

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	St Joseph’s Catholic Primary School
Proportion (%) of pupil premium eligible pupils	27.185% (87 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Martine Gum
Pupil premium lead	Adele Whitehead
Governor / Trustee lead	Chris Rose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101, 505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£101, 505

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, receive a high-quality education, make good progress and achieve high attainment across all subject areas. This includes progress for those who are already high attainers. We also intend to build children's emotional well-being and resilience by giving them the tools, both emotional and academic, that they need to thrive in the next stage of their life. As a Catholic School, our school life is based on Christian values. We aim to ensure all children, including our disadvantaged pupils develop as an individual as well as academically. We aim to develop happy, fulfilled, well-educated and confident children in a caring, disciplined environment with our Faith as the focus of our actions. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for continued education recovery. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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
- Ensure that interventions and approaches are purposeful and effective
- Ensure that children receive carefully tailored support targeted through understanding of individual needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.

3	Internal assessment data from 2024-2025 indicates that maths, reading and writing attainment among disadvantaged pupils across school is low.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to home issues, parents' difficulties with basic literacy and numeracy skills and financial struggles. Observations of independent behaviour (emotional, pro social, cognitive and motivation) identified common issues amongst disadvantaged pupils.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations which the data across school reflects.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than expected. Disadvantaged attendance for 2024-2025 was 92.34% 17.28% (14 pupils) of the children who were persistently absent during 2024-2025 were disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This also includes lateness which is a significant impact on early literacy skills with an associated impact to access of the wider curriculum which has resulted in revisiting the timetable for these children.

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. This impacts on the end of KS2 data: Reading: 77% disadvantaged pupils did not meet the expected standard Writing: 77% disadvantaged pupils did not meet the expected standard
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes 2024-2025 show that 77% of disadvantaged pupils did not meet the expected standard.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes 2024-2025 show that 77% of disadvantaged pupils were working below the expected level

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes 2024-2025 show that 83.4% of disadvantaged pupils did not meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from previous data demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • parental engagement with children's learning • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils During 2024-2025 29.89% (26 children) of our disadvantaged children benefitted from our ELSA provision.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD using RWI program – including weekly Reading Leader Meetings	Education Endowment Fund Toolkit (EEF)- Extensive evidence of the positive impact of effective teaching using synthetic phonics	2, 3, 5
Phase 2 Staff CPD and whole class focus on vocabulary across school – teachers and teaching assistants	EEF: Oral Language Interventions 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress'	1, 3, 5
Reading for Pleasure-English Hub	Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self-	1, 2, 3, 5

	confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making (Clark & Rumbold, 2006; Howard, 2011; Wigfield & Guthrie, 1997).	
Metacognition- linked to the curriculum – Phased delivery	EEF- ‘There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.’	1, 3, 5
Oracy work – English Hub	EEF: ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.’	1, 3, 5
Mastery Learning CPD linked to the delivery of the Maths Curriculum – Continuation of First4Maths programme and CPD	EEF- ‘mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics’	3, 5
Partner school with English Hub to focus on improving Literacy skills across school		1,2,3, 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language provision for specific children/ groups of children, (1:1 Speech and Language, Wellcomm) Speech, language and communication skills of our youngest learners,	EEF: Oral Language Interventions ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress’ EEF-	1, 2, 3, 5 1, 2, 3, 5

writing- Gaps in basic skills (SPAG) and providing catch-up in mathematics	Small group tuition with focus on specific gaps leads to four months additional progress across the year. Teaching assistant interventions- high impact where Teaching assistants trained to deliver an intervention	
1:1 tuition in RWI and in Reading Writing and Maths in UKS2 Establish small group intervention for disadvantaged children working below the expected level	EEF - Studies show impact of 1:1 tuition in primary schools + 6 months in reading and writing, + 2 months in maths - Small group tuition with focus on specific gaps leads to four months additional progress across the year. Teaching assistant interventions- high impact where Teaching assistants trained to deliver an intervention	1, 2, 3, 5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training of ELSAs and employment of Family Support Worker and Attendance Officer	EEF 'Social and Emotional learning approaches have a positive impact on average of 4 months'	4
Zone of Regulation to continue to be rolled out across school	EEF 'Self regulation strategies have a positive impact (+3months) on average and this can be a cost effective approach to raising attainment.'	4
Personalised provision of Free School Meals Breakfast club provision	Centre For Educational Neuroscience UCL outlines the long term and short term impact of poor nutrition/ missing meals	4, 6
Provision of holiday outings and Holiday Club	EEF Outdoor Adventure Learning 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.'	4, 5, 6

	Centre For Educational Neuroscience UCL outlines the long term and short term impact of poor nutrition/ missing meals	
Subsidising educational visits, extra-curricular clubs	EEF Outdoor Adventure Learning 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes'	4 6

Total budgeted cost: £104,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 End of Year Assessment Data:

Maths

Overall - 56.5%

Disadvantaged - 16.6%

Writing

Overall - 63%

Disadvantaged - 23%

Reading

Overall - 58.7%

Disadvantaged - 23%

Combined

Overall - 50%

Disadvantaged - 16.6%

Last year's Year 6 disadvantaged cohort was made up of 62.5% SEND and 25% LAC or social care involvement. One disadvantaged child from this cohort achieved GD standard.

