

Pupil premium strategy statement

October 2025 Update

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 Catholic Primary School
Number of pupils in school 2025/2026	104
Proportion (%) of pupil premium eligible pupils 2025/2026	36% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2026
Statement authorised by	Local Governing Body
Pupil Premium Lead	Renee Marie Angeline
Governor	Martin Bourke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/ 2026	£51,510
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Primary School all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions and underpinned by the Education Endowment Foundation research and guidance recommended by the DfE. To ensure they are effective we will:

- act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

A) To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families by providing exciting learning opportunities at school through our diverse, creative curriculum as well as providing a variety of after school clubs. We engage positively with families through regular attendance check in meetings either with class teachers, attendance champions or attendance leads, Mrs Reeh and Mrs Bell. We also work with external agencies such as the School Nursing Team and Education Welfare to support children and parents impacted by poor attendance.

B) To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

25% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one-to-one and small group teaching. We have recently identified a small group of pupils who are not making the progress we would expect and so our strategy for 2023-2026 focuses on the needs of this group. Our Pupil Premium Lead-Renee Marie Angeline works to ensure high aspiration and high-quality provision for all pupils in receipt of pupil premium. She is the Deputy Headteacher and has time to carry out this work in school.

C) Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At St Joseph's Catholic Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. We use Ten Ten to deliver RHE and PSHE throughout the school. Our strategy includes a highly experienced SEND lead in

school. She works with our team, with external professionals and with our pupils and families directly. Our SENDCO will develop a SEND staffing structure to support the ever increasingly complex needs of pupils within the school.

Our Intent will be implemented using EEF Guidance:

- Supporting School Attendance (Intent A)
- High Quality Teaching (Intent B and C)
- Targeted Academic Support (Intent B and C)

Challenges

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

Challenge number	Detail of challenge
1.	Attendance – Historically the attendance and persistent absence of disadvantaged pupils has fallen behind their peers. We recognise the key to success for all pupils and particularly the most disadvantaged is to improve attendance.
2.	Outcomes -We know that typically that outcomes for our disadvantaged pupils at the end of KS2 are below national expectations and therefore we need to address this to ensure that children leave secondary school ready.
3.	Pastoral - We aim to offer a Trauma Informed approach but one that is also based on challenge through restorative approaches as well as support.
4.	SEND - Some pupils who qualify for Pupil Premium funding have specific SEND needs and are disadvantaged by a variety of barriers.
5.	Wider opportunities - A significant number of disadvantaged pupils do not attend clubs or have opportunities to take part in extra-curricular sporting or musical activities.

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
To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.	<p>Children in receipt of pupil premium attend school for broadly the same percentage as peers.</p> <p>Persistent absence of these pupils is in line with school average, and they arrive at school on time.</p>
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.	<p>In KS1, the % of disadvantaged pupils passing their Phonics Check is above the national average.</p> <p>End of KS2 outcomes for children in receipt of pupil premium are broadly in line with peers.</p>
Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.	<p>All disadvantaged pupils participate in trips, visits and other events including the Y6 residential.</p> <p>The percentage of disadvantaged pupils participating in extracurricular after school clubs improves each year.</p> <p>Disadvantaged pupils with SEMH show significant progress both academically and socially. There is a significant reduction in suspension rates and behaviour incidents logged on CPOMs.</p>

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: £34, 316.2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> To participate in Stockport Speaks, LA initiative to support language development in Early Years. Train all staff working with children in the Early Years in ShREC approaches. 	Communication and language approaches EEF The ShREC approach EEF	1, 2, 3, 4
<ul style="list-style-type: none"> Appoint additional teacher with TLR to lead curriculum. Curriculum lead to support staff development through coaching. This highly experienced teacher will cover teacher PPA to ensure quality provision throughout the curriculum. 	Effective Professional Development EEF The EEF Guide to the Pupil Premium EEF High-quality teaching EEF	2, 4
<ul style="list-style-type: none"> To review the teaching and learning policy, ensuring retrieval practice, vocabulary development and guided practice supports the most disadvantaged pupils through development of metacognition and self regulation. 	Metacognition and self-regulation EEF	1, 2, 3, 4

<ul style="list-style-type: none"> • Successful implementation of RWI phonics programme. • Reading and vocabulary programme continues to be implemented across Key Stage 2 based on Chris Such approach. 	Full word recognition EEF Vocabulary EEF Phonics EEF	2, 4
<ul style="list-style-type: none"> • Continue to work with the Maths Hub to take part in 'Mastering Number' across Key Stage 1 and 2. • Split Year 1 and 2 for Maths teaching, in line with recommendations from the Maths Hub. 	Improving Mathematics in the Early Years and Key Stage 1 EEF	2, 4
<ul style="list-style-type: none"> • Review subject leadership and develop team of curriculum lead and Maths lead who can work with Maths Hub and coach throughout the school. 	Improving Mathematics in Key Stages 2 and 3 EEF	2, 4
<ul style="list-style-type: none"> • Ensure all staff are trained in de-escalation strategies and physical interventions following the Team Teach approach. 	Improving Behaviour in Schools EEF	1, 2, 3, 4
<ul style="list-style-type: none"> • To deliver staff training through Four Rivers SLA. This will support further development of SEMH universal offer. 	Social and emotional learning EEF Improving Behaviour in Schools EEF	1, 2, 3, 4, 5

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

Budgeted cost: £9568.8

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> To ensure consistent use of visuals throughout the school to support disadvantaged children with multiple barriers. For example visual timetables, school signage and staff use of visuals on lanyards to support verbal instructions. 	Cognitive science approaches in the classroom EEF	2, 3, 4
<ul style="list-style-type: none"> Teaching Assistant deliver 1:1 and small group interventions based on the needs of the pupils, as identified in termly pupil progress meetings and SEND reviews. 	Targeted academic support EEF	2, 3, 4
<ul style="list-style-type: none"> To review the morning meeting and implement this into KS1 to address gaps identified in WELLCOMM assessment and support language development. 	Communication and language approaches EEF	2, 3, 4
<ul style="list-style-type: none"> Deliver Fresh Start RWI intervention and 1:1 phonics intervention to UKS2 pupils unable to access Fresh Start. 	Phonics EEF	2, 3, 4
<ul style="list-style-type: none"> Children will be supported to develop their comprehension skills through our Accelerated Reader programme where children will 'quiz' on their home reading book once they have completed it. A Star Reading test will be used each half term to ensure that children are choosing books that are at the appropriate reading level. 	Reading comprehension strategies EEF	2, 3, 4

<ul style="list-style-type: none"> Implement Zones of Regulation from EYFS to Year 6, ensuring check ins are used at the start of the school day and to support difficult transitions. Deliver an 11-week Zones of Regulation intervention from Year 1 – 6. 	Social and emotional learning EEF	1, 2, 3, 4
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Wider strategies (for example related to attendance, behaviour, wellbeing)

Budgeted cost: £7625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Develop school library and implement school anthology and activity passport to support reading progress and engagement in a range of wider opportunities. 	My activity passport: foreword from the Secretary of State and how to use the activity checklist - GOV.UK	1, 2, 3, 4, 5
<ul style="list-style-type: none"> To implement sensory circuits in all classrooms to support emotional regulation 	EEF Self-Regulation and Executive Function	1, 2, 3, 4,
<ul style="list-style-type: none"> Music tuition forms a core part of the music curriculum and all children participate. 	Arts participation EEF	1, 3, 5
<ul style="list-style-type: none"> Breakfast and after school clubs offer to be available for all PP to attend and all disadvantaged pupils to receive an invitation letter. 	Magic Breakfast - trial EEF	1, 2, 3, 4, 5
<ul style="list-style-type: none"> External coaches and leaders to provide extra curricular activities and support at lunchtime to engage children in physical activity. 	Physical activity EEF	1, 3, 5
<ul style="list-style-type: none"> Recruit additional lunchtime staff to support social interactions of children with SEMH need and positively engage them in 	Physical activity EEF	1, 3, 4, 5

productive lunchtime activities.		
<ul style="list-style-type: none"> To provide children with uniform and PE kits to support sense of belonging. 	School uniform EEF	1, 2, 3, 4, 5
<ul style="list-style-type: none"> Use following strategies to support improved attendance for disadvantaged children: <ul style="list-style-type: none"> TAF process with vulnerable families- signposting key support services Attendance champions Regular attendance monitoring and panel meetings when needed. Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. Weekly attendance reports to be shared with all class teachers. Termly rewards to be used to incentivise good attendance. 	Supporting school attendance EEF	1, 2, 3, 4, 5

Total budgeted cost: £51510

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

Attendance for 2024/2025	Overall	Female	Male	FSM6	EAL	SEND support	EHCP
School Attendance	93%	94.1%	91.9%	93.2%	92.3%	87.7%	86.1%
National (Arbor)	94.8%	93.1%	93.2	89.4%		89.4%	86.3%
Pupils - Lates	1.5	2.09	0.94	3.39	1.21	0.36	3.92

2.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Summer 2025 Outcomes

Phonics Screening

Pupil Premium	Whole School
100%	79%

MTC Average Point Score

Pupil Premium	Whole School
21	21

End of KS2 data – Summer 2025

Pupil Premium	Whole School
RWM combined: 64%	RWM combined: 53%
Reading 72%	Reading 76%
Writing 63%	Writing 71%
Maths 72%	Maths 65%

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Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

Breakdown of extracurricular uptake for key groups:

Club	EAL	Pupil Premium	SEND
Choir	30%	30%	25%
Mini Vinnies	20%	40%	30%
Girls' Football	25%	37%	25%
Multi-Sports	64%	14%	7%
Dance	64%	7%	7%
Football	37%	56%	31%

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Pupil voice survey in July 2025 – 30% of children surveyed

Question	Percentage of positive response
I enjoy school	100%
Teachers help me do my best	100%
There is an adult in school I can talk to if I am worried.	100%
The behaviour of other pupils in lessons is good	96%
I feel safe when I am at school	97%
My school encourages me to look after my emotional and mental health	97%
I take part in activities outside of lessons	87%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Table Rock Stars	Maths Circle Ltd