

**St Joseph's Catholic Primary School**  
**Pupil premium strategy statement 2025/26**

<b>Detail</b>	<b>Data</b>
<b>School name</b>	St Joseph's Catholic Primary School
<b>Number of pupils in school</b>	208
<b>Proportion (%) of pupil premium eligible pupils</b>	20.6%
<b>Academic year/years that our current pupil premium strategy plan covers</b>	November 2024-2027 (3-year plan)
<b>Date this statement was first published</b>	December 2024 (updated Nov 2025)
<b>Date on which it will be next reviewed</b>	November 2026 (annually)
<b>Statement authorised by</b>	Nick Conway
<b>Pupil premium lead</b>	Adele Toward
<b>Governor / Trustee lead</b>	Dr Cathy Emmerson Elizabeth Brooks

**Funding overview**

<b>Detail</b>	<b>Amount</b>
<b>Pupil premium funding allocation this academic year</b>	£ 42,800
<b>Recovery premium funding allocation this academic year</b>	£0
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£ 0
<b>Total budget for this academic year</b>	£ 42,800

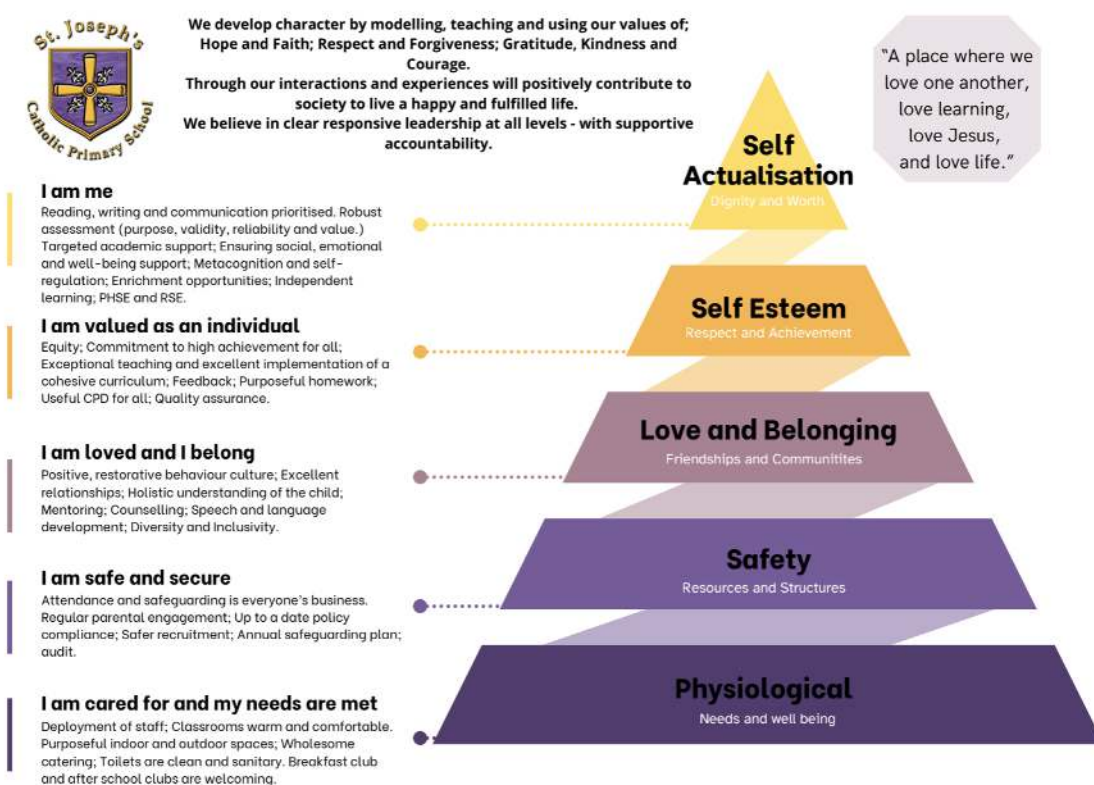
## Part A: Pupil premium strategy plan

### Strategic Commitment: Disadvantage Comes First

At St Joseph's, we place disadvantaged pupils at the heart of every decision. Our mission is to ensure they accumulate advantage—gaining the personal resources, confidence, and the access needed to thrive academically, socially, and spiritually. This philosophy is embedded across our provision and aligned with Maslow's Hierarchy of Needs, ensuring that every child's journey is supported from foundational wellbeing to aspirational achievement.

