

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 | 209 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| 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) | 2025 - 2028 |
| Date this statement was published | 31 st December 2025 |
| Date on which it will be reviewed | 31 st December 2025 |
| Statement authorised by | Mrs N Philpott Acting Headteacher |
| Pupil premium lead | Mrs N Philpott Acting Headteacher |
| Governor / Trustee lead | Mrs C Lynch Chair of Governors |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £28,300 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £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> | £28,300 <i>Plus £1912.75 from school budget</i> |

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Primary School, we have high aspirations for our pupils and are committed to ensuring that every pupil, regardless of background or any challenges they may face, are supported to make strong progress. Our aim is for every child to feel a true sense of belonging and to thrive across all areas of the curriculum. This commitment is rooted in our school mission: *"Growing together with Jesus in our hearts, heads and hands."* Parents and carers consistently report feeling well supported, which is reflected in the positive feedback received through questionnaires.

Leaders closely analyse the progress of all pupils each term and ensure that appropriate resources and support are in place. Funding is used carefully and thoughtfully to provide enrichment opportunities and to maintain high expectations for every learner. Our inclusive approach ensures high-quality teaching for all and fosters a school culture where pupils feel heard, seen, and fully part of the school and parish community.

Our Pupil Premium strategy ensures that funding is used purposefully and effectively to improve outcomes through high-quality teaching and targeted interventions. We are deeply committed to inclusion, and Pupil Premium pupils are not taught separately or isolated from their peers. Instead, they learn alongside classmates, benefiting from shared learning experiences, consistently high expectations, and enrichment opportunities.

St Joseph's recognise that Oracy skills set pupils up for success in school and in life. Through the Voice 21 Project, St Joseph's are equipping staff with the expertise to strengthen pupils' oracy skills, transforming learning and enhancing life chances through purposeful talk. We are developing a whole-school approach to oracy, supported by specialist training, one-to-one guidance, and a clear implementation strategy. By embedding Voice 21 practices, we aim to create a fairer and more equitable school community where every child's voice is valued and heard. Staff also actively promote pupil leadership across the school.

At St Joseph's, staff focus on the individual needs of every pupil, ensuring they are appropriately challenged and leave the school equipped with the learning behaviours and skills needed for the next stage of their education. Our inclusive strategy has proved highly effective over many years; not only for pupils eligible for Pupil Premium, but for all learners - as reflected in our strong outcomes at the end of Key Stage 2.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | It is fundamental that we give due attention to empowering and equipping all pupils with the vital oracy skills they need for life because pupils who are supported to develop strong language skills in their earliest years are more likely to succeed in school and work and lead happier lives. |
| 2 | We are aspirational in our goal to ensure that Pupil Premium pupils' attendance meets or exceeds the national average. In 2024–2025, 58.4% of Pupil Premium pupils were at risk of persistent absence, and this remains a key focus for improvement. |
| 3 | Ensuring strong foundations are built from the earliest stages of learning; especially for those with a low baseline. |
| 4 | We are committed to ensuring equitable access to sporting opportunities for all pupils. At present, only 16% of Pupil Premium pupils attend after-school sports clubs, highlighting the need to remove barriers and increase participation. |
| 5 | Given the small number of Pupil Premium pupils in each cohort, leaders place a strong emphasis on accurate, individual tracking to ensure that needs are identified quickly and support is targeted effectively. |
| 6 | Ongoing discussions with families highlight a clear need for pastoral and SEMH interventions . Support such as ELSA and Play Therapy is essential in promoting pupils' emotional wellbeing and ensuring barriers to learning are addressed. |

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 |
|--|--|
| Above national average attainment and progress (RWM) | 70%+ pupils in receipt of funding to make as much or better progress in reading, phonics and maths as other pupils in the year group expected progress |
| High levels of well-being and resilience in class | Pupils and families who require additional SEMH support report that they have received timely and high-quality pastoral support. Sustained high levels of emotional wellbeing are collected from pupil voice, pupil and parent surveys and teacher observations in |

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| | class, pupils are observed as having regulated emotions and resilient. |
| Ensuring strong foundations are built from the earliest stages of learning | Pupils demonstrate age-appropriate language and communication skills by the end of EYFS. Increased number of pupils achieving expected standards in Speaking and Listening. Early gaps in vocabulary are identified and staff are committed to filling these gaps |
| Attendance in line with national Average or above | Attendance of PP pupils continues to be in line with or above National Figures (2024/25 94.8%) SLT are engaging with parents to establish next steps for any child at risk of persistent absence |
| Equitable access to sporting opportunities for all pupils. | More Pupil Premium pupils access funded or subsidised sporting activities and resources. Identified barriers are reduced or removed. |
| High reading, writing and oracy levels | Pupils will be able to talk their writing and show stamina in their writing tasks. Outcomes will improve across the school for EXS and GDS pupils. Lesson visits and book look shows the curriculum is consistently delivered across all classes to all pupils |

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: £7151.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Develop oracy across the school (in all subjects and all classes) and Whole staff Voice 21 CPD | The Education Endowment Foundation (EEF) provides evidence that oral language interventions, also known as oracy, have a significant impact on pupils' learning and development. A whole school approach will ensure enhancing pupils' literacy and language skills is a priority and staff will understand this is crucial for pupils' | 1 |

