

# Pupil premium strategy statement 2025-26 – St Joseph’s Catholic Primary School

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

Detail	Data
School name	<b>St Joseph’s Catholic Primary</b>
Number of pupils in school	<b>199</b>
Proportion (%) of pupil premium eligible pupils	<b>5.1% (10 pupils)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3
Date this statement was published	December 2025
Date on which it will be reviewed	September 2028
Statement authorised by	LGB
Pupil premium lead	Mr A Wilkes
Governor / Trustee lead	Mrs N Hackett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,316
Recovery premium funding allocation this academic year	<b>£ 0</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,316

# Part A: Pupil premium strategy plan

## Statement of intent

- Our aim at St Joseph's Catholic Primary School is to ensure that teaching and learning opportunities are equitable and meet the needs of all of our pupils, with a strong focus on our disadvantaged pupils. All staff and members of the Local Governing Body are committed to meeting the academic, social and pastoral needs of our Pupil Premium pupils.
- Each child at St Joseph's Catholic Primary School is valued and supported to achieve their full potential and further develop their talents. To achieve this aim, we ensure that robust assessment takes place along with appropriate provision in line with the children's needs.
- Pupil Premium funding will continue to be allocated following an analysis of needs of groups and individuals.

The key principles of our strategy are as follows:

- To ensure that the gap between PP and Non-PP diminishes within Reading, Writing and Maths.
- To promote and prioritise high quality teaching and learning across the school.
- To continue to support the mental health and well-being promoting a positive school ethos.
- To develop communication, language and oracy across the school with specific focus on Early Years and KS1.

## Challenges

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

Challenge number	Detail of challenge
1	PP children attain consistently lower than non PP children in all year groups in maths (Overall <b>50% PP</b> at ARE compared with <b>81% non-PP</b> )
2	Pupils not achieving at least expected attainment and progress across core subjects ( <b>43% of PP</b> pupils are at ARE in RWM compared with <b>70% non-PP</b> )
3	Pupils' readiness for the next stage in their learning journey
4	The children's mental health, wellbeing and cultural capital to lead to engagement and positive outcomes
5	PP pupils oracy, language development and oracy is below that of non-PP pupils ( <b>PP children Reading ARE 60%</b> compared with <b>84% non PP</b> )
6	A small number of our disadvantaged children have lower attendance <b>than PP pupils 93.2%</b> compared with <b>97.3% for non-PP</b>

## 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
Pupils to achieve at better than expected level of progress in reading, writing and maths	Internal data to show that targeted pupils will achieve better than expected progress in reading, writing and maths
Improved pupils' emotional health and well-being	<p>Improved levels of attendance</p> <p>Pupil voice demonstrates a positive learning attitude</p> <p>Pupil readiness for the next stage in their education journey</p> <p>Pupils personal development is excellent and leads to good outcomes</p> <p>Emotional Literacy Support Assistant has a positive impact with improved attendance levels, and pupil outcomes</p>
Continue to increase the attendance and punctuality of PP children	Close monitoring evidences that disadvantaged children's attendance increases across the year – with a reduction in persistent absence for disadvantaged children
Pupil Premium pupils' attainment to be in line with or better than non-pupil premium pupils	<p>Attainment measures on the school's tracking system (Insight) indicate same or better attainment than non-disadvantaged children and in line with national averages with an aspiration to reach Emmaus 90% target</p> <p>Edukey Provision maps demonstrate positive progress within intervention groups as evidenced through robust tracking – including evidenced by PP Teaching Assistant</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:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation update
<p>Ongoing programme of CPDF for staff:</p> <p>Develop middle leadership to enrich the school's curriculum offer</p>	<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>Mentoring and coaching for leaders and teachers</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	1, 2, 3,	Supporting subject leaders with current best practice within the subjects that they lead and CPD for staff – including the release of subject leaders – to continue to embed a culture of learning and scholarship throughout school, leading to high quality teaching and assessment to respond to the emerging needs of pupils – with an aim of ensuring that outcomes for pupil premium children improve.
Embedding CPD for teachers and support staff, with a focus on providing support, ensuring a consistent approach to teaching and learning, and collaboratively developing next steps as a team.	<p>Developing high quality teaching Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning.pdf</a></p>	1, 2, 5,	<p>Autumn 1 – All members of staff trained in I Am A Clever Writer + weekly mentoring</p> <p>Autumn 1 – WALKTHRU clusters</p>

