

Pupil premium strategy statement – St Joseph’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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	239
Proportion (%) of pupil premium eligible pupils	22.2%
Date of plan	2025-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2026 and Sept 2026
Statement authorised by	Mrs Louise Bury
Pupil premium lead	Mrs Abi Hackley/Mrs Louise Bury
Governor / Trustee lead	Dr Vincent Brennan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,625.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	
Total budget for this academic year <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>	£104,625.00

Part A: Pupil premium strategy plan

Statement of intent

At **St Joseph's Catholic Primary School**, we firmly believe that every child can succeed and that no pupil should be disadvantaged in accessing the very best educational opportunities. We recognise that high quality, inclusive teaching is the greatest driver of pupil achievement, and our Pupil Premium Strategy reflects our commitment to ensuring that resources are carefully targeted to support the most vulnerable and disadvantaged pupils within our school community.

We are committed to using the Pupil Premium Grant strategically and responsively, directing funding where it will have the greatest impact on pupils' academic progress, personal development and wellbeing. Through careful assessment, ongoing monitoring and regular review of outcomes, we evaluate the effectiveness of our provision and adapt our approaches as necessary to ensure that the evolving needs of children and families are met.

At St Joseph's, we understand that barriers to learning can extend beyond the classroom. Consequently, our strategy takes a holistic approach, recognising the significant influence of social, emotional and pastoral needs on educational outcomes. We work closely with families, valuing them as key partners in their child's education, and strive to foster a strong sense of belonging and inclusion for all members of our community.

Through this strategy, we aim to remove barriers, provide equitable opportunities and ensure that disadvantaged pupils flourish academically, socially and spiritually, enabling them to achieve their full potential regardless of their circumstances.

Challenges

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

Challenge number	Detail of challenge
1 Outcome	Assessment data indicates that the proportion of disadvantaged pupils, including those with Special Educational Needs and Disabilities (SEND) , achieving Age-Related Expectations (ARE) in all subjects remains significantly below that of their non-disadvantaged peers in specific cohorts. Achievement in reading and writing specifically
2 Pastoral	Pupil's barriers to learning include emotional well-being, social and emotional needs, affecting them being in a position to be ready to learn and make progress. Evidence impacts on their attendance which impacts on their learning.

3 Attendance	Attendance data from 2025-26 demonstrates that attendance for disadvantaged pupils was lower than that of non-disadvantaged pupils. Whole school average attendance for PP 2023-24 90.4% Whole school average attendance for PP 2024-25 90% Whole school average attendance for PP 2025-2026 90.9% This remains below the National Average Non Disadvantaged average attendance 2025-2026 94.8%
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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
1.Raise standards and accelerate progress in reading, writing and maths for all disadvantaged pupils, including those with Special Educational Needs and Disabilities (SEND).	Improved progress and attainment will be evident across all pupils in receipt of Pupil Premium funding , including those with Special Educational Needs and Disabilities (SEND) . In targeted cases, pupils will demonstrate accelerated progress , reflecting the impact of high-quality teaching, tailored interventions, and inclusive practice designed to remove barriers to learning and ensure equity of achievement.
The school's priority is now to build on these improvements by increasing the proportion of disadvantaged pupils achieving the higher standard and greater depth , particularly in Writing, Mathematics and GPS. This will be achieved through continued high-quality teaching, targeted intervention, early identification of pupils with higher attainment potential and increased opportunities for challenge, reasoning and deeper learning across the curriculum.	
2. Pupil's emotional well-being, social needs are affecting children ability to their readiness to learn and make progress.	Our pupils will demonstrate positive social and emotional health which will allow them to reflect and manage their emotions successfully both now and in the future. This outcome will evidence staff commitment and understanding of Trauma Informed practice..
3. To raise the attendance of pupils in receipt of pupil premium so that it is more in line with those of peers.	Relentless attentions to attendance for all pupils and effective engagement between parents and school to improve attendance of pupil premium pupils across all year groups.

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Class teachers to target and prioritise PP children through first quality teaching.</i>	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged and lower prior attainers than other pupils. EEF Feedback	Challenge 1
<i>Additional daily reading, basic skills and behaviour for learning for those PP children who need support - a keep up, not catch up approach.</i>	Small group tuition approaches can support pupils by providing intensive, targeted academic support. Small group tuition offers an opportunity for greater levels of interaction and feedback. EEF Small Group Tuition	Challenge 1
<i>Members of staff employed to support PP children, ensuring they have acquired the basics, are able to access the learning and feel a sense of achievement.</i>	Staffing for small group tuition as a priority Ensure an average impact of four months' additional progress over the course of a year. Plan effective tuition - targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support EEF Small Group tuition	Challenge 1,2

<i>Ongoing staff training to support the needs of pp children across the school. High % across LKS2 who are both SEND and PP.</i> <i>Elsa training for member of staff</i>	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may increase academic attainment. EEF Individualised Instruction 4	Challenge 1,2 and 3
<i>Purchase of supportive technology and computing equipment to enrich the experiences of PP children and support effective assessment for learning and evaluation of provision.</i>	Evidence provided by EEF's research into 'using digital technology to improve learning suggests that technology used effectively can be the potential to increase the quality and quantity of practice that pupils undertake both inside and outside the classroom.	Challenge 1,2 and 3