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| | overall educational and personal development. Oral language interventions EEF | |
| To provide opportunities for whole school assessment to further respond to the needs of all pupils and ensure strong foundations | Strong foundations in the first years of school - GOV.UK Termly moderation exercises we will see that teacher knowledge is consistently used and applied to increase writing accuracy based on strong foundations. Reflections on Strong Foundations in the First Years of School | 3,5 |
| Retention of teaching staff | Pupils experience consistent routines and expectations , trust and rapport build over time Transitions between teachers are reduced, helping pupils feel secure Recruiting, retaining, and supporting teachers EEF | 1,2,3,6 |
| Delivery of whole school Widgit software | A Whole school approach to language and communication in order to meet the specific needs of disadvantaged pupils with SEND and all pupils Special Education Needs in Mainstream Schools recommendations Education Endowment Foundation | 1,3,4,5 |
| Continued CPD opportunities | Staff training helps improve the quality of T&L. Improved wave one teaching can support pupils in making accelerated progress and links to reducing the need for targeted intervention Effective Professional Development EEF | 1,3,5 |

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

Budgeted cost: £10,908.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|---|-------------------------------|
| One-to-one English Support | 7 hours targeted intervention to meet the specific needs of disadvantaged pupils with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1,3,5 |
| Early morning IDL Intervention | Opportunities for pupils to attend early morning maths, touch typing and English sessions. | 1,3,5 |

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| | Selecting interventions EEF | |
| Additional reading sessions targeted at pupils who require further phonics support in all classes. | Interventions alongside Quality First teaching This initiative proved highly successful last year, with all participating pupils making measurable progress.. Catch Up Literacy - first trial EEF | 3 |

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

Budgeted cost: £ 12,152.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------|---|-------------------------------|
| ELSA Support | This will have a positive impact on social and emotional development, attitudes to learning and social relationships in school. The ELSA Project in Two Primary Schools: Reflections from Key Stakeholders on the Factors that Influence Implementation BPS https://v2.educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/ | 6 |
| Kickstart | Physical activity has important benefits in terms of health, wellbeing and physical developments. Kickstart is a way to include all pupils into exercise. Physical activity EEF | 6 |
| Create Hope Play Therapy | With the help of play therapy, pupils can learn how to build secure and healthy relationships. School-level support with social and emotional learning approaches can have a positive impact and reduce exclusions in vulnerable pupils. Evidence shows Play Therapy helps pupils to effectively manage emotions is beneficial to pupils. Play-based learning EEF | 6 |
| Culture Day | Research shows a culture day broadens vocabulary and world understanding and exposes pupils to knowledge and experiences which can support all areas of the curriculum e.g. Writing A culture day also brings a sense of belonging to the pupils and their families, which helps attendance Build a culture of community and belonging for pupils EEF | 2,6 |
| Chat Circles | All sessions are circle-based, promoting equality of voice, active speaking and listening, and shared responsibility – core principles of our peace-building approach in school. Oral language interventions EEF | 1,6 |

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| Attendance | Monitor attendance of all pupils at school so that attendance of PP pupils is in line with peers and above NA (NA PP= 92.1%) Supporting school attendance EEF | 2 |
| Extra Curricular activities | There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and engagement. We ensure equitable access to extra curricular activities – including priority booking for some pupils. Physical activity EEF | 4,6 |

Total budgeted cost: £28,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Aims | | Outcomes |
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| 1. Focus on core subjects – Writing & Mathematics | | |
| Target | To make progress scores for disadvantaged pupils in core subjects (especially in Maths & Writing) through visible progress in exercise books over academic year. Special attention Y4 & Y5 PPF pupils as attainment was notably low in writing and maths. | Progress has been made – PP pupils in year 4/5 closed the gap and meeting age related expectations in reading and mathematics. PP pupils have a greater stamina for writing with 64% PP pupils meeting Age Related Expectations. |
| 2. Professional therapeutic intervention to support the emotional wellbeing of disadvantaged pupils. | | |
| Target | Therapy to help pupils to make sense of what's going on in their life and find ways of coping when things are hard. This help will also enable them to feel safer and therefore enhance their learning. | The mental health of our PP pupils was noticeable, with lots struggling to manage anxiety as well as SEN issues. 4 PP pupils benefitted from the support of Play Therapy (Create Hope) and 80% attended ELSA support. The additional TA support has enabled pupils to feel safe, build relationships with a trusted adult and for a small number, have a softer start to school each morning. |
| 3. To provide disadvantaged pupils with extended school opportunities and increase their exposure to culture capital. | | |
| Target | 80% of PPG pupils attend at least before or of After School Care. | Our offer of ASC enables PP pupils to access opportunities they may otherwise not experience. 85% of PP pupils access some before or after school care and 100% have attended at least one Educational Trip |

Additional support given in 2024-2025 to support our PP pupils:

- Sports club / extracurricular activities – funded for every PPG child
- Participation in sporting tournaments
- All trips and additional activities are fully or part-funded for every PPG child
- Additional time put into daily reading/reading plus for any PPG pupils at risk of not meeting age-related expectations
- Laptops, tablet device and other technology available to support any PP pupil who requires this support.

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 Rockstars | Maths Circle |
| Kapow Art and D&T | Kapow |
| Kinetic Letters | Kinetic Letters |
| IDL English and Maths | IDL |

Service pupil premium funding (optional)

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| <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> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |

Further information (optional)

As our school do not receive a great deal of pupil premium funding in comparison with national figures, we supplement the funding with the wider school budget to ensure that our disadvantaged pupils and also pupils from families who are vulnerable but not meeting the threshold achieve well academically, experience an opportunity and knowledge rich curriculum and have their well-being supported. This plan covers a three-year period and will be reviewed annually.