

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

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Primary School, we are committed to ensuring that every pupil, regardless of their background or any challenges/barriers they may face, are supported and makes strong progress. Our goal is for every child to have a sense of belonging and to reach their full potential 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 say they feel well supported and this is evident in positive comments in questionnaires.

Our Pupil Premium strategy ensures that Pupil Premium Funding is used purposefully and effectively to improve outcomes through high-quality teaching and carefully tailored interventions. Our school have a strong commitment to inclusion and Pupil Premium pupils are not taught separately or isolated from their peers. Instead, they learn within the classroom alongside peers, benefiting from shared learning experiences and consistently high expectations, and enrichment opportunities.

Through the Voice 21 Project, St Joseph's School equips staff with the oracy expertise to transform their students' learning and life chances through talk. We are developing a whole-school approach to oracy education through one-to-one support, expert professional development and a strategic approach to implementation. In embarking on the Voice 21 project, we aim to make our community a fairer, more equitable place where all voices are valued and heard. Staff actively encourage pupil leadership across the school.

School leaders track the achievements of all children and plan opportunities and interventions in order to ensure pupils achieve their full potential (see our results or ALL pupils, including PP pupils). This inclusive approach not only ensure Quality First Teaching but it supports academic progress and ensures pupils feel full heard, seen and are a part of the school community.

More able Pupil Premium pupils are appropriately challenged to ensure they reach their full potential, learning and succeeding alongside their peers in the classroom and offered enrichment opportunities. This inclusive strategy has proven highly effective over a number of years, not only for Pupil Premium qualifying pupils but for all learners across the school, as reflected in our strong outcomes at the end of Key Stage 2.

Leaders analyse the performance of all children on a termly basis and ensure adequate resources and support is in place for all learners. Money is spent in a variety of ways to ensure every pupil receives enrichment opportunities and there are high expectations for all.

Challenges

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

Challenge number	Detail of challenge
1	35% of Pupils entitled to Pupil Premium Funding are SEND Pupils
2	On average, just 16% of pupils in receipt of Pupil Premium Funding attend the sports clubs after school
3	The proportion of Pupil Premium Pupils in each year group is small so leaders must ensure they are accurately tracked and discussed at Pupil Progress Meetings each term. E.g. Y2 (2024/25) 50% PP pupils are not meeting the expected standard in reading, writing and maths.
4	Ensuring Pupil Premium Pupils' attendance is in line with National Average or above - 2024-2025 = 58.4% pupils were at risk of being persistently absent
5	Ongoing discussions with families show there is a need for pastoral intervention in order to support wellbeing (ELSA and Play Therapy)
6	Opportunities to develop vital oracy skills are sometimes missed.

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
Ensure the pupils receiving additional funding achieve as well as those who do not, in all year groups and in all subjects - particularly in reading, maths and phonics (please note we have low numbers of PP children and 35% have SEND so statistics can be skewed).	For 70% of disadvantaged children to make as much progress in reading, phonics and maths as other children in the year group expected progress (as defined by the school's tracking system)
Although progress for all pupils is good, attainment of some PP children is not as good as other children in the cohort. Although numbers are small, leaders track these pupils to ensure the gap is closing e.g. Y2 (2024/25) 50% PP pupils are not at meeting the school's expected standard in reading, writing or maths. These children will be particularly monitored.	We will achieve this through a targeted teaching and our successful target setting. There is a big focus on reading, phonics and writing throughout the school, particularly in KS1 and EYFS and ensuring there are strong foundations.

Ensure that the PP pupils who have SEND make as much progress as those with similar starting points in their class.	35% (6) PP pupils are SEND pupils so Senco will collaborate with Leaders and class teachers to monitor the granular progress and ensure 83% meet age related progress in reading, maths and writing -Senco to support teachers with strategies
To continue to provide children and families with high quality pastoral and emotional wellbeing support.	Children and families who require additional 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.
To ensure that all pupils continue to have high attendance, including our PP children (in line with national Average or above)	Ensure that the attendance of PP children continues to be in line with National Figures (2024/25 94.8%) Attendance Lead to regularly analyse attendance data with senior leaders, referring to the LA strategy. SLT to engage with parents to establish next steps for any child at risk of persistent absence
Resilience of children when approaching learning, especially writing.	Children will be able to write and show stamina in their writing tasks. Outcomes will improve across the school for EXS and GDS children.

