

Pupil premium strategy statement – 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data			
School name	St. Joseph’s Catholic Primary School			
Number of pupils in school	Whole School: 2024-2025: 216 2025-2026: 2026-2027:			
Proportion (%) of pupil premium eligible pupils	Whole School: 2024-2025: 60.4% 2025-2026: 2026-2027:			
Year Group Breakdown of the proportion (%) of pupil premium eligible pupils		24/25	25/26	26/27
Proportion (%) of pupil premium eligible pupils who are also SEND	Reception:	8(38%) 4(50%)		
	Year 1:	24(77%) 12(50%)		
	Year 2:	14(67%) 5(36%)		
	Year 3:	14(40%) 3(21%)		
	Year 4:	16(64%) 7(43%)		
	Year 5:	22(67%) 6(27%)		
	Year 6:	21(67%) 5(24%)		
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025; 2025/2026; 2026/2027			
Date this statement was published	December 2024			
Date on which it will be reviewed	July 2025			
Statement authorised by	Claire Bryant (Headteacher)			
Pupil Premium lead	Claire Bryant (Headteacher)			
Governor / Trustee lead	Anne-Marie McCann (CofG)			

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,750
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0

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>	£165,750
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Part A: Pupil premium strategy plan

Statement of intent

At St. Joseph's, we strive to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. It is our intention that all pupils have high aspirations for themselves, make good progress and achieve highly in all areas of the curriculum, regardless of their starting point or the barriers to learning they may face.

The challenges faced by vulnerable learners, such as those who have a social worker or are young carers, are also taken into consideration. The activities outlined within this strategy are also intended to support their needs, regardless of whether or not they are disadvantaged.

High quality teaching is central to our approach, with a focus on areas in which the disadvantaged pupils require the most support. Ensuring an effective teacher is in front of every class, is proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting non-disadvantaged pupils in our school. A key principle behind our intended actions is to ensure that the attainment of non-disadvantaged pupils is sustained and improved alongside good progress for their disadvantaged peers. Our Pupil Premium Strategy is designed so disadvantaged learners are supported to achieve this whilst still ensuring those who are already high attainers continue to thrive.

The approach we take is responsive to the needs of individuals, small groups as well as common challenges our pupils face. Robust, diagnostic assessments are critical to ensuring the right areas of learning are addressed but alongside this, the social, emotional and mental health needs many of our pupils' face, also need to be effectively supported so they are able to focus on their learning and have the capacity to retain the knowledge they gain over time. To ensure that we are successful in effectively implementing our strategy, we will:

- Ensure the SEMH needs of all pupils are met;
- Focus on early reading and phonetic understanding to support and develop fluency, through the introduction and implementation of an updated phonics scheme as well as a focus on spelling across the school;
- Focus on the foundations of mathematical understanding to support fluency and mastery of understanding throughout school;
- Ensure our SEND provision is effective so we are able to act early to intervene at a point where a need is identified and meet the needs of all learners;
- Ensure disadvantaged pupils are effectively challenged in the work they are set through all areas of the curriculum with regular opportunities to revisit learning;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what all pupils are capable of achieving;

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication: Our assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary.

