

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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

| Detail | Data |
|---|--|
| School name | St Joseph's Catholic Primary Voluntary Academy |
| Number of pupils in school | 89 |
| Proportion (%) of pupil premium eligible pupils | 32 children = 35.96% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 – review 2025-2026 - plan |
| Date this statement was published | September 2025 |
| Date on which it was updated and reviewed | September 2026 |
| Statement authorised by | Headteacher and Chair of Governors. |
| Pupil premium lead | Mrs Barnsley |
| Governor / Trustee lead | Mrs D Green |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £44,880.29 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total PP budget for this academic year: If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £44,880.29 |
| Recovery Premium 2024/2025 | 0 |
| Total Pupil & Recovery Premium 2024/2025 | £44,880.29 |

Part A: Pupil premium strategy plan – 2025-26

Statement of intent – itemised costings annexed to end of report

- At St Joseph's we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.
- Our ultimate objectives are to:
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop
- resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Achieving our objectives:
- In order to achieve our objectives and overcome identified barriers to learning we will:
- Provide all teachers with high quality CPD to ensure that pupils access effective high quality teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, technology to support.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

| Challenge number | Detail of challenge – Academic Barriers |
|------------------|---|
| 1 | Low levels of Literacy – phonics, spelling, reading fluency and comprehension, writing composition |
| 2 | Poor language skills – through limited vocabulary and for some a second language |
| 3 | Low levels of Maths – lack of retention of knowledge and understanding of the basics within number |
| 4 | Poor knowledge and understanding of the wider community and world, lacking cultural capital |
| 5 | Legacy of limited home learning during lockdown |
| | Detail of challenge – External Barriers |
| 6 | Home conditions – traumatic life experiences encountered regularly |
| 7 | Poor learning behaviours – struggling to self-regulate emotions and learning behaviours |
| 8 | Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders |
| 9 | Attendance – parents do not place importance on regular, punctual attendance. |

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 |
|---|--|
| Enhance SEND provision across the school: Ofsted October 2023 Precise pupil targets for SEND pupils and SEND CPD for all staff (majority of SEND learner are also PP) | Precise targets in place for all SEND learners. Upskilling of all staff in supporting SEND learners to achieve targets and narrow the gap to non SEND learners. |
| Development and refinement of foundation subjects across the curriculum: Ofsted October 2023 | Bespoke progressive and sequenced curriculum in place across the whole school. |

| | |
|--|--|
| To achieve significant progress (from their starting points) for our disadvantaged children by the end of KS2 in writing. | KS2 writing outcomes for disadvantaged children is in line with non-disadvantaged children in 2025/26. |
| Improved reading attainment for our disadvantaged children at the end of KS2 through targeted intervention strategies. | KS2 reading outcomes in 2025/26 are in line with their non-disadvantaged counterparts. New progressive reading scheme in place from leaving the phonics scheme to Free reading. |
| Improved access for disadvantaged children to clubs and extra-curricular provisions throughout the academic year and to attend a residential trip. | Attendance at clubs by disadvantaged children in line with non-disadvantaged children by July 2026 and all pupils to have accessed a residential trip. |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Providing leadership capacity time to develop whole school SEND & Curriculum | Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (publishing.service.gov.uk) | All |
| Teaching Assistant capacity to enhance Pupil Premium and SEND pupil outcomes | Small group tuition Toolkit Strand Education Endowment Foundation EEF | All |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Small Group interventions led by Teaching Assistants. These will include diagnostic assessments and tracking throughout. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1 + 5 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>An SLA in place with an external specialist EWO service. Reinforcing the importance of attendance to all our children. Additionally there will be the continued practice of first day calling and attendance meetings with parents for Persistent Absentees.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EWO to meet Office and pastoral staff responsible for attendance weekly for an attendance meeting.</p> | 5 +6 +8 +9 |
| Full time non teaching Family Support Worker / Behaviour Mentor | <p>NSPCC: Parental mental health problems Parental mental health problems NSPCC Learning</p> <p>Pupil mental health How we're helping look after the mental health of children and young people – The Education Hub (blog.gov.uk)</p> | 2 + 5 + 6 +7 + 8 + 9 |
| Improve the accessibility of trips for all including disadvantaged children. | Disadvantaged children- examples of best practice (DFE) Social Mobility Commission 'Unequal playing field' . | All |
| Improve the availability of extracurricular clubs to all including disadvantaged children. | The school ensures that all disadvantaged children are invited and encouraged to participate in clubs free of charge. Social Mobility Commission 'Unequal playing field' . | All |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The Pupil Premium and recovery funding was used to fund the development of the whole school reading scheme books. Reading resources were purchased in order to further support children on their reading journey's.

The Pupil Premium funding was used to introduce TTRS so that all children had access to online platform to support their arithmetic skills.

All children were provided access to fully funded theatre trips and workshops.

All children had access to free after school clubs/activities.

Some Pupil Premium children were provided with access to Clicker 8.

Some children Pupil Premium children were supported with Fortis Therapy.

All pupils in Y6 were provided access to a fully funded residential trip.

All pupils and parents/carers across the whole have access to the support provided by our Family Support Worker / Behaviour Mentor.

All pupils below 98% attendance received input from our weekly attendance specialists: SLA with external company.

Externally provided programmes

| Programme | Provider |
|--------------------------|-----------------------|
| EWO services | Attendance Matters |
| TTRS | Timestables Rockstars |
| Educational Psychologist | Applied Psychologies |
| Specialist Teaching | NELC |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback and effective questioning. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly how to work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our strategy and will adjust our plan over time to secure better outcomes for pupils.

| Costing Annex: | |
|---|------------|
| Initiative | Costing |
| Full time non-teaching family support worker and behaviour mentor and additional resources. | £20,074.01 |
| Resources | £3,550 |

| | |
|---|--------|
| Teaching Assistant provision | |
| Education Psychology Attendance SLA Specialist Teaching | £6,384 |
| Y6 residential, educational visits and educational resources and rewards | £2,000 |
| Clicker | £330 |