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide focussed interventions for maths, reading and comprehension for PP children using staff in school.</i> <i>Phonics, times tables, reading and comp. Handwriting and letter / number formation</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support EEF Small Group tuition	Challenge 1
<i>Provide targeted pupils with free access to breakfast club to motivate pupils to be in school on time and ready to learn.</i>	Through conversations with PP pupils, low attendance and poor punctuality could be diminished if breakfast club was attended.	Challenge 3

<i>Provide nurture for those disadvantaged children who have been through or are going through trauma including decompression at the beginning and end of the school day.</i>	Mentoring for PP children may be more beneficial with the development of a trusting adult or peer. EEF Mentoring	Challenge 2
<i>Targeted parent learning sessions so that parents can better support at home. Stay and Read sessions – inviting and monitoring the PP parents ; phonics workshops; regular updates etc</i>	Parental Involvement is consistently associated with pupil's success at school. It has a positive impact on average of 4 month' additional progress. But it is crucial to consider how to engage with all parents to avoid widening the attainment gap. EEF Parental Involvement	Challenge 1,2 and 3
<i>Implementation of Precision teaching to enable PP children with specific difficulties to be supported in their learning of times tables. CATCH UP GROUPS Training for support staff</i>	More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers. EEF Individualised Instruction.	Challenge 1

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Prioritise the implementation of Nurture being available at lunchtimes.</i>		Challenge 2 and 3
<i>Provide financial support to families for school uniform, pupils to be able to visit off site educational settings and attend further opportunities eg school trips to enrich the curriculum, including taxi journeys and after school provision.</i>	School uniform policies are thought to complement the development and support of a whole school culture and approach which may assist pupil discipline and motivation. A strong start to the days supports successful learning	Challenge 1,2 and 3
<i>Fund peripatetic music, after-school clubs, trips, residential</i>	By providing physical activities free of charge, schools give pupils access to	Challenge 1,2 and 3

<i>and other extra-curricular activities. This will enable PP children to have an enriched curriculum and will develop their cultural capital and wellbeing.</i> <i>FAME for Year 4</i>	benefits and opportunities that might not otherwise be available to them. EEF Physical Activity Pupils need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement. OFSTED 2019 EEF Aspiration/Intervention	
<i>Weekly monitoring of PP absence and regular communication and meetings with parents of persistent absentees.</i>	Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter. EEF Parental Engagement	
<i>Provide Alternative Provision for PP children</i> <i>Cost of resources for Base / Nurture and trips associated with alternative enrichment education</i>	Pupils need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement. OFSTED 2019 EEF Aspiration/Intervention	Challenge 1,2, and 3

Total budgeted cost: £ 143,000

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Fame Music Workshop	Severn Arts
Music Workshop	Rock Steady

Part B: Review of outcomes in the previous academic year 2025-2026.

Pupil Premium strategy outcomes

This details the impact that outcome our pupil premium activity had on pupils in the 2025-2026 academic year.

Intended outcome	Success criteria
1. Improve standards and progress in reading and to prompt the love of reading	Improved progress and attainment for ALL pupil premium pupils will be apparent and in specific cases accelerated progress will be made.
Pupil Premium outcomes improved significantly in 2025-2026, demonstrating the positive impact of targeted support, high-quality teaching and focused interventions. Attainment at the expected standard increased across all key measures and exceeded national outcomes in several areas. Reading, Writing and Maths combined increased from 50% to 67%. Reading expected standard improved from 50% to 67%, with the average scaled score rising from 96.2 to 104.7. Writing expected standard increased from 50% to 83%. Mathematics expected standard increased from 50% to 83%, with the average scaled score rising from 96.6 to 101.8. GPS expected standard increased from 33% to 83%, with the average scaled score improving from 95.3 to 103.0. - Reading higher standard improved from 0% to 17%. These outcomes indicate that disadvantaged pupils are securing key knowledge and skills more successfully and are increasingly achieving age-related expectations. The strongest gains were seen in Writing, Mathematics and GPS.	
2. Pupil's emotional well-being, social needs are affecting children ability to their readiness to learn and make progress.	Generate a positive influence on our pupils social, emotional and mental health, which will allow them to reflect and manage their emotions successfully in the future. Staff commitment to Trauma Informed.
There have been less exclusions this year. Consistent behaviour strategies evident Meet and Greet is embedded in the school and children know that they matter – we are continuing to embed the message so that children know the value of them being in school. This needs to be more fully understood by parents. Lunchtime provision and the investment in that has provided a structure for this time allowing children to enjoy their 'free time' and be fully ready for the afternoon learning. Less falling out and more social interaction across the school between year groups. Very successful and continue to build on this.	
3. To continue to ensure the attendance of pupils in receipt of pupil premium becomes in line with those of peers.	Effective engagement between parents and school to improve attendance of pupil premium pupils across all year groups.

Implementation of attendance records in days instead of percentages to support the demographic of our school. Parents are regularly informed. Implementation more defined strategies planned for 2026-2027 with the work with Inclusive Attendance.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.