

St Joseph's Catholic Primary School Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	29 (8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Michelle Walsh, Principal
Pupil premium lead	John Lynch, Assistant Principal
Governor / Trustee lead	Lucia Terry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,093.21
Recovery premium funding allocation this academic year	N/A
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>	£34,672.10

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils, irrespective of their background, or challenges they face is to access a curriculum which enables them to achieve to their full potential. Our curriculum intends to be; ambitious, broad and balanced. We strive for all our pupils to experience success in a range of areas and at St Joseph's we ensure high expectations are set so all children make good progress across all subject areas through offering a spiral curriculum to support the children to know and remember more and significantly be rooted in our Catholic faith and virtues. Our pupil premium strategy intends to pinpoint challenges that are faced by our disadvantaged pupils and implement strategies to overcome these.

First and foremost, we aim to deliver high quality teaching to every pupil taking into account those pupils who are at a disadvantage and ensure gaps are identified and addressed. The Education Endowment Fund (EEF) state that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. In line with this, high quality feedback can have an impact of up to 8 months' progress according to the EEF. With this in mind, we believe that whole school CPD in these areas will support both the disadvantaged and non-disadvantaged pupils to make good or better progress.

Our strategy will follow the following four step approach:

- Diagnose pupils' needs
- Use strong evidence for support
- Implement
- Monitor and evaluate

We will ensure, as a school, we intervene in a timely manner and hold open and honest pupil progress meetings where these children will be monitored carefully in order to analyse where their learning may be hindered.

In conclusion, we strive to ensure all children share in our mission *'Following in Jesus' footsteps, caring for each other when we work, play and pray* and are able to access learning both in and outside of the classroom to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	On entry, oral language skills and vocabulary gaps are apparent in disadvantaged pupils. Assessments, observations and discussions show this as a barrier to learning and accessing the curriculum. This gap is a common challenge among our disadvantaged pupils from EYFS through to KS2.
2	The attendance gap between Pupil Premium and Non-Pupil Premium children continues to close. The attendance Champion works closely with the Pupil Premium lead to ensure families are regularly monitored and receive any additional support needed.
3	Internal assessments, observations and discussions with staff, parents and pupils show mental health and well-being are impacting attainment for some disadvantaged pupils. Mentoring and wellbeing programmes from external agencies are used to develop pupils' mental health.
4	Financial pressures on parents mean that they cannot ensure children have equal access and opportunities to the wider curriculum including extra-curricular activities. Limited parental funds can be considered to negatively impact on pupils' overall attainment and engagement. These findings are supported by the EEF and the DFE national studies on attendance.
5	Training to staff will ensure there is no unconscious bias towards Pupil premium children further raising expectations for Pupil Premium children through the RADY project.

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 and language skills and vocabulary among disadvantaged pupils.	Assessments and observations show significantly improved oral language and vocabulary skills among disadvantaged pupils. This continues to be observed through classroom observations, book scrutinies and conversations. School have signed up to the Voice 21 Oracy Programme for the next academic year which is an initiative aimed at providing support for teachers to provide a high quality oracy education.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	There is a continuation of the gap closing between rates of attendance for disadvantaged pupils being in line with their non-disadvantaged peers and the percentage of disadvantaged pupils with persistent absences reducing. Families feel supported and able to attend school. Number of late arrivals in the morning have reduced.
To achieve and sustain improved mental well-being for all pupils in school, particularly disadvantaged pupils	There is sustained high levels of well-being, with participation in enrichment activities, particularly amongst disadvantaged pupils. Qualitative data from pupil voice, parent surveys and teacher observations indicate children's well-being and confidence has increased. This will have an impact on their overall engagement in lessons and attainment in school.
Financial difficulties will not hinder disadvantaged children in accessing a full range of experiences offered to all.	An increase in participation in enrichment, specific needs of PP children will be reviewed and decisions made on where to allocate funds. Trips, residential and clubs have been and continue to be subsidised for those who need it. Subsidised residential trips will be an option for Pupil Premium pupils.
To achieve good knowledge amongst all staff and governors around challenges disadvantaged pupils face.	Ensure staff know who these pupils are in their class. These pupils to be the focus of Pupil Progress meetings and staff to ensure these children are a focus when giving feedback and planning lessons. Information to be shared with staff to ensure they are aware of the challenges the disadvantaged pupils face and plan lessons sensitively and accordingly. Governors also to be provided with CPD around the challenges faced by Pupil Premium children and how school supports with this.