### Ultimate Objectives for Disadvantaged Pupils

- **Equity and Inclusion:** Embed principles of presence, engagement, achievement, and belonging into all aspects of provision.
- **High Expectations:** Ensure disadvantaged pupils consistently achieve age-related expectations and make accelerated progress.
- **Holistic Development:** Build resilience, confidence, and aspiration so every child can contribute positively to society.



### Our approach follows the EEF tiered model:

- **Quality First Teaching** – Consistently high-quality, tailored teaching that meets individual needs and closes attainment gaps.
- **Targeted Academic and Pastoral Support** – Personalised interventions including mentoring, feedback, and leadership opportunities to support both academic and emotional development.
- **Wider Strategies** – Removing barriers to opportunity through attendance support, cultural capital enrichment, and family engagement.

We supplement this with a robust curriculum and literacy pathways, ensuring disadvantaged pupils achieve above national averages. Attendance is relentlessly supported through daily monitoring, mentoring, and family engagement, promoting presence and belonging.

### Key Principles of Our Strategy

- **Equity, not equality:** Resources allocated according to need.
- **Catholic Social Teaching:** Dignity, solidarity, and the common good underpin decisions.
- **High expectations for all:** Every child can succeed with the right support.
- **Evidence-informed practice:** Guided by EEF research and impact evaluation.
- **Data-driven monitoring:** Tracking progress, attendance, and engagement to ensure responsive provision.

Our ethos is rooted in the words of Pope Francis:

**“Educating is an act of love; it is giving life.”**

Every child is capable of excellence when their needs are met, aspirations nurtured.

### Challenges

Strategic Commitment: Disadvantage Comes First	
Challenge number	Detail of challenge
1. Physiological & Safety Needs	We remove barriers to attendance by meeting basic needs first—through initiatives like uniform, equipment, nutrition, and a safe, welcoming environment. These ensure our most vulnerable learners feel secure, cared for, and ready to engage.
2. Love & Belonging	Disadvantaged pupils feel a strong sense of belonging and connection to the school community, supported by trusted relationships with staff, peers, and external agencies. Parents and carers are active partners in their child’s education, and where needed, we provide loco parentis care, ensuring every child has a stable and nurturing environment.
3. Esteem	We build self-belief and resilience by creating inclusive classrooms where pupils are prioritised, challenged, and supported. Tailored interventions help disadvantaged learners grow in confidence and independence, equipping them with the tools to navigate life and learning.
4. Self-Actualisation	We raise aspirations by helping pupils discover their strengths and plan for their futures. Through careers/ transition guidance, enrichment, and high-quality teaching, we prepare every learner to thrive in their next steps—whether in education, training, or employment.
5. Life to the Full & Cultural Capital	We enrich lives by expanding horizons. Disadvantaged pupils are prioritised for enrichment activities, cultural experiences, and leadership opportunities that build confidence and deepen understanding of the world. We ensure every pupil engages with the arts, heritage, and wider society—building the cultural capital that supports lifelong success.

**Intended outcomes**

Intended outcome	Success criteria
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<p><b>Physiological &amp; Safety Needs</b></p> <p>Attendance is regular and punctual because basic needs are proactively met through targeted support and inclusive systems.</p>	<ul style="list-style-type: none"> <li>• Attendance improves term-on-term and meets or exceeds national benchmarks.</li> <li>• Increased uptake of support services (learning mentors, external agencies).</li> <li>• Pupils report feeling safe and supported through surveys and pastoral feedback.</li> <li>• Identification of attendance patterns through data analysis to reduce barriers.</li> <li>• Weekly “We missed you” conversations/ positive reinforcement.</li> <li>• SLT and class teacher focus on attendance, building strong relationships.</li> <li>• Catch-up intervention from mentors to reduce impact of absence on outcomes.</li> <li>• Access to the ‘Renew Shop’ for uniform, equipment, revision guides, and essentials.</li> <li>• CPD for all staff to understand pupil needs and barriers.</li> </ul>
<p><b>2. Love &amp; Belonging</b></p> <p>Pupils feel a strong sense of belonging and connection, supported by trusted relationships with our community and external agencies.</p> <p>Parents are active partners in their child’s education, and where needed, the school provides loco parentis care, ensuring every child has a stable and nurturing environment.</p>	<ul style="list-style-type: none"> <li>• Positive responses in pupil wellbeing and belonging surveys.</li> <li>• Increased engagement in mentoring programmes and pastoral support.</li> <li>• Evidence of strong parental/carers engagement in school life (e.g., attendance at meetings).</li> <li>• Identified pupils without active parental support have a designated adult acting in loco parentis, with regular check-ins and documented support plans.</li> <li>• SLT and Learning Mentors advocate for pupils and support with homework, catch-up, praise, and rewards.</li> <li>• Students receive positive recognition in line with their peers for success and achievement.</li> </ul>

<p><b>3. Esteem</b></p> <p>Pupils develop self-confidence, resilience, and independence, supported by inclusive teaching, mentoring, and personalised learning pathways that celebrate strengths and progress.</p>	<ul style="list-style-type: none"> <li>• Pupils achieve positive behaviour points in line with their peers.</li> <li>• Increased participation in pupil voice, leadership roles, and extracurricular activities.</li> <li>• Reduction in behaviour incidents and increased positive behaviour points.</li> <li>• Evidence of personalised learning plans and successful implementation of SEND strategies.</li> <li>• Increased reading ages and progress in literacy through phonics and targeted interventions.</li> <li>• Pupils prioritised for oracy opportunities through questioning and accountable talk.</li> <li>• Class teacher marking with formative feedback prioritised for DA pupils first.</li> </ul>
<p><b>4. Self-Actualisation</b></p> <p>Pupils have high aspirations and clear goals, with academic challenge that prepares them for successful transitions into their next steps.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils have priority access to post primary school planning.</li> <li>• Attainment and progress outcomes meet or exceed national and local measures.</li> <li>• Removing barriers for attending revision sessions (e.g., resources, incentives, breakfast club/priority access to booster sessions/ intervention)</li> </ul>
<p><b>5. Life to the Full &amp; Cultural Capital</b></p> <p>Pupils engage fully in enrichment opportunities, equipped with the personal resources and confidence to participate in cultural, creative, and leadership experiences that broaden their horizons and deepen their understanding of the world.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are overrepresented in enrichment, cultural, and leadership programmes.</li> <li>• Increased confidence and participation in public speaking, performances, and community events.</li> <li>• Curriculum audits show inclusive representation of diverse cultures and experiences.</li> <li>• Pupil feedback reflects increased awareness and appreciation of cultural capital.</li> <li>• Targeted participation in masterclasses, pupil parliament, and debating opportunities.</li> <li>• Financial support for retreat programmes, spiritual/liturgical experiences, and trips.</li> <li>• Universal events and trips ensure everyone participates.</li> </ul>

## Intended outcomes

Intended outcome	Success criteria
Improved attendance	<ul style="list-style-type: none"> <li>• <b>Target:</b> Reduce persistent absence for PP pupils to <b>below 8%</b> by July 2026.</li> <li>• <b>Measure:</b> Termly attendance data compared to national benchmarks; weekly monitoring reports.</li> </ul>
Improved attainment	<ul style="list-style-type: none"> <li>• <b>Target:</b> Most <b>PP pupils achieve ARE</b> in Reading, Writing, and Maths by end of KS2.</li> <li>• <b>Measure:</b> End-of-year teacher assessments and statutory tests.</li> </ul>
Improved progress	<ul style="list-style-type: none"> <li>• <b>Target:</b> PP pupils make <b>expected progress or better</b></li> <li>• <b>Measure:</b> Termly progress data; gap analysis against non-PP peers.</li> </ul>
Improved performance in EY GLD	<ul style="list-style-type: none"> <li>• <b>Target:</b> <b>70% of PP pupils achieve GLD</b> by end of Reception.</li> <li>• <b>Measure:</b> EYFS profile data; comparison with school and national averages.</li> </ul>
Improved performance in other foundation subjects	<ul style="list-style-type: none"> <li>• <b>Target:</b> PP pupils achieve <b>ARE in at least 80% of foundation subjects</b>.</li> <li>• <b>Measure:</b> End-of-year subject assessments; moderation records.</li> </ul>

