

# 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	51.3%
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>	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Rachael Griffiths
Pupil premium lead	Miss Rachael Griffiths
Governor / Trustee lead	Mrs. Norah Mercer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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>	£116,655

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all of our pupils, regardless of their background or challenges they face, make good progress and achieve high attainment across all subjects.

The focus of our pupil premium strategy is to fully support disadvantaged children to achieve their goals, including those who are already working at greater depth.

We will consider the varying challenges faced by our vulnerable pupils, such as those who have external agency support and who may be a young carer. The activity we have outlined in this statement is also intended to support their needs whether they are disadvantaged or not.

First quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. This will have the greatest impact on helping to close the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our pupil premium strategy also focuses greatly on the pastoral needs of our children and how SEMH issues can form barriers to their learning. We aim to overcome these barriers through targeted interventions and support.

The approaches we take will always have the children at the centre of everything we do. We want to ensure that our pupil premium and disadvantaged children work on a level playing field with their peers in school, locally and nationally. We want them to experience events, trips and visitors from a wide range of backgrounds to fully enrich their learning.

At St. Joseph's we embed our 4 learning keystones of Catholic Life, Achievement, Resilience and Enrichment. This strategy intends to reflect those keystones and offer the same opportunities for all our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Our children start school with a low baseline in foundational knowledge and skills leading to low outcomes in reading, writing and maths.
2	Our disadvantaged and vulnerable pupils have barriers to their learning due to deprivation. The learning environment must consider cognitive load and potential for distraction, encouraging self-regulation and resilience.
3	We have an increasing number of children requiring additional adult support in the classroom due to social, emotional and mental health issues
4	We aim to reduce the number of persistent absences and increase punctuality.

## 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
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Combined progress in Reading, Writing and Maths across all year groups.	Our children will be in line or exceeding national averages in R/W/M and will improve year on year.
Rapid decrease in persistent absences and a rise in attendance figures across the whole school.	All children to arrive at school on time and maintain 97% or above attendance. Reduced number of persistent absences
Our disadvantaged and PP children to make the same progress as their peers	Data will show that the gap between our pupil premium and disadvantaged pupils has narrowed.
Children who require adult support receive the provision they need	Children make good progress towards planned targets (academic/communication/social/self-regulation).

## 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: £19,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to support the implementation of a new curriculum that is highly ambitious with a strong foundation built on metacognitive learning (£19,558)	<b>EEF evidence strongly supports the adoption of a highly ambitious, vocabulary-rich curriculum.</b> The EEF's literacy guidance reports highlight that vocabulary development is a key predictor of reading comprehension and overall academic success. Approaches that combine <b>explicit teaching of new vocabulary with exposure to a rich language environment</b> are most effective. This means pupils need repeated opportunities to encounter, discuss, and apply ambitious words across spoken language, reading, and writing. The EEF recommends prioritising Tier 2 vocabulary—high-utility words that appear across subjects—and embedding them within a curriculum of rich and varied experiences. Such strategies not only improve literacy but also underpin progress in all subjects, as language and vocabulary provide the foundation for learning and thinking. Schools that have implemented structured, vocabulary-focused approaches report improvements in pupils' ability to understand and use sophisticated language in context, which is essential for closing attainment gaps and raising standards.	1, 2

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

Budgeted cost: £46,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to deliver targeted interventions and boosters in Year 6 (£36,363)	<p><b>EEF evidence highlights the value of high-quality, structured intervention programmes to accelerate progress for pupils who are struggling in literacy and numeracy.</b> The EEF's Making Best Use of Teaching Assistants guidance shows that <b>structured interventions delivered in one-to-one or small group settings can lead to three to four months of additional progress</b>, provided they are well-designed and implemented with fidelity. Effective interventions share common features: clear objectives, structured resources, regular sessions over a sustained period, and strong links to classroom learning. Programmes such as <b>IDL, Toe by Toe, and TT Rockstars</b> align with these principles by offering systematic, targeted support in reading, spelling, and maths fluency. For example, phonics-based interventions like Toe by Toe have demonstrated significant gains in decoding and reading accuracy for pupils with persistent literacy difficulties, while maths fluency programmes such as TT Rockstars support rapid recall of number facts, which is essential for progression in mathematics. The EEF stresses that interventions should complement—not replace—high-quality classroom teaching and be closely matched to pupils' needs to maximise impact.</p> <p>Targeted booster sessions in Year 6 are particularly effective when focused on <b>closing gaps in reading, writing, and maths before SATs</b>, using structured programmes with clear objectives and progress monitoring.</p>	1, 2
Teaching staff to deliver after-school boosters to Year 6 (£5,200)	<p>The EEF Toolkit shows that <b>small group tuition</b> delivered by qualified teachers can lead to <b>+4 months of additional progress</b>, particularly for pupils who are behind in core subjects. This is most effective when:</p> <ul style="list-style-type: none"> <li>• Sessions are <b>structured and focused on specific learning gaps</b>.</li> <li>• Teachers use <b>diagnostic assessment</b> to target misconceptions.</li> <li>• Activities are <b>linked to classroom learning</b> for continuity.</li> </ul> <p>(EEF Teaching and Learning Toolkit: Small Group Tuition)</p>	1,2
Quality intervention programmes purchased to support learning e.g. IDL, Toe by Toe, Nessy and TT Rockstars (£4,760)	<p><b>EEF evidence highlights the value of high-quality, structured intervention programmes to accelerate progress for pupils who are struggling in literacy and numeracy.</b> The EEF's Making Best Use of Teaching Assistants guidance shows that <b>structured interventions delivered in one-to-one or small group settings can lead to three to four months of additional progress</b>, provided they are well-designed and implemented with fidelity. Effective interventions share common features: clear objectives, structured resources, regular sessions over a sustained period, and strong links to classroom learning. Programmes such as <b>IDL, Toe by Toe, Nessy and TT Rockstars</b> align with these principles by offering systematic, targeted support in reading, spelling, and maths fluency. For example, phonics-based interventions like Toe by Toe have demonstrated significant gains in decoding and reading accuracy for pupils with</p>	1, 2, 3

