

St Joseph's Catholic Primary School



Pupil Premium Strategy Statement

2025 - 2028

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 2025-26

Detail	Data
School name	St Joseph's Catholic Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	15% (38 children)
Pupil premium funding (£) allocation this academic year	£57570 (38 children) £2230 (2 children PP+) £0 (0 service children)
Pupil premium funding (£) carried forward from previous years	£0
Total budget (£) (sum of 3 amounts above)	£59800
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2024 Reviewed September 2025
Date on which it will be reviewed	Annually - September 2026
Statement authorised by	S Jevons - Director of Primary Education
Pupil premium lead	A. Turner - Headteacher
Governor / Trustee lead	R. Ashton

Part A: Pupil premium strategy plan

Statement of intent

Through our mission and vision at St Joseph's, we believe we can maximise the impact of our pupil premium spending to 'close' and 'eradicate' the gap for our 'Ever 6 FSM' children.

AT ST JOSEPH'S WE AIM TO ACHIEVE EXCELLENCE FOR ALL:

We believe in the unseen potential of all children.

To do this all staff adopt a 'solution-orientated' approach to overcoming barriers, supporting children to develop 'growth mindsets' towards lifelong learning.

When discussing pupil performance and identifying pupils in need of support, we ensure that: teaching staff and other relevant staff are involved in the analysis of progress and identification of pupils.

To ensure pupils reach their full potential, both academically and socially, Pupil Premium funding is allocated to a number of approaches.

High Quality Teaching and Learning is at the heart of our approach . We aim to ensure staff are equipped with the support and resources to deliver a Mastery Curriculum. This approach to teaching and learning has been shown to support those living in disadvantage, alongside their peers. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy include Interventions and additional 1-1 or small group sessions for children most in need of support

Our approach to the common challenges and individual needs aims to equip pupils with the knowledge and cultural capital they need to succeed in life. We aim to ensure all students participate in a range of activities and excel.

Challenges

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

Challenge number	Detail of challenge
1	End of Key Stage 2 data indicates that outcomes in Reading, Writing, and Maths for disadvantaged children fluctuates. Outcomes in 2025 significantly improved and were above national. However, this needs to continue as PP children are tracked across the school. Maths remains a focus area, as the

	outcomes in 2023 and 2024 had declined and were below national. This therefore means the three year trend is lower. Outcomes in maths significantly improved in 2025, so the work will continue to ensure strong outcomes in 2026 and beyond.
2	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. Ongoing analysis indicates that PA levels are higher among DA than non DA
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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
To ensure that outcomes by the end of Y6 in Reading, Writing and Maths remain strong and above/in line with their peers and national	KS2 maths, reading and writing outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is at least equal to national
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, particularly on persistent absentees.	Improvements to attendance for PP children <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being below national figures and the figure among disadvantaged pupils being in line with their peers
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations Continued participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing CPD to ensure Quality First Teaching, with a particular focus on Adaptive Teaching and Inclusive Pedagogy</i>	<p>Sustained and well-targeted professional development improves teaching quality and pupil outcomes significantly. The EEF's Effective Professional Development guidance highlights that CPD focusing on subject knowledge, pedagogy, and formative assessment can lead to gains of up to 6 months' additional progress. Coaching and mentoring embed evidence-based practice and support retention of high-quality staff. This is particularly important for disadvantaged pupils who benefit most from effective instruction. Targeted CPD for teachers on maths adaptations, pedagogy, mastery approach, manipulatives and questioning.</p> <p>EEF Effective Professional Development</p>	1 & 3
<i>Maintaining teacher:pupil ratios, in particular for Y5/6 maths to enable a four way split</i>	<p>Smaller class sizes allow teachers to give more individualized attention, increasing progress by around 3 months on average. Targeted small group teaching is effective in closing attainment gaps.</p> <p>Small Group tuition Reducing class sizes</p>	1 & 3
<i>Teaching Assistants employed to deliver targeted interventions</i>	<p>EEF evidence shows that targeted interventions can have positive impact on progress</p> <p>Well trained TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum.</p>	1 & 3

	EEF supports this approach Small group tuition provides extra support for pupils with gaps in learning. Sessions are delivered to target identified gaps in reading, writing and maths.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using additional staff to provide social and emotional support to targeted children	Social and Emotional Learning (SEL) interventions improve pupils' social skills, emotional regulation, and attitudes to learning (+4 months). Targeted SEMH support can enhance wellbeing and behaviour. Social and emotional learning	3
Fund breakfast club for PP children	Strategy to enable children to be onsite before the start of the school day, to ensure they have a healthy and nutritious breakfast and to ensure that they are in a learning mindset ready for the start of the school day	2 and 3
Attendance Improvement Initiatives - Funding attendance admin role, incentives, training & collaboration with LA Attendance Officer. Funding of 'Inclusive Attendance' training	Good attendance is strongly linked with better educational outcomes. Early intervention and supportive attendance policies improve attendance and reduce persistent absenteeism. DfE Improving Attendance	2
Support for families with uniform where necessary	Ensuring that access to uniform or other resources is not a barrier to school attendance EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3
Subsidy for school clubs/trips/visits	Enrichment broadens cultural capital and life experiences, supporting engagement, confidence, and social development. Arts participation also improves wellbeing and attitudes.	3

