



St Joseph's Catholic Primary School

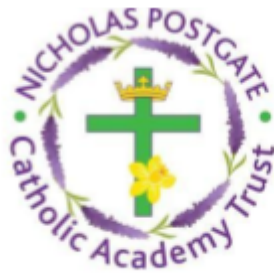
Pupil Premium Strategy Statement 2025 - 2026

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

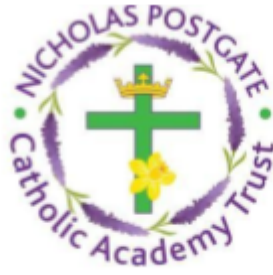
Detail	Data
School name	St Joseph's Catholic Primary School
Number of pupils in school	83 pupils
Proportion (%) of pupil premium eligible pupils	38%



Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025- 2028
Date this statement was published	September 2025
Dates on which it will be reviewed	February 2026
Statement authorised by	Gerard Eddy
Pupil premium lead	Gerard Eddy
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
Recovery premium funding allocation this academic year	£ 0



<p>Pupil premium funding carried forward from previous years (enter £0 if not applicable).</p>	<p>£ 0</p>
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£48,000</p>

Part A: Pupil premium strategy plan

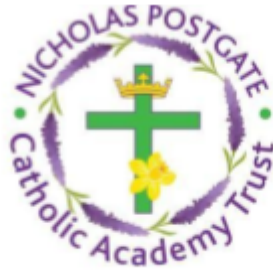
Statement of intent

Adopting a whole school approach, our intention is that all pupils in receipt of Pupil Premium funding make very good academic progress and achieve their full potential, across all subject areas.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to maximise their achievement. We ensure pupils in receipt of funding are challenged and supported in the work that they are set.

All of our children in receipt of a Pupil Premium Grant will access effective Quality First Teaching and high quality resources. They will be supported by skilled and knowledgeable teachers and teaching assistants. They will be prioritised for additional individual academic support and focused intervention.

Combined with academic support, pupils will also receive pastoral intervention addressing emotional and social needs to help them thrive and achieve well. We want our Pupil Premium children to grow in confidence. They will be nurtured to engage fully in our extracurricular program and out of school activities. We aim for all our Pupil Premium



children to leave St Joseph's academically and emotionally ready for their chosen Secondary schools .

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils make accelerated levels of progress from their own starting points.
- To support children's mental health and well-being, allowing them to approach learning with confidence.
- To increase rates of attendance amongst Pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	A number of Pupil Premium children have low academic starting points when starting the school in Early Years / joining the school in mid-year transitions.
2	Fewer numbers of disadvantaged pupils achieve Expected and Greater Depth standard in end of year and Key Stage assessments (Maths, Reading and Writing)
3	Internal assessments show that disadvantaged pupils have greater difficulties in accessing phonics and in the early stages of reading.



4	Lower than expected attendance from small number of disadvantaged pupils
5	A significant number of disadvantaged pupils are not confident learners. They also have complex needs including speech and language, social communication and social, emotional and mental health needs

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
Pupil Premium pupils to close the attainment gap in Writing	Increased levels of academic progress, irrespective of starting points. Majority of Pupil Premium children to show at least expected progress in Writing strand of the National Curriculum.
Increased levels of academic progress, irrespective of starting points to enable Key Stage 2 Pupil Premium pupils to close the attainment gap in Maths	Majority of Pupil Premium children to show at accelerated progress (from own starting points) in Maths strand of the National Curriculum.



<p>Improved progress in Reading</p> <p>Pupil Premium children are able to progress at least at expected rate through Phonics phases in EYFS and Key Stage 1</p>	<p>Large majority Pupils Premium children to pass Year 1 Phonics test / Year 2 re-sit.</p> <p>All Pupil premium children in EYFS reach end of year Phonics expectations.</p>
<p>Improve oral skills and vocabulary through targeted support and exposure to quality texts</p>	<p>Pupils show improvements with language and increased vocabulary understanding and choices</p>
<p>To develop children's self-esteem. All Pupil premium children to have a positive and resilient attitude to learning (success and setbacks).</p>	<p>Increased self-motivation and desire to improve in lessons and small group support work.</p> <p>No Pupil Premium child will not be able to take part in a school activity due to lack of parental funding.</p>
<p>Improved attendance rates for Pupil Premium children.</p>	<p>Pupil premium children's rates of attendance increase to be in line with national averages.</p>



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: £ 16, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated teaching assistant support in classrooms to enable PP to access whole curriculum</p>	<p>Educational Endowment Fund</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/teaching-assistant-interventions?utm_source=/educationevidence/teaching-learningtoolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistant</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf</p>	<p>1,2,3,5</p>