A shared CPD plan, regular monitoring, and phase meetings will deliver professional development and offer staff ongoing support			
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed																
One-to-one tuition support for identified children following diagnostic assessments	<a href="#">One to one tuition   EEF</a>	1, 2, 3, 5																
Targeted, time limited and clear goal driven small group support with key mathematics skills and knowledge – ongoing pre-teach and re-teach sessions with TAs. Additional interventions or 1:1 where needed. Purchase of Third Space Learning for maths interventions resources.	<a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> <a href="#">EEF Maths EY KS1 Guidance Report-2021.pdf</a>	1, 2 and 3																
Targeted small group support with key English skills (with a focus on writing) – ongoing pre-teach and re-teach sessions with TAs. Additional interventions or 1:1 where needed.	<table><tr><th>Intervention</th><th>Average Impact</th><th>Cost</th><th>Evidence Strength</th></tr><tr><td>Metacognition &amp; Self-Regulation</td><td>+7 months progress</td><td>Low</td><td>Extensive evidence</td></tr><tr><td>Reading Comprehension Strategies</td><td>+6 months progress</td><td>Very low</td><td>Strong evidence</td></tr><tr><td>Oral Language Interventions</td><td>+6 months progress</td><td>Low</td><td>Strong evidence</td></tr></table>	Intervention	Average Impact	Cost	Evidence Strength	Metacognition & Self-Regulation	+7 months progress	Low	Extensive evidence	Reading Comprehension Strategies	+6 months progress	Very low	Strong evidence	Oral Language Interventions	+6 months progress	Low	Strong evidence	1, 2, 3, 5
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Metacognition & Self-Regulation	+7 months progress	Low	Extensive evidence															
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Oral Language Interventions	+6 months progress	Low	Strong evidence															
The development of Oracy across the	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfounda- tion.org.uk/education-evidence/teaching-</a>	1, 2, 3, 5																

school in order to improve reading comprehension, reasoning and metacognitive skills, as well as deepening understanding across through curriculum through exploratory talk, questioning, and structured dialogue.	<a href="#">learning-toolkit/oral-language-interventions</a>  <a href="#">Voice 21: Improving Oracy - second pilot   EEF</a>  <p>Strong oracy skills support vocabulary growth and comprehension, which are critical for reading and writing attainment</p> <p>Pupils who can articulate ideas clearly are better able to engage in reasoning and problem-solving, improving outcomes in maths and science as well.</p> <p><b>EEF notes:</b> Oracy is not just about public speaking—it includes exploratory talk, questioning, and structured dialogue that deepen understanding.</p>	
Introduce peer tutoring and metacognitive strategies to boost independent learning	<a href="#">Metacognition and Self-Regulated Learning   EEF</a>	1, 2, 3, 5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support for children to help with transition (including Emotional Literacy Support and Learning Support Service)	<a href="#">Social and emotional learning   EEF</a> <p>Supports the need for mental wellbeing enabling pupils to access learning.</p>	4, 6
Ongoing mental health and well-being support from	<a href="#">Social and emotional learning   EEF</a> <a href="#">Schools identify low literacy skills and poor attendance as the...   EEF</a>	3, 4, 6

<p>SENCo and senior mental health lead</p> <p>Wellbeing Interventions set up across the school to address social skills</p>	<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning, attendance and homework.</p>	
<p>Support in ensuring PP children are able to engage in school trips and after school clubs.</p> <p>Providing support where needed to improve attendance in these activities across the school year.</p>	<p>Provide a number of academic and wider experiences for Pupil Premium children as evidenced through personal development curriculum document and pupil voice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><a href="#">The Knowledge. Can adventure learning improve outcomes?</a></p> <p><a href="#">The Knowledge. Can adventure learning improve outcomes?</a></p> <p><a href="#">ED620303.pdf</a></p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	<p>4, 6</p>
<p>Support for PP children and families where impacted by wider social and economic factors</p>	<p>Targeting the social and emotional needs of families who require additional support – supporting cultural capital. Engagement in wider opportunities supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum.</p> <p><a href="#">the curriculum.</a></p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	<p>4, 5</p>
<p>Support in ensuring that the attendance of our disadvantaged children is in line with non-disadvantaged children.</p>	<p><a href="#">Supporting school attendance   EEF</a></p> <ul style="list-style-type: none"> <li>• <i>Improving attendance not only boosts attainment but also reduces risk of:</i></li> <li>• <b>Exclusion and NEET status</b> (Not in Education, Employment or Training).</li> <li>• <i>Long-term negative life outcomes linked to poor school engagement</i></li> <li>• <i>Disadvantaged pupils are disproportionately affected by absence due to factors like poverty, family stress, and health issues.</i></li> </ul> <p>Careful daily monitoring of attendance for PP children by PP Teaching assistant and Principal.</p> <p>Analysis of attendance document.</p>	<p>3, 6</p>

	<p>Issuing letters in line with Emmaus attendance policy and Principal following local authority procedures.</p> <p>Targeted support to increase attendance of disadvantaged children.</p> <p>Support for families where additional support is required by families to increase attendance in school.</p> <p>Ensure a high quality, engaging curriculum offer to lead to increased and sustained attendance in school.</p>	
	<p>Emotional Literacy Support Assistant training for teaching assistant to support children's complex needs that have emerged, leading to improved outcomes and children who are secure in their environment and prepared for their next stage in education.</p> <p>Supporting pupils' social, emotional and behavioural needs with further CPD in Emotional Literacy Support Assistant (1 adult) training and restraint (3 adults)</p> <p>CPD provided to staff by Mental Health Leader and ELSA – developing skills to support pupils within and outside school to increase cultural capital and prepare the children for their next stage in education</p>	3, 4, 6