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 children's learning and development. A whole school approach will ensure enhancing children's literacy and language skills is a priority and staff will	6

	understand this is crucial for pupils' overall educational and personal development. Oral language interventions EEF	
Writing CPD to support writing for PP pupils	To provide training for the English Lead and teaching staff to further develop the teaching of writing across the school and implementation of the writing framework.	3
To provide opportunities for whole school assessment to further respond to the needs of PP pupils	During termly moderation exercises we will see that phonic knowledge is consistently used and applied to increase writing accuracy. Expected level is secured for all identified pupils and staff use comparative judgement to ensure quality assurance	3
Retention of teaching staff	Providing cover to enable professional development (NPQH) for teachers wishing to embark on leadership	1,6
Whole school Widgit software	A Whole school approach to language and communication in order to meet the specific needs of disadvantaged pupils with SEND	1
Continued CPD opportunities through the National College subscription.	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	3
Homework club for all PPG children – staffed by qualified teachers and TAs known to them	<p>There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set. An opportunity to complete homework in school relieves pressures at home which helps PP families.</p> <p>Evidence shows that the interventions are most effective when delivered by a known adult (TA)</p>	3

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
Early morning IDL Intervention	Opportunities for PP pupils to attend early morning maths and English sessions. Ensuring this is alongside chosen friends so the pupils do not feel singled out and meets the needs of disadvantaged pupils with SEND	1
Additional reading sessions targeted at pupils who require further phonics support in all classes.	This initiative proved highly successful last year, with all participating children making measurable progress. For the coming year, support will be provided to two children in Year 3, two in Year 3 and two in Year 3. At least 95% to make at least expected progress on the programme. (Phonics Teaching and Learning Toolkit EEF)	3
Priority Booking of extra-curricular activities	PP pupils have the option to select a club or extra-curricular activity from the range on offer (both internally and externally provided) e.g musical instrument, drama, sports, Art, Lego. This is to improve wider access to the extended curriculum, socialisation opportunities and improve well-being and mental health.	5

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	Our observations through questionnaires and behaviour logs suggest that many disadvantaged pupils struggle with social and emotional issues. Issues such as anxiety, depression and low self-esteem have increased. These result in lost learning, reduced enrichment opportunities take up and concerns linked to future achievements Ten hours of ELSA (small groups and 1-1 sessions) including a lunchtime drop in for all pupils. This will have a positive impact on social and emotional development, attitudes to learning and social relationships in school.	5

	https://v2.educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/	
Kickstart	Physical activity has important benefits in terms of health, wellbeing and physical developments. Kickstart is a way to include PP pupils into exercise.	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 children Evidence shows Play Therapy helps children to effectively manage emotions is beneficial to pupils. Play-based learning EEF	5
Culture Day	Many PP pupils have fewer opportunities to explore cultural events outside of the school 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 eg. 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	3, 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.	6
Attendance	Monitor attendance of all children at school so that attendance of PP pupils is in line with peers and above NA (NA PP= 92.1%) Supporting school attendance EEF	4
Extra Curricular activities	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and engagement Providing free of charge access to activities benefits and gives opportunities that may not otherwise be available to PP children and their families.	2

Total budgeted cost: £30,212.75 (an overspend of £1912.75)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aims		Outcomes
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 children 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 children.		
Target	Therapy to help children 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 children with extended school opportunities and increase their exposure to culture capital.		
Target	80% of PPG children 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
<p>Additional support given in 2024-2025 to support our PP children:</p> <ul style="list-style-type: none"> • 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 children 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)

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

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 children and also children 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.