	<p>43 pupils (19.9%) including 5 pupils (2.3%) ASD with an identified SEN need have speech, language and communication as a primary need.</p> <p>The same pattern of need is also apparent within disadvantaged pupils: 25 pupils (21%) including 4 pupils (3.4%) ASD.</p>																								
2	<p>SEN: The proportion of pupils with identified SEN is higher than national.</p> <div style="text-align: center;"> <p>Pupils with SEND</p> <table border="1"> <thead> <tr> <th></th> <th># Pupils</th> <th>% Pupils</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>SEN Support</td> <td>60</td> <td>27.8%</td> <td>14.1%</td> </tr> <tr> <td>EHC Plan</td> <td>2</td> <td>0.9%</td> <td>3.0%</td> </tr> </tbody> </table> <p>Within disadvantaged pupils, this percentage remains high. In fact, 70% (42 out of 60) of all SEN pupils are also disadvantaged and, at this time, include 100% of EHCPs.</p> <div style="text-align: center;"> <p>Pupils with SEND</p> <table border="1"> <thead> <tr> <th></th> <th># Pupils</th> <th>% Pupils</th> <th>National*</th> </tr> </thead> <tbody> <tr> <td>SEN Support</td> <td>42</td> <td>35.3%</td> <td>14.1%</td> </tr> <tr> <td>EHC Plan</td> <td>2</td> <td>1.7%</td> <td>3.0%</td> </tr> </tbody> </table> </div> </div>		# Pupils	% Pupils	National	SEN Support	60	27.8%	14.1%	EHC Plan	2	0.9%	3.0%		# Pupils	% Pupils	National*	SEN Support	42	35.3%	14.1%	EHC Plan	2	1.7%	3.0%
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3	<p>Accessing the Curriculum: It is essential that all pupils are provided with the tools to enable them to access the curriculum. In addition to poor language and communication, literacy and maths skills poor on entry. In order for pupils to close the attainment gap, pupils need to be provided with the adaptations and support necessary to develop the knowledge and understanding required.</p>																								
4	<p>Attainment on entry: Whilst pupil attainment on entry has historically been below national, the number of pupils entering our Nursery and Reception classes who are not ready for school continues to rise. This includes the need to toilet train; dress and undress; communicate their needs. In addition to this, many have poor social and emotional skills as well as low levels of language and communication. Developing their social and emotional development alongside their language skills is a key priority.</p>																								
5	<p>School Context: 60.4% of all pupils are disadvantaged. Many of our pupils have limited access to activities outside of school which impacts on their own aspirations for the future as well as the experiences they have outside of school. In addition to this, there is an increasing number of our families who are subject to Child Protection or Child in Need plans, or have family support workers or other agencies involved.</p>																								
6	<p>Attendance: Over time, attendance has historically been below the national average. Poor attendance rates for disadvantaged pupils reduces their time in school and impacts on their rate of progress and attainment. More recently, there has also been an increase in the number of children who have been persistently absent due to Emotionally Based School Non-Attendance (EBSNA). Whilst the attendance gap is closing between disadvantaged and non-disadvantaged pupils, there is a significant gap in the number of pupils persistently absent.</p> <p>Whole School Attendance:</p> <p>2024-2025 (to December 2024): 93.9% (Dis: 93.4%; NonDis: 94.6%)</p> <p>2023-2024: 93.3% (Dis: 92.2%; NonDis: 94.9%)</p> <p>2022-2023: 92.5% (Dis: 91.2%; NonDis: 94.8%)</p> <p>Persistent Absences:</p> <p>2024-2025 (to December 2024): 19.9% (Dis: 26.1%; NonDis: 9.2%)</p> <p>2023-2024: 18.5% (Dis: 24.1%; NonDis: 9.7%)</p> <p>2022-2023: 26.5% (Dis: 37%; NonDis: 8.6%)</p>																								