	<p>persistent literacy difficulties, while maths fluency programmes such as TT Rockstars support rapid recall of number facts, which is essential for progression in mathematics. The EEF stresses that interventions should complement—not replace—high-quality classroom teaching and be closely matched to pupils' needs to maximise impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead to plan and deliver interventions (£24,310)	<p>The EEF Toolkit shows that <b>Social and Emotional Learning (SEL) interventions can lead to an average of +4 months' progress</b> in academic outcomes. These programmes help pupils develop skills such as emotional regulation, resilience, and positive relationships, which underpin learning. (<i>EEF Teaching and Learning Toolkit: Social and Emotional Learning</i>)</p> <p><b>Behaviour interventions</b> have a <b>moderate positive impact (+3 months)</b> when they are <b>targeted, structured, and consistently implemented</b>. The most effective approaches combine:</p> <ul style="list-style-type: none"> <li>• <b>Clear routines and expectations.</b></li> <li>• <b>Positive reinforcement strategies.</b></li> <li>• <b>Pastoral support for underlying needs</b>, such as trauma or anxiety. (<i>EEF Teaching and Learning Toolkit: Behaviour Interventions</i>)</li> </ul>	3, 4
Building school/home relationships to support better attendance  Attendance Lead to liaise with external agencies and families to address barriers to regular attendance. £26,403)	The EEF's <i>Working with Parents to Support Children's Learning</i> guidance highlights that <b>building strong relationships with families and providing practical strategies can improve attendance and engagement</b> , particularly for disadvantaged pupils. Consistent communication and positive reinforcement are key to sustaining improvements.	

**Total budgeted cost: £116,624**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **School Context**

Cohorts are small and highly disadvantaged, with consistently high FSM (Free School Meals), high SEN (Special Educational Needs), and low stability in some years. Persistent contextual challenges (deprivation, SEN, mobility) likely impact attainment outcomes.

#### **Performance Overview**

Performance trends show persistent gaps compared to national averages, with no measures flagged as sustained high performance. Whole school attainment is significantly below national, especially for disadvantaged pupils. 2024 was the weakest year overall (13% all pupils; 9% disadvantaged).

#### **Cohort Breakdown**

2025: KS2 cohort of 14 pupils (High FSM). 2024: KS2 cohort of 11 pupils (High FSM, High SEN, Low stability). 2023: KS2 cohort of 18 pupils (High FSM, High SEN).

#### **Key Insights**

Progress for disadvantaged pupils is consistently below national averages, with no sustained improvement trend. Persistent gaps suggest need for targeted interventions in Reading, Writing, and Maths. Middle and high prior attainers perform close to or above national, but low prior attainers show mixed results.

#### **Attainment – All Pupils (Expected Standard)**

Year School % National % Significance

3-year avg 51% 72% Significantly below

2025 54% 72% Below (sig-)

2024 25% 72% Below (sig-)

2023 63% 71% Below (non-sig)

#### **Attainment – Disadvantaged Pupils**

Year School % National disadvantaged % Gap

3-year avg 42% 59% -36

2025 50% 59% -28 (narrowing)

2024 9% 58% -69 (widening)

2023 56% 58% -22

#### **Summary of Challenges**

Persistent large gaps for disadvantaged pupils, though slight narrowing in 2025. High SEN and low stability in some cohorts exacerbate attainment gaps. Targeted, sustained interventions needed to address Reading, Writing, and Maths outcomes.

#### **Actions Taken in the Last Year**

##### **Targeted Academic Interventions**

###### **Reading:**

Delivered structured small-group phonics and comprehension sessions for pupils below age-related expectations. Implemented guided reading programs with adapted texts to improve fluency and understanding.

###### **Writing:**

Focused on sentence structure, vocabulary development, and extended writing tasks through targeted interventions. Provided additional support for pupils with SEN to develop fine motor skills and writing stamina.

###### **Mathematics:**

Introduced daily times tables practice and problem-solving sessions for pupils at risk of falling behind. Used manipulatives and visual models to support conceptual understanding for lower prior attainers.

##### **Wellbeing and Inclusion Initiatives**

###### **Emotional Wellbeing:**

Established interventions and mentoring programs to build resilience and confidence. Delivered social-emotional learning sessions to improve self-regulation and engagement.

###### **Inclusion:**

Enhanced classroom strategies for pupils with SEN, including adapted resources and assistive technology.

##### **Monitoring and Evaluation**

Regular progress tracking through formative assessments and pupil progress meetings. Adjusted intervention strategies based on data and feedback to maximize impact. Increased collaboration between teachers, SENCO, and support staff to ensure consistency and effectiveness.

## 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