	<p>Extra-curricular participation supports social skills, physical health, and well-being, which contribute to improved readiness to learn.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
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Part B: Review of outcomes in the previous academic year

Performance of pupil premium eligible pupils

Performance measure	2024-25
% of pupils achieving RWM combined	67%
% of pupils achieving expected standard in Reading at KS2	67%
Average scaled score - reading (PP children)	103
% of pupils achieving expected standard in Writing at KS2	67%
% of pupils achieving expected standard in Maths at KS2	67%
Average scaled score - maths (PP children)	101

Pupil premium strategy outcomes in the previous year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<p>KS2 Measures:</p> <ul style="list-style-type: none"> 67% of PP children achieved the expected standard in RWM combined, the highest in last 3 years and the attainment gap between PP at St Joseph's and all children national (62%) has been eradicated Pupil Premium children at St Joseph's performed better than Pupil Premium children nationally, with 67% compared to 47% Reading - 3 year upward trend for PP. With 67% achieving the Expected
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Standard, this is higher than the national figure of 63%, but still a gap compared to all children (75%)

- Writing - Upward trend for PP. With 67% achieving the Expected Standard, this is higher than the national figure of 59%, but still a gap compared to all children (72%)
- Maths - 3 year upward for PP. With 67% achieving the Expected Standard, this is higher than the national figure of 61%, but still a gap compared to all children (74%)

PP children across the school are tracked using data analysis tools and early intervention is put in place for any children not making sufficient progress.

Teaching:

Staff across the school have engaged in a broad range of high-quality Continuing Professional Development (CPD) aimed at enhancing curriculum delivery. CPD focused on maths, teaching for children with SEND and EAL. Quality Assurance processes indicate that teaching continues to be consistently strong, with a demonstrable impact on learning outcomes for all pupils, including those who are disadvantaged.

Additional adults were deployed to enable smaller group work and/or 1:1 sessions for disadvantaged pupils.

Targeted Academic Support:

Targeted academic support — through after school booster sessions, tuition and small group interventions — continues to have a positive impact on pupil outcomes, as captured in KS2 results. PP funding was used to keep additional adult ratios, meaning that smaller groups and interventions were able to be run, and additional adults were deployed to assist in the classroom. In addition, the funding was used to enable a fourth teacher to deliver maths to Y5/6 in the morning, meaning the children could be split into four groups to receive targeted teaching.

Wider Strategies:

Pupils identified through CPOMS, pupil progress meetings, and classroom/playground observations received timely support through 1:1 and small group SEMH interventions, delivered by a trained ELSA. These sessions had a positive impact, with pupils reporting higher levels of resilience, confidence and happiness. This is captured in Pupil survey results and pupil voice: eg

“I like talking about my emotions rather than keeping them all in”

“It’s off your mind then, which means you can focus”

“Talking helps”

“It’s helped me with my work and my mental state”

“It helps me express my feelings and set goals”

11 pupil premium children were funded to attend breakfast and after school club. Attending these sessions helped boost confidence and relationships, as they were able to mix and socialise with a wider range of children in a relaxed and game based atmosphere. In addition, the attendance for each of the 11 children improved when attending.

Attendance of Pupil Premium children remains a focus area, as by the end of the 2024-25 academic year, overall attendance of PP children was 92% compared to 94% for whole school. The proportion of PP children who were PA was also higher than whole school, so will remain a focus for the next phase of the strategy.

Uniform was purchased for Pupil Premium children, ensuring that they had full uniform and equipment

Clubs/trips - Disadvantaged pupils accessed a rich programme of enrichment activities, including Educational visits and residential trips, and a high uptake in after-school clubs across the arts, sports and academic subjects. The attendance of PP children is captured and tracked in a tracking document, and specific children are targeted and encouraged to attend. These opportunities were subsidised/funded for PP children, ensuring they had full access to our wide offer. Parent and Pupil surveys indicate they feel the wider offer of the school is strong, with a wide range of clubs and enhancements. These opportunities had positive impact, with many citing increased confidence, enjoyment, and engagement in their learning.

Summary of Impact

The 2024–2025 academic year shows clear and sustained impact of Pupil Premium funding across academic attainment, personal development, and well-being. Strategic investment in early intervention, CPD, targeted academic support and enrichment opportunities has supported disadvantaged pupils to achieve strong outcomes compared to previous years.

Service pupil premium funding (optional)

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

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