## 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.

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#### Whole school – attainment

Based on 15 children

Subject	Pupil Premium % EXS + above	Pupil Premium % above	Non Pupil Premium % EXS + above	Non Pupil Premium % above
Reading	60%	27%	84%	21%
Writing	60%	20%	76%	10%
Maths	47%	7%	81%	19%
Combined	43%	7%	70%	9%

*\*Within the PP group there are also 4 children with SEND. A comparison of the groups is below and demonstrates attainment more in line with non-PP children.*

Subject	Pupil Premium + SEND % EXS + above	Pupil Premium + SEND % above	Pupil Premium Without SEND % EXS + above	Pupil Premium Without SEND % above
Reading	25%	0%	72%	36%
Writing	25%	0%	72%	27%
Maths	25%	0%	54%	9%
Combined	0%	0%	55%	9%

In Year progress (Expected progress would be classes as '0.0')

#### Reading

##### Pupil Premium

15 pupils · Average: +0.2

##### Not Pupil Premium

183 pupils · Average: +0.1

#### Writing

##### Pupil Premium

15 pupils · Average: +0.3

##### Not Pupil Premium

183 pupils · Average: +0.0

**Maths****Pupil Premium****15 pupils · Average: -0.1****Not Pupil Premium****183 pupils · Average: +0.1**

Throughout the school year children in receipt of Pupil Premium funding were supported through quality first teaching and through the delivery of smart targets by a Level 2 teaching assistant as well as a HLTA.

As can be seen by progress measures, Pupil Premium children make good progress from their starting points, and in reading and writing better progress than non-Pupil Premium children.

**Social and emotional Wellbeing support**

Vice Principal has undertaken Senior Mental Health Lead course.

Vice Principal has undertaken positive handling and de-escalation training.

Emotional Literacy Support Assistant fully trained and has provided interventions such as Get Moving, Nurture Groups, Social Skills groups and preparation for transition which has been highly effective

PCSO course for targeted children in school.

Mental health and Wellbeing work in school – including externally provided yoga in children's mental health week.

Nurture groups provided.

Clothing allowance where required to support with social and economic emerging needs.

Hardship fund also utilised for targeted pupils.

Support for children to attend school trips/residentials.

The use of the new trim trail and mud kitchen has supported the wellbeing of children who are struggling with anxiety, behaviour low self-esteem.

Mentor link – school based therapist has supported 4 children throughout the academic year leading to improved mental health and wellbeing.

PC Kat Andrews and West Midlands police visiting school to train Junior PCSOs as well as at key times in the year (transition, bonfire nightetc)

**SEND PP children targeted support**

Numerous resources have been purchased to support both SEND and PP children such as reading pens and assessment resources.

Wellbeing resources have been purchased for the nurture Hub that have supported children's social skills and self esteem.

**Attendance****Attendance percentage**

Pupil Premium 93.2%

Not Pupil Premium 97.3%

National 94.8%

Local Authority 94.3%

Attendance is monitored daily by senior leaders and office staff. Letters to parents are sent where an attendance concern arises and parent meetings take place. Penalty notice referrals to the local authority are sent whereby a child meets the DfE threshold.

### **Curriculum Development and teaching and learning**

Senior Leaders have continued to support middle leaders to develop foundation subjects to ensure that the curriculum for all is ambitious, broad and well sequenced.

Formative and summative assessments have been developed with the use of the Insight platform and the purchase of TestBase to inform teaching assessment and in turn adapt curriculum plans.

Leaders have continued to use WALKTHRU clusters to develop pedagogical approaches throughout school, with monitoring evidencing further development of teachers' modelling, questioning and feedback, as well as the positive framing of behaviour reminders.

### **Enrichment**

- Class trips (such as Alton castle, Pioneer Centre, Black Country Living Museum, Botanical Gardens and others)
- Targeted children attended extra curricular clubs

## **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*

<b>Programme</b>	<b>Provider</b>
Maths Mastery Approach – Sustaining Programme Mastering Number Programme (Reception and KS1)	Maths Hub – no fee – teacher time to provide training to staff and attend meetings
Maths on the Move/Active Maths	RB Gym and Sport – paid through PE SPG Funding
Mentor Link Support Advisors	Mentor Link
Tom Sherrington Walkthrus	Walkthrus

## Service pupil premium funding (optional)

*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

# Key Areas for Development 2024/25 (with Supporting Data)

## 1. Pupil Premium (PP) Outcomes and Attendance

- Only 43% of PP pupils are at Age-Related Expectations (ARE) in Reading, Writing, and Maths (RWM) combined, compared to 70% of non-PP pupils.
- In Year 6, just 33% of PP pupils achieved ARE in RWM combined (vs 79% for non-PP).
- Only 50% of PP pupils are at ARE in Maths (vs 81% for non-PP).
- PP attendance is 93.2%, below the school average of 97.0% and non-PP at 97.3%.