

# Pupil premium strategy statement – St Joseph’s Catholic Primary School

This statement details our school’s use of pupil 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	83
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	1 <sup>st</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> December 2026
Statement authorised by	S. Bridge
Pupil premium lead	S. Bridge
Governor / Trustee lead	Mr Springall-Fox

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£630
<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>	£ 35,040

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils (Pupil Premium, LAC, PLAC, SGO) achieve at least in line with their non-disadvantaged peers in reading, writing and mathematics, and make strong progress from their individual starting points.
- Remove barriers to learning caused by trauma, poor mental health and limited life experience so disadvantaged pupils are confident, well-regulated learners who access the full curriculum.
- Close the reading fluency and reading-for-pleasure gap by securing early decoding and sustained practice so all disadvantaged pupils read with accuracy, automaticity and prosody.
- Ensure disadvantaged pupils benefit from the school's strengths (small school community, forest school, wide outdoor spaces) and from enriched cultural and extracurricular experiences they might not otherwise access.

### How this strategy works towards those objectives

- We adopt the DfE Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies) to plan and prioritise activity and spending.
- Prioritise evidence-based approaches (primarily Education Endowment Foundation (EEF) guidance and high-quality trials) to select actions that are most likely to reduce the disadvantage gap in our context.
- Address both academic and non-academic barriers: pairing reading and targeted interventions with social, emotional and wellbeing support (THRIVE-informed practice) so pupils are ready to learn.
- Use high-quality CPD and coaching to support the ECT and develop staff expertise in early reading, guided reading and trauma-informed approaches.
- Monitor, evaluate and adapt: planned termly review of outcomes for disadvantaged pupils (progress data, reading fluency measures, attendance, engagement in enrichment) with governors and senior leaders to ensure impact and accountability.

### Key principles

- Evidence-led: interventions and approaches are chosen and adapted on the basis of published evidence (EEF guidance/toolkit and trials).
- Universal + targeted: combine high-quality whole-class teaching with additional, timely targeted support for disadvantaged pupils.
- Proportionate response: allocate greater resources (time, staffing, enrichment funding) to pupils with greatest needs (including LAC and pupils with ACEs).
- Capacity building: invest in staff development and teacher-led intervention to ensure sustainable improvement (particularly in Early Years/Year 1 where an ECT is in post).

- Dignity and inclusion: avoid stigmatisation when targeting support; provide universal opportunities alongside targeted offers.
- Local context: make maximal use of the school's outdoor/forest provision and close-knit community to deliver unique enrichment and wellbeing provision.

## Challenges

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

Challenge number	Detail of challenge
1	Trauma, adverse childhood experiences and poor mental health: many disadvantaged pupils show attachment issues, low-level disruptive behaviour, falling out with peers and lack of motivation. The school is introducing THRIVE-informed approaches and requires planned SEL/trauma-sensitive provision.
2	Low reading fluency and lack of reading practice at home: disadvantaged pupils underachieve in reading and writing; reading fluency (accuracy, automaticity, prosody) and home reading quantity are low. Accelerated Reader has been introduced and a new guided reading strategy is being developed.
3	Limited life experiences and enrichment: disadvantaged pupils lack access to cultural, social and extracurricular opportunities (e.g., theatre, museums, theme parks, zoos) which limit background knowledge, vocabulary and aspiration.
4	Early Years / Year 1 quality and staffing: an ECT is in Reception/Year 1 and Early Years provision requires improvement; disadvantaged children in EY/KS1 are at higher risk of falling behind without strengthened Q of E and targeted oral-language support.
5	SEND intersection with disadvantage and small-school constraints: 15 pupils with SEND and 1 LAC pupil—some disadvantaged pupils also have SEND which requires carefully-tailored interventions and strategic deployment of TAs within a small school workforce.

## 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
------------------	------------------

1. Improved social-emotional regulation and readiness to learn for disadvantaged pupils	By end of Year 1 implementation: 80%+ of disadvantaged pupils flagged for SEL support show measurable improvement on Thrive / SEL baseline assessments or internal wellbeing trackers (improved engagement, reduced low-level disruption).
2. Improved reading fluency and comprehension for disadvantaged pupils	By end of 2 years: difference between disadvantaged and non-disadvantaged at expected standard in reading & writing reduces by at least 50% (as measured by termly assessment and KS1/KS2 outcomes).
3. Greater participation in enrichment and cultural experiences	All disadvantaged pupils access at least two enriched off-site visits or structured in-school cultural experiences per year (school-funded or subsidised). 80% of disadvantaged pupils participate in at least one after-school club or forest-school enrichment each term.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6030

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme on reading instruction (systematic synthetic phonics, guided oral reading, fluency instruction and vocabulary development). Regular coaching and modelling for the ECT.	EEF guidance: Improving Literacy in Key Stage 2 and EEF blog on reading fluency emphasise fluency as a bridge from decoding to comprehension and recommend guided oral reading, repeated reading and vocabulary instruction as effective classroom approaches ( <a href="#">EEF — Shining a spotlight on reading fluency</a> ; see also EEF guidance on Improving Literacy in KS2).	2, 4
2. Implement a consistent Guided	EEF toolkit evidence on reading comprehension strategies and	2

Reading strategy across the whole-school; ensure texts include rich vocabulary and tier-2 words with explicit vocabulary teaching built in. Provide training to staff on Accelerated Reader data use to target practice.	fluency: explicit teaching of comprehension strategies and fluency practice is associated with improved reading outcomes ( <a href="#">EEF — Improving Literacy in KS2 guidance / reading fluency sources</a> ).	
3. Professional development on trauma-informed practice and relational behaviour management for all staff; whole-staff briefings and targeted coaching for staff supporting pupils with ACEs.	EEF evidence summary on Social and Emotional Learning and behaviour interventions shows SEL/relational approaches improve wellbeing and can raise attainment; trauma-sensitive practises support pupils' readiness to learn ( <a href="#">EEF — Social and Emotional Learning</a> ). Thrive approach resources describe trauma-sensitive, attachment-aware practice in schools (useful implementation model). ( <a href="#">Thrive Approach overview</a> )	1, 5
4. Develop professional mentoring and structured induction for the ECT in Reception/Year1 including weekly mentor meetings, observed modelling, and focused phonics/reading coaching.	EEF guidance on effective professional development and the targeted academic support page emphasise the value of high-quality CPD and mentoring for early career teachers to secure pupil learning ( <a href="#">EEF — Targeted academic support / CPD guidance</a> ; EEF materials on effective professional development).	4
5. Deploy assessment tools to measure reading fluency (fluency rubrics, running records, AR data) and SEL baselines to track progress termly; use data to triage targeted support.	EEF guidance recommends careful assessment and responsive use of data to target small-group and one-to-one tuition and to monitor progress ( <a href="#">EEF — Targeted academic support</a> ).	2, 1, 4

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

Budgeted cost: £ 10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Small-group, structured reading interventions for disadvantaged pupils who are not fluent readers (3–6 weeks blocks, linked to classroom teaching). Sessions use guided oral reading, repeated reading and explicit vocabulary instruction; led by trained teacher or skilled TA under teacher oversight.	EEF: Small group tuition and one-to-one tuition are effective when linked to classroom teaching and targeted at specific needs; EEF reading fluency guidance supports guided oral reading and repeated reading for fluency gains ( <a href="#">EEF — Targeted academic support</a> ; <a href="#">EEF — Shining a spotlight on reading fluency</a> ).	2
2. Structured oral language interventions and vocabulary programmes in EY and KS1 for disadvantaged pupils (small-group sessions focused on storytelling, talk tasks and pre-teaching of tier-2 vocabulary).	EEF toolkit: Oral language interventions have high impact (+6 months) particularly for younger pupils and disadvantaged learners; early language support narrows gaps ( <a href="#">EEF — Oral language interventions summary in Toolkit / Closing the Disadvantage Gap</a> ).	2, 4
3. One-to-one or very small group tuition for pupils with gaps in reading or writing (NTP-style tuition, school-led or commissioned), prioritising disadvantaged pupils in KS2 and those with interrupted learning.	EEF evidence that one-to-one and small-group tuition can be powerful when linked to classroom teaching and delivered by trained staff; NTP-style tutoring targeted to disadvantaged pupils is recommended ( <a href="#">EEF — Targeted academic support</a> ).	2, 5
4. Peer tutoring/paired reading: trained older pupils or year-matched peers support fluency practice (structured	EEF Toolkit: Peer tutoring can deliver positive impacts (+5 months) particularly for low-attaining pupils when structured carefully and monitored. Peer reading supports fluency practice and confidence ( <a href="#">EEF</a>	2, 3

scripts, monitoring and feedback).	<a href="#">— Teaching and Learning Toolkit summaries</a> ).	
5. Targeted SEND adaptations and bespoke interventions (scaffolded tasks, precision teaching, reading text modification) for disadvantaged pupils who also have SEND; ensure TA deployment is additive and monitored.	EEF guidance on SEND and targeted academic support: scaffolding, explicit instruction and well-prepared TAs are effective; careful deployment avoids isolation and ensures TAs supplement teacher-led instruction ( <a href="#">EEF — Targeted academic support / SEND guidance</a> ).	5, 2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Implement a THRIVE-informed whole-school SEL and pastoral offer: staff training, Thrive assessments where appropriate, small-group and individual interventions, and strong home-school liaison. Use forest school and outdoor spaces for wellbeing sessions.	EEF: Social and Emotional Learning interventions improve SEL skills and can boost academic outcomes for disadvantaged pupils; trauma-aware/attachment-informed practice is recommended where ACEs are present. Thrive provides an implementation model to translate evidence into practice ( <a href="#">EEF — Social and Emotional Learning; Thrive Approach overview</a> ).	1
2. Funded enrichment programme for disadvantaged pupils: subsidised trips (theatre, museum, zoo), in-school cultural weeks, visiting artists/performances, and expanded use of forest school for curriculum-linked	EEF trials and evaluations (Children's University and EEF commentary) suggest well-supported enrichment can improve aspiration and may provide small attainment gains; arts participation and structured extracurricular activities can benefit disadvantaged pupils ( <a href="#">EEF — Children's University project page</a> ; <a href="#">EEF — Teaching and Learning</a>	3



experiences. Provide “experiences fund” vouchers for families.	<a href="#">Toolkit arts participation summary via Closing the Disadvantage Gap PDF</a> ).	
3. Breakfast club and homework club targeted to disadvantaged pupils to provide nutritious start, time and device access for homework, and reading opportunities (paired reading, supervised Accelerated Reader sessions).	EEF evidence: Homework clubs and extended time approaches can support disadvantaged pupils who lack space/resources at home; breakfast clubs and meal provision support attendance, concentration and readiness to learn (EEF Toolkit: Homework, Extending school time, and Physical Activity summaries). ( <a href="#">EEF — Teaching and Learning Toolkit summaries / Closing the Disadvantage Gap PDF</a> ).	2, 3
4. Parental engagement programme targeted at disadvantaged families: structured workshops on reading at home, phonics information sessions, AR family access guidance and regular communication from class teachers; provide book packs for home reading.	EEF: Parental engagement interventions can support disadvantaged pupils (+4 months) when designed to be accessible and focused on concrete activities such as supporting reading and language development. Work to ensure engagement from all parents, not only those already involved. ( <a href="#">EEF — Closing the Disadvantage Gap / Parental engagement</a> ).	2, 3
5. Targeted support for LAC pupil: PEP-aligned objectives linked to PP strategy; dedicated PEP/PP lead time, therapeutic/SEL input and ringfenced enrichment budget.	DfE and EEF recommend alignment of PEP priorities and targeted resources for LAC pupils; evidence of improved outcomes when support is personalised and monitored. (Implementation model draws on SEL and targeted support evidence above.) ( <a href="#">EEF — Social and Emotional Learning</a> ).	1, 5

**Total budgeted cost: £ 35,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*In the academic year 2024–25, St Joseph’s Catholic Primary School, Brindle had one **disadvantaged pupil in the Year 6 cohort**, meaning that published KS2 national assessment data does not provide direct evidence of disadvantaged pupil outcomes. As a result, our evaluation of disadvantaged pupil performance draws on a combination of **school-based summative and formative assessments**, alongside wider contextual information about attendance, behaviour, and wellbeing.*

- KS2 outcomes for non-disadvantaged pupils were **strong**, with 80% achieving the expected standard in reading, writing and maths combined, compared to 62% nationally and 59% locally.*
- Average scaled scores in reading (105.3) and maths (108.3) were broadly in line with or above national averages.*
- As there were so few disadvantaged pupils in the cohort, no direct comparison can be made at KS2.*
- It is important to note that pupils included in the performance data experienced **Covid-19 disruption earlier in their schooling**, which may have affected outcomes differently across schools and individuals.*

*School-based assessments in other year groups show that disadvantaged pupils are making progress broadly in line with their peers, though attainment gaps remain in some areas, particularly writing.*

*Attendance and punctuality have been actively supported. For example, the school funded **taxi transport for a family travelling from Preston**, ensuring consistent access to learning.*

*Engagement in enrichment activities has been prioritised, with disadvantaged pupils allocated free places in **Jam-Coding Club, Rocksteady Club, HAF half-term club and funding has been allocated towards educational visits and residentials**. These opportunities have supported confidence, wellbeing, and wider participation.*

*Behaviour and wellbeing monitoring indicates that disadvantaged pupils are well integrated into the school community, with targeted pastoral support helping to sustain positive outcomes.*

*The **number of disadvantaged pupils is increasing**, making this a growing priority for the school.*

Our current pupil premium strategy is **on track to achieve its intended outcomes**, particularly in relation to attendance, access to enrichment, and closing attainment gaps in core subjects.

*Strengths: targeted support for punctuality, enrichment opportunities, and pastoral care.*

*Areas for further development: ensuring disadvantaged pupils achieve greater depth in writing and reading, and embedding consistent progress tracking across all year groups.*

*The previous pupil premium strategy plan concluded last year. Its intended outcomes—improved attendance, access to enrichment, and narrowing of attainment gaps—were **partially met**. Attendance and engagement targets were achieved, but attainment gaps in literacy remain an area requiring continued focus. These findings have directly informed the priorities of the current strategy.*

## 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
Rocksteady band sessions	Rocksteady Music School
Cool Milk	Cool Milk
School Uniform	Just Clothing
Wraparound	Pals

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*