<b>Teaching (CPD, recruitment and retention)</b> <b>Budgeted cost: £ 13, 100</b>		
<b>Activity in this academic year</b>	<b>Evidence that supports this approach</b>	<b>Challenge addressed</b>
<b>Effective deployment of staff, teachers and teaching assistants to support key children</b>	NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively.	1 2 4
<b>Training teachers to effectively use oral interventions, to improve oracy; cascading training to LSA and monitoring fidelity</b>	EEF suggest a +6-month impact	1 3 4 5. 6
<b>Training on effective feedback and its delivery</b>	EEF suggest a +6-month impact	1 2 3
<b>Diagnostic assessment using GL English &amp; Maths</b>	EEF Guidance: High-quality teaching includes scaffolding, flexible grouping, and diagnostic assessment to uncover misconceptions.	ALL
<b>Targeted academic support (tutoring, one-to-one support, structured interventions)</b> <b>Budgeted cost: £ 10,700</b>		
<b>Activity in this academic year</b>	<b>Evidence that supports this approach</b>	<b>Challenge addressed</b>
<b>1:1 tutoring in school with HLTA or teacher to work with identified children</b>	NFER Report shows 16% increase in outcomes when one to one tuition used). 1:1 tuition: short, regular sessions (about 30 minutes, 3-5 /week) over a set period (6-12 weeks) result in optimum impact (+5 months gain EEF)	2
<b>Metacognition &amp; self-regulation</b>	EEF suggest a +8 months (in primary) impact	2, 3, 5
<b>Arts participation</b>	EEF suggest a +3-month impact	2, 5
<b>Wider strategies (attendance, behaviour, wellbeing)</b> <b>Budgeted cost: £19, 000</b>		
<b>Activity in this academic year</b>	<b>Evidence that supports this approach</b>	<b>Challenge addressed</b>
<b>Attendance</b>	DfE guidance: Working together to improve school attendance	1
<b>Parental engagement</b>	EEF suggest a +4-month impact	1

**Total budgeted cost: £42,800**

**Part B: Review of the previous academic year**

**Attendance**

Persistent absence for pupils eligible for Pupil Premium reduced through forensic analysis, personalised contact, and strong parental engagement. Daily monitoring and “We missed you” conversations reinforced expectations. Overall attendance improved but reducing persistent absence below 8% remains a key priority for 2025/26.

**Wellbeing**

A stronger emphasis on pupil wellbeing was maintained, ensuring access to a holistic curriculum. Opportunities for personal development were embedded through enrichment activities and pastoral support. Pupil voice surveys showed a 15% increase in positive wellbeing responses compared to the previous year, reflecting improved engagement and resilience.

**Teaching and Learning**

Approaches to teaching writing and reading across Y1–Y6 continued to show sustained improvement. Internal data indicates PP pupils’ writing attainment increased and enjoyment of reading improved, evidenced by surveys. Small-group phonics teaching and additional sessions strengthened early reading skills, contributing to high PP Phonics outcomes.

**Phonics and Early Reading**

Disadvantaged pupils performed strongly in phonics, supported by targeted interventions and close monitoring by SLT and KS1 Lead. Continuous Read Write Inc training ensured staff expertise. PP pupils achieved phonics outcomes in line with or above national averages, demonstrating the impact of consistent, high-quality provision.

**Key Stage 2 Outcomes**

The overwhelming majority of PP pupils achieved the expected standard in Reading, Writing, and Maths. Reading at Greater Depth improved from 2022 to 2025, reflecting the success of targeted interventions and high-quality teaching.

**Targeted Interventions**

Whole-school gaps in reading, writing, and maths were analysed and informed intervention planning. PP pupils receiving 1:1 tuition made progress gains closing gaps with non-PP peers.

**Early Years**

GLD for PP pupils improved though attainment remains below peers. Continued early intervention in writing and numeracy is a priority for 2025/26.

**SEND & Pupil Premium Overlap**

A significant proportion of PP pupils also have SEND. Coordinated support ensured personalised plans combining high-quality teaching, targeted interventions, and reasonable adjustments. SEND & PP pupils made expected or accelerated progress in 78% of cases, supported by external agencies and in-school mentoring.

**Impact will be measured through a robust monitoring framework, including:**

- Termly data analysis of attendance, attainment, and progress.
- Quality assurance activities led by SLT and subject leaders.
- Governor oversight: The Pupil Premium link governor meets termly with the PP lead and reports to the Full Governing Body.
- Trust-level evaluation to ensure accountability and continuous improvement.

**Future Priorities**

- Reduce persistent absence for PP pupils below 8%.
- Close EYFS GLD gap further, aiming for 70% by July 2026.
- Sustain KS2 progress and increase Greater Depth attainment in Writing and Maths.
- Strengthen cultural capital and enrichment participation for PP pupils.

Externally provided programmes	
Programme	Provider
Phonics and spelling	Read, write, inc
Reading Plus	Reading solutions
TT rockstars	Maths circle
Lexia	Lexia learning solutions
Numbots Maths circle	Maths Shed and Spelling Shed Education Shed Ltd
Age Standardised Tests	GL Assessment