<p>To ensure children have access to a wide variety of resources. Pupils are fully supported by learning resources being made available to them.</p>	<p>Pupils always have access to the steps in learning that they require: concrete and pictorial before moving onto the abstract approach. This aids pupils understanding of a topic and enables a deep understanding to be made.</p>	<p>1,2,3,4</p>
<p>Class teachers and teaching assistants have access to high quality training to ensure that they:</p> <p>Remain up to date with current educational approaches</p> <p>Are provided with ideas to increase educational attainment for specific pupils.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>1,2,3,4</p>
<p>Ensuring that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum.</p>	<p>Children are able to make links and see connections between subject areas and different topics. The making of these links and revisiting prior skills and knowledge then consolidates and further embeds learning in their long term memory</p>	<p>1,2,3,4,5</p>



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

Budgeted cost: £ 29,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Teaching assistant hours given to support PP children. Individual and small group support for Maths to take place during afternoon sessions</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1758608981</p>	<p>2</p>
<p>Dedicated and trained teacher assistants to work with small groups of PP children from EYFS – Year 6 who are working below their Reading age group expectations.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/reading-comprehensionstrategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1758609171</p>	<p>3</p>



<p>Dedicated and trained teacher assistants to work with small groups of PP children from Years 3-6 who are working below their Writing age group expectations.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1758609171</p>	<p>1</p>
<p>Oral language support</p>	<p>Dedicated whole school approach to the teaching of vocabulary.</p>	<p>4</p>
<p>Purchase of resources to support Phonics / Maths / Reading 'catch up' support</p>	<p>Pupils to have access to individual resources, removing the need to share equipment. Pupils will consequently have a greater focus and immediate engagement with their learning.</p>	<p>1,2,3</p>

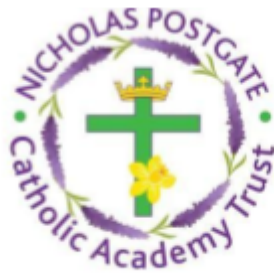
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,200



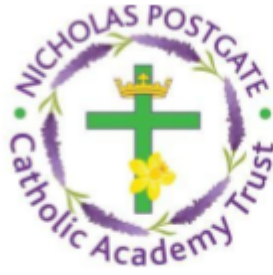
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support for PP children – purchase of uniform, subsidise residential visits and school trips</p>	<p>Greater levels of self-esteem will lead to more confident learners, engaged with learning and willing to take risks.</p> <p>Increased enjoyment and participation in school life will lead to greater participation with learning and a greater desire to fully engage with learning.</p>	<p>5, 6</p>

<p>Training for Teaching Assistants in supporting with childrens' mental well-being and anxiety.</p> <p>Teaching Assistants to support children with structured programme of support</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1758608857</p> <p>DfE Mental Health and behaviour in schools (2016)</p> <p>Purchase and use of system to identify SEL needs in children. Following initial assessment, then Teaching Assistants to work closely with individual students following recommendations.</p>	<p>5,6</p>
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<p>To work with pupils, families and outside agencies when required to improve attendance.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/evidencereviews/attendance-interventionsrapid-evidence-assessment</p> <p>Greater levels of attendance ensures children access more of the curriculum. Children are able to build on prior knowledge as opposed to having to learn missed curriculum</p>	<p>5, 6</p>
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Total budgeted cost: £ 48,700



Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

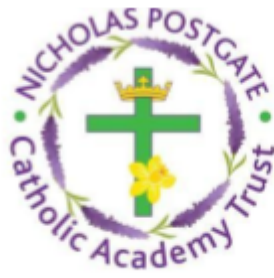
Internal assessments during 202/25 identified that the performance figures for a significant proportion of pupil premium pupils at the end of EYFS, KS1 and KS2 show below national average attainment in Reading, Writing and Maths.

A number of Pupil Premium children across the whole school did show good progress in the small group and 1:1 teaching assistant sessions and intervention programs. The pupils were able to transfer some of this knowledge to their classwork and make accelerated progress from their starting points in September.

During 2024-25, the school focused on staff training in line with DfE guidance around supporting pupils with their mental wellbeing. A small number of pupils required intensive SEL support. These Vulnerable Learners were provided with systems and procedures to help them by a trained member of staff. This support intensified during the Summer term.

A small number of pupils will still require SEL support in 2025-26 and school work closely alongside them and their families.

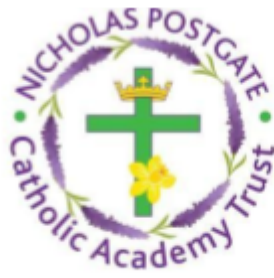
Pupil premium attendance figures, whilst improving, remained lower than national averages and against their peers. Again, when dealing with relatively small numbers, a small section of families had a significant impact on the overall data. There are a small number of Pupil Premium families who struggled with attendance. The school worked closely alongside the Trust Attendance Team and engaged with parents who required support and monitoring. A number of these families responded positively to the support offered and attendance levels for these children improved markedly. However, for a smaller number of families, this system will be used again in 2025-2026 and intense support will be available as soon as necessary.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Not applicable	



Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A