A TA to deliver the programme to small groups and support in implementation in the classroom.</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional phonics training for two teaching assistants to deliver daily tutoring sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 8</p>
<p>Small group booster sessions run by a teacher with QTS.</p>	<p>EEF research shows, small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>2, 5</p>
<p>Same day maths interventions for specific pupils</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Children are assessed in the maths lesson on that day and are selected by their attainment in the lesson.</p>	<p>2, 5</p>

1:1 pupil progress meeting with class teacher, Headteacher, Deputy Headteacher and Assistant headteacher (academic)	<p>Time for ongoing professional dialogues regarding further support for children will help to keep this a priority.</p> <p>There is a collected responsibility for PP children's progress in order to make accelerated progress.</p> <p>Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	2, 5, 7, 8
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School passport that identifies the must do experiences that all children will experience before they leave St Joseph's. This will include residential.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	1,6, 7
Families supported so that disadvantaged pupils have had opportunities to learn a variety of instruments in school.	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	2, 6, 7

Identified children for emotional and wellbeing to be given a key member of staff that they can go to when they need support.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	7
Parents of PP children and those identified as disadvantaged will be provided with a special invitation to workshops and parents evening to encourage attendance to such events.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	6
Core subject workshops held to support parents in supporting children at home.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self- regulation, as well as specific skills, such as reading.	1,2,5,6
To support PP and disadvantaged children to apply for leadership roles in school.	Building confidence of PP pupils in giving them school responsibility as leaders.	7
Disadvantaged pupils are identified and supported to complete homework to consolidate learning.	Opportunities provided can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.	3,6
Support for identified pupils as they transition to secondary education.	Pupils have increased confidence and are prepared to for the next part of their educational journey.	3,7

To support families with financial difficulties to ensure pupils are prepared for their school day and have the correct school uniform.	Pupils will have all the equipment needed will ensure full access the curriculum.	6,5,3
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Total budgeted cost: £90,280.00

Part B: Review of the previous academic year (2024-2025)

2024/2025 Actions and Impact Statements

Intended outcome	Success criteria	
Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils from disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication.	All children screened during their first term at school using Language Link. Children targeted within the classroom environment to develop vocabulary. 15 pupils (32% of the cohort) identified as having language needs, 8 received targeted intervention through small-group sessions, while 7 were supported within the classroom. Teacher Engagement Ratings indicate all pupils have made progress.
Improved reading attainment among disadvantaged pupils.	Pupils eligible for Pupil Premium make as much progress as other pupils at the same starting points, by the end of a key stage in reading. Gaps will be identified early and concepts reinforced, with support for families to support their children.	KS2: Pupil Premium 11 children Percentage achieving EXS+54 % Percentage achieving GDS 9% Average Scaled Score Reading 103 Disadvantaged pupils 6 children out of 11 achieved EXS+ 1 child out of 11 achieved Greater Depth 4 children out of the 11 have SEN
To ensure that strong foundational knowledge and skills are embedded for all disadvantaged pupils.	Pupils from disadvantaged backgrounds 'keep up' with age appropriate curriculum, developing a strong understanding of key knowledge and skills.	Key Instant Recall Facts (KIRFs) have been introduced in Maths to ensure that all children develop a strong foundation of essential knowledge. Daily interventions are provided for children who have not yet mastered their KIRFs. These targeted sessions support their learning and help them keep up with their peers. Regular RWI testing and tracking enables pupils to be identified and supported in the early stages of reading. RWI tutoring is designed to support pupils at risk of falling behind, helping them stay

		<p>on track with their learning. It provides targeted 1:1 intervention for pupils who have not kept pace with their peers. During the previous academic year, 27 pupils from Years 1 and 2 participated in these tutoring sessions. Of this group, 17 successfully achieved the expected standard in the phonics screening check, while 6 did not meet the pass mark. One pupil was absent and did not complete the screening assessment.</p> <table border="1" data-bbox="945 624 1479 871"> <thead> <tr> <th colspan="3">Phonics Screening 2024-2025</th></tr> <tr> <th></th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr> <td>Year 1 Pass</td><td>67% (6 out of 9)</td><td>94%</td></tr> <tr> <td>Year 2 Pass</td><td>76% (6 out of 8)</td><td>77%</td></tr> </tbody> </table>	Phonics Screening 2024-2025				PP	Non-PP	Year 1 Pass	67% (6 out of 9)	94%	Year 2 Pass	76% (6 out of 8)	77%
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<p>To embed engaging and responsive teaching to engage learners and accelerate the progress of all</p>	<p>Teachers have a toolkit of effective strategies.</p> <p>Staff are skilled at choosing appropriate strategies to develop:</p> <ul style="list-style-type: none"> ➤ Metacognition/self-regulation ➤ Emotional Engagement ➤ Retrieval and revision ➤ Responsive teaching ➤ Oracy and word knowledge 	<p>Regular revisit of Clare Gadsby strategies.</p> <p>St Joseph's Claire Gadsby booklet created to ensure that staff have strategies to hand to include during the planning stages.</p> <p>Staff meetings provide opportunities for sharing strategies/discussion and approaches that support teaching and learning.</p>												

	➤ Collaborative learning																	
To achieve high quality learning experiences for all pupils, with a particular focus on disadvantaged pupils, through quality first teaching, considering principles of effective classroom practice.	All pupils engaged in their learning. Outcomes for all pupils to improve with, ensuring that disadvantaged pupils make at least good progress in Reading, Writing and Maths.	Our goal is to provide high-quality learning experiences for every pupil, with a strong focus on supporting disadvantaged learners. This will be achieved through quality-first teaching, guided by the principles of effective classroom practice. Pupil progress meetings will be held termly to discuss attainment, progress and ensure timely interventions.																
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils – reduce the gap between PP and Non-PP.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> For PP pupils to have an overall absence rate in line with the National average To lower the number of PP pupils with an attendance of less than 90% - therefore, a persistent absentee To close the gap between the attendance of PP and Non-PP pupils. 	<p>Robust approach to monitoring attendance. Weekly meetings to discuss attendance and identify children with lower attendance and identify next steps.</p> <p>Weekly focus in assembly, weekly draw for 100% attendance, every child with 100% weekly attendance is entered into the end of term draw to win a £50 amazon voucher.</p> <p>Attendance figures (2024-2025):</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>Local Authority</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>95.1%</td> <td>94.9%</td> <td>94.8%</td> </tr> <tr> <td>Pupil Premium</td> <td>91.9%</td> <td></td> <td></td> </tr> <tr> <td>Non - Pupil Premium</td> <td>95.8%</td> <td></td> <td></td> </tr> </tbody> </table>		School	Local Authority	National Average	All pupils	95.1%	94.9%	94.8%	Pupil Premium	91.9%			Non - Pupil Premium	95.8%		
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Taken from IDSR – December 2025

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	330	95.1%	94.8%	Close to average	Relative improvement	-
2023/24 (3 term)	328	93.9%	94.5%	Close to average	Relative improvement	-
2022/23 (3 term)	361	92.2%	94.1%	Below	Not available	-

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	60	91.7%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	50	89.7%	92.0%	Below	Relative improvement	-
2022/23 (3 term)	58	84.7%	91.6%	Below	Not available	-