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: £31,093.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing Pupil Premium pupils with regular feedback either written or verbally forming part of the RADY project approaches implemented in school	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring).</p> <p>EEF impact +6months for feedback</p> <p>Feedback EEF</p>	5

TA provision across the school to be sufficient in order to support the delivery of the SDP	<p>Allocation of TAs to support 1:1 and small groups to address key learning points and intervention.</p> <p>EEF impact +4months for teaching assistant interventions</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,3
Mental health and well-being to form considerations when planning/teaching	<p>Considerations of the health and well-being of learners to inform planning and lesson delivery.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Compass Mental Health support, Rainbows and external Mentoring services.</p>	2,3,4

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

Budgeted cost: Part of figure above + £419

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching strategies provided through RADY to further develop the Feedback given to Pupil Premium Pupils	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>EEF impact +6months for teaching assistant interventions</p> <p>Feedback EEF</p>	1,5
Individualised instruction through International Dyslexia Learning programme	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p> <p>EEF impact +4 months for Individualised instruction</p> <p>Individualised instruction EEF</p>	

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing pupils' cultural capital and attendance e.g. Young	Teaching creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating wider arts education helps to better outcomes.	4

Voices (choir), educational visits, sporting events, Year 6 residential.	<p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>The EEF recognise that outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	
Staff training and external agency support where needed to target children's specific needs, e.g. counselling, mentoring, Rainbows, etc to boost well-being, self-esteem and confidence. Whole staff training on behaviour management and emotional coaching	<p>Approaches to improve children's behaviour, social skills and self-esteem can contribute to their academic progress along with a decrease in problematic behaviours.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3
Attendance Support and SLT time to monitor attendance and engage with parents offering support where needed so that attendance can be improved.	<p>Improved attendance allows children increased teaching and intervention time in order to close any attainment gaps and supports interactions with their peers.</p> <p>Regular monitoring of whole school attendance data by the Deputy and Attendance Officer to help identify reasons for absence, patterns, attendance of particular groups including children with medical conditions, mental health problems and special educational needs (SEND), can support high attendance in schools. The DfE also advise that using wider pastoral and SEND staff, who are skilled in supporting such pupils and their families, can significantly help identify and overcome barriers to attendance.</p> <p>See Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2

Total budgeted cost: £31,093.10 plus school budget additional £3,579 = **£34,672.10**

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

Year 1 Phonic Check 23/24 data

3 Pupil Premium children (9%)

100% of PP children passed the Phonic Check. 86% of all children passed the Phonic Check

Year 1 Phonic Check 24/25 data

No Pupil Premium children were in the cohort at this point

Year 6 – KS2 2024-25 data for Pupil Premium Children

Subject	Reaching Expected Standard+	Above Expected Standard
Reading	100%	33.3%
Writing	100%	33.3%
Grammar, Punctuation and spelling	66.6%	33.3%
Mathematics	100%	33.3%
Reading, writing and Mathematics combined	66.6%	33.3%

Year 6 – KS2 2023-24 data for Pupil Premium children

Subject	Reaching Expected Standard+	Above Expected Standard
Reading	65%	35%
Writing	82%	12%
Grammar, Punctuation and spelling	76%	35%
Mathematics	71%	12%
Reading, writing and Mathematics combined	59%	12%

Externally provided programmes

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

Programme	Provider
Times Table Rockstars	TT Rockstars, Maths Circle
RADY (Raising Attainment for Disadvantaged Youngsters)	Challenging Education
Multi-sensory software for learning	International Dyslexia Learning (IDL)