The data across school is showing us that there is a gap in attainment between disadvantaged and non-disadvantaged pupils. This has informed our choice of strategies for the upcoming academic year.

KS1 Phonics Screener

Overall – 70.7%

Disadvantaged – 44.4%

Year 2 Phonics Screener resits

Overall – 36.4%

Disadvantaged – 50%

Attendance

Overall - 94.86%

Disadvantaged - 92.34%

ELSA

29.89% accessed ELSA (26 children)

We have continued to follow and embed the First 4 Maths programme across the whole school to support the development of early Maths skills and to set a firm foundation to build upon. This work will continue throughout this academic year in order for us to measure impact.

We continue to use the RWI phonics programme to ensure consistency in the teaching of phonics. This has results in 44.4% of disadvantaged children in Year 1 passing the phonics screening check and 50% of disadvantaged children in Year 2 passing their resit. Children in LKS2 with specific gaps in phonics continue to be provided with a phonics input which is suitable for their needs. Children in UKS2 with specific gaps in phonics will continue to benefit from the use of the Freshstart programme. Further work is required to ensure children apply their phonic knowledge in writing and to ensure greater fluency of children when reading. We hope to address this through greater fidelity and consistency when teaching RWI phonics and a focus on reading for pleasure through work with the English Hub. We will also work with the English Hub to improve children's oracy. This work should impact both children's reading and writing outcomes.

We strive to ensure that the PPG brings the achievements of those children on par with their peers. A key element to the success of these children is building their trust and supporting their emotional well-being as well as ensuring they are in school to benefit from learning opportunities. The employment of a full time Family Support Worker, trained in ELSA, has ensured that the emotional well-being of these children has been supported and maintained at all times. This has been supported by the training teaching assistants in ELSA to support and develop emotional regulation and resilience across the school. Through our work with the Virtual School, we have now got another designated space (ERNE) on site for our wellbeing sessions to take place. The aim is for this to be a comforting and nurturing environment for our children where they feel safe to talk and work through things. In addition to ELSA supervision for specific children with identified needs, we have introduced and will continue to roll out Zones of Regulation across the whole

school. Our hope is to support all children in understanding their emotions and equipping them with self-regulation strategies in the hope that this will have a positive impact on their attainment.

The Family Support Worker continues to target any children with poor attendance, building strong relationships with families and where necessary supporting parents getting children into school through home visits/giving lifts. Phone calls are made when children are not in school and messages have not been received by school regarding the reasons for absence. This is now supported by the use of Seesaw to enable close communication and relationship building between teachers and key parents. Case studies demonstrate that the impact on specific families has been positive, however there is still an ongoing issue that we will continue to address.

Attendance continues to be an area of ongoing focus with our disadvantaged pupils falling below the expected percentage (92.34%) Through creating strong parent partnerships and a focus on attendance we are working on raising this to over 96% across school.

Children across school with a Speech and Language need continue to benefit from weekly sessions with a trained teaching assistant ensuring they can work on the objectives set by the Speech and Language therapist. This work is then supported by class teachers and teaching assistants in phase to further support the children in making progress between appointments towards their objectives.

Across school, we have had a big focus on vocabulary and improving these skills across all subject areas and year groups. During the last academic year, we started to introduce oracy across the whole school and this has been added to all long-term plans for individual subjects. Our aim is to improve the quality of talk within classrooms across all subjects in order to further support children's writing. This work will continue throughout this academic year and become more embedded into daily practice.

We strive to make it possible for our disadvantaged children to be able to take part in extra-curricular activities such as clubs and trips through subsidising the cost of these. Our aim is to ensure that our children are able to participate in a wide range of vital learning activities and experiences regardless of their financial situation. This continues to relieve the financial burden on parents and helps to build a stronger relationship and feeling of trust between school and parents.

Throughout the summer we ran visits and our most vulnerable children were selected due to being PPM/FSM and additional factors such as CiC/TAF/CIN/CP. This provided us with an opportunity to touch base with key children and families over a prolonged holiday. It also provided opportunities to gain children's voice. We received funding of £650 from the Darnhall trust to support with the cost of a coach. These holiday visits are crucial in us being able to continue to support our children and families during their time away from school and this is something we are keen to do more of.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
As per PP report
The impact of that spending on service pupil premium eligible pupils
As per evaluation and summary

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.