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
Speech and language needs are quickly identified on entry to school with high quality referrals/intervention swiftly in place leading to improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is supported by other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessments.
Teaching and learning throughout school is consistently good	Monitoring evidences a high quality, consistent approach to teaching, learning and assessment throughout all phases of school. Quality teaching, learning and assessment ensures that pupils, including those with SEN, have access to the provision, interventions and support needed to make progress from their starting points.
Pupil progress from entry to school through to the end of KS2 is accelerated so an increasing proportion of pupil premium pupils achieve the expected standards (in all subjects) by the end of EYFS, KS1 and KS2. Increasing proportion of pupil premium pupils meet the expectation for Year 1 phonics check and Year 4 multiplication check.	By Year 6, pupils eligible for pupil premium have made rapid progress so that most meet age related expectations by the end of Key Stage 2. All pupil premium pupils have made good progress from their starting points. The attainment gap between pupil premium and non-pupil premium pupils has narrowed.
Increase attendance rates for pupils eligible for pupil premium across school. Significant decrease in the persistent absence figures for disadvantaged pupils. Absence rates for disadvantaged pupils currently (December 2024) 93.4% compared to 94.6% non-disadvantaged. Persistent Absence rates for disadvantaged pupils (December 2024) 26.1% compared to 9.2% non-disadvantaged.	Attendance across the school and especially for disadvantaged pupils is in line with attendance locally and nationally. The attendance gap between disadvantaged and non-disadvantaged pupils has reduced. The persistent absence rate for disadvantaged pupils has significantly reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing are evident and positively impact on all aspects of school life. Pupils are ready to learn, or receive the support that they need to thrive as individuals. Behaviour for learning is good in all lessons and behaviour records indicate a reduction in negative behaviour throughout school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of whole school resources and training for our new DFE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>(Essential Letters and Sounds)</p>	<p>Phonics approaches have a positive impact on word reading.</p> <p>Education Endowment Foundation</p>	<p>2, 3, 4</p> <p>£10,000</p>
<p>Review and purchase of standardised diagnostic assessments.</p>	<p>Standardised test can provide reliable insights into the specific strengths and areas for development for individuals and groups of children. This ensures they can receive the appropriate support.</p>	<p>1, 2, 3, 4,</p> <p>£3500</p>
<p>Opportunities for children to gain experiences outside of the classroom to enhance learning.</p>	<p>Forest School offers a unique educational experience using the outdoor environment of as a classroom. It also provides learning opportunities for children who typically do not do as well in the classroom.</p> <p>Forest Research</p> <p>Using ForestEd, an experienced provider, also provides teachers with skills and ideas to help them extend learning outside the classroom in other subjects.</p>	<p>2, 3, 4, 5</p> <p>£1500</p>
<p>Staff CPD: a range of professional development opportunities to ensure quality first teaching in all phases of the school.</p> <p>Greater awareness and implementation of metacognition and self-regulation</p> <p>Talk for Writing</p>	<p>Ensuring every teacher is supported in delivering high quality teaching is essential. Evidence shows that effective teaching is critical to improving pupil attainment.</p> <p>The early years is critical to ensuring key basic skills are acquired and secured, providing a great foundation for future learning. On entry to school, starting points are low.</p> <p>One-to-one and small group work targeted at specific pupils are effective in making quick gains when using the information gathered from assessments: Education Endowment Foundation</p> <p>EEF Metacognition and Self-Regulation</p> <p>DFE: A Strong Foundation</p> <p>Writing data remains significantly lower than national throughout the school. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to</p>	<p>1, 2, 3, 4</p>

Enhance maths provision throughout school in line with DFE and EEF guidance. Access to the Maths Hub and relevant CPD.	DFE non-statutory guidance which was written in conjunction with the national centre for Excellence in the teaching of Mathematics – evidence-based approach. EEF Guidance: Improving Mathematics in Early years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	2, 3, 4, £600
Reading Plus	Designed to develop fluency and comprehension skills. This is an evidence based programme with proven results, Reading Plus Evidence	2, 3, 4, £1800
Times Table Rockstars	The Teaching and Learning toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress. Education Endowment Foundation: Individualised Instruction	2, 3, 4, £400

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

Budgeted cost: £48,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club: We offer a free Breakfast Club for all children daily from 8am.	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's learning. Breakfast Club ensures the children are not hungry on entry to the classroom; provides social skills and interaction with their peers and can also support some pupils to attend school on time. EEF: Breakfast Club Impact	5, 6, £8,000

<p>Contributions towards educational visits so all children have the same opportunities.</p>	<p>Some of the most vulnerable children do not have the same opportunities and access to experiences as their peers; we try to enhance these provisions within the provisions we offer at school. By doing so, it not only enhances vocabulary and comprehension skills through equipping children with the experiences to enable them to infer but also promotes the development and help raise aspirations for all children. Children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in their reading and across the curriculum.</p>	<p>3, 4, 5, £1500</p>
<p>Employment of Family Support Worker.</p> <ul style="list-style-type: none"> • First day response regarding attendance; • Lead on TAFs throughout school which will incorporate attendance as required; • Meetings with parents to identify barriers to school attendance; • Liaison with Local Authority Attendance and Placement Officers as required; <p>Use of AStar Attendance to monitor attendance throughout school.</p>	<p>Parliament Committee: EEF Submitted Evidence</p> <p>Headline Findings:</p> <ul style="list-style-type: none"> • There is large variation in the strategies used in schools to improve pupil attendance. • The EEF's recent rapid evidence assessment found evidence of promise for strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance. • The overall quality of evidence on attendance is weak; there is limited high quality evidence on approaches to support attendance and the majority of studies have taken place in the USA. This is an area in which further research is required. <p>Despite the lack of quality evidence and the potential for bias in some strategies, it is evident that positive school attendance is essential to improve outcomes.</p> <p>Regular school attendance can also have a positive impact on social/emotional behaviours.</p>	<p>5, 6, £20,000</p>

Total budgeted cost: £202,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Data 2023-2024

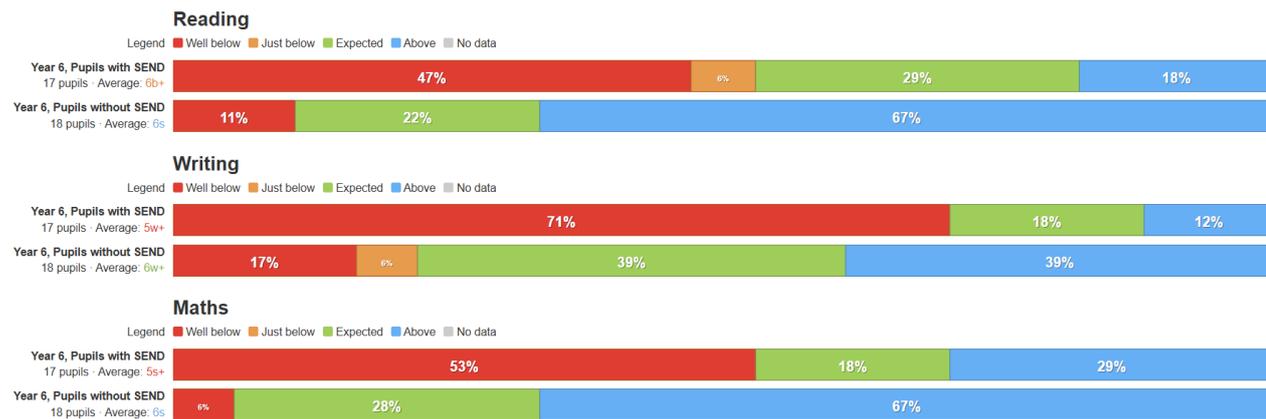
Throughout the duration of the previous Pupil Premium Strategy, end of year data for KS2 has improved. However, the combined score remains well below national due to the writing attainment. This is a whole school focus and instrumental in staff training on Talk 4 Writing. The impact on reading and maths attainment has been positive with more pupils attaining expected and those reaching the higher standard of attainment closing the gap to national. Average scaled scores have also improved demonstrating the progress made. GPS is a strength.

Phonics Screening Check										
Statistic	2018-2019		2021-2022		2022-2023		2023-2024			
	School	National	School	National	School	National	Cohort	School	National	
% of pupils passing in Year 1	65%	82%	32%	75%	50%	79%	21	76%	~ 80%	
% of pupils passing check by end of Year 2	83%	91%	69%	87%	72%	89%	31	90%	~ 91%	

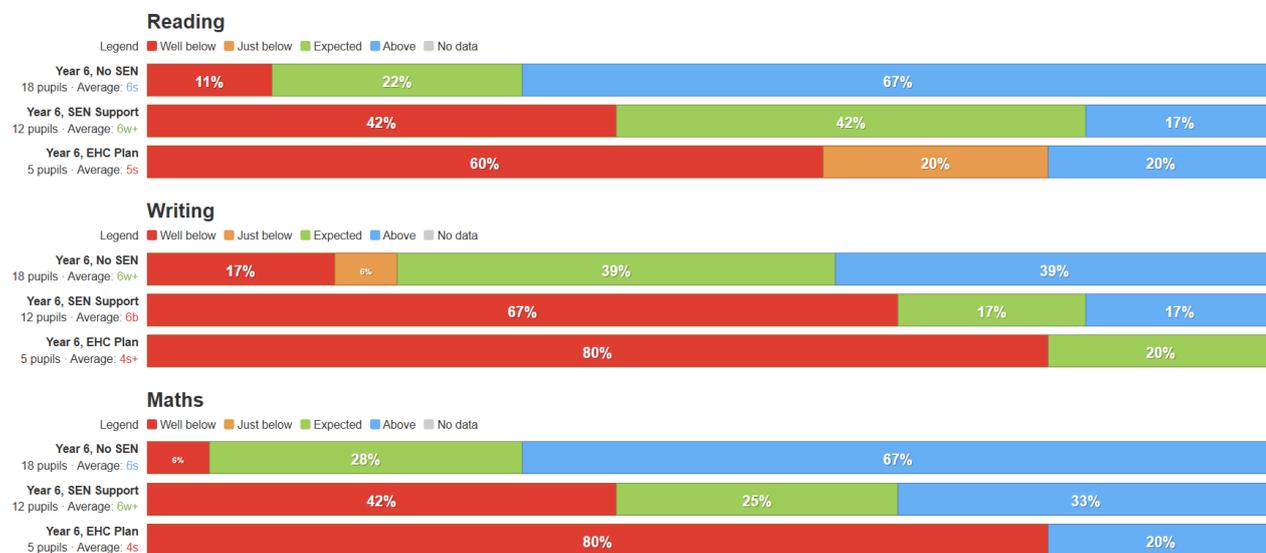
Key Stage 1										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	67%	~ 64%	29%	~ 53%	40%	~ 55%	36	33%	~ 57%
Reading, Writing & Maths combined	% of pupils working at greater depth	0%	~ 10%	0%	~ 5%	4%	~ 6%	36	0%	~ 6%
Reading	% of pupils achieving the expected standard	67%	75%	40%	67%	44%	68%	36	50%	~ 71%
Reading	% of pupils working at greater depth	4%	25%	0%	18%	16%	19%	36	3%	~ 19%
Writing	% of pupils achieving the expected standard	67%	69%	49%	58%	48%	60%	36	33%	~ 62%
Writing	% of pupils working at greater depth	0%	15%	0%	8%	4%	8%	36	3%	~ 8%
Maths	% of pupils achieving the expected standard	71%	76%	51%	68%	56%	70%	36	58%	~ 71%
Maths	% of pupils working at greater depth	8%	22%	9%	15%	8%	16%	36	19%	~ 16%
Science	% of pupils achieving the expected standard	79%	82%	74%	77%	60%	79%		-	~ 82%

Key Stage 2											
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024			
		School	National	School	National	School	National	Cohort	School	National	
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	65%	43% ■	59%	36% ■	60%	37	49% ■	61%	
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	11%	2% ■	7%	8% ●	8%	37	0% ■	8%	
Reading	% of pupils achieving the expected standard	-	73%	49% ■	74%	56% ■	73%	37	70% ■	74%	
Reading	% of pupils achieving the higher standard	-	27%	20% ■	28%	16% ■	29%	37	5% ■	28%	
Reading	Average scaled score	-	104.0	101.0 ■	105.0	102.4 ■	105.0	33	103.5 ■	105.0	
Writing	% of pupils achieving the expected standard	-	78%	48% ■	69%	56% ■	71%	37	49% ■	72%	
Writing	% of pupils working at greater depth	-	20%	7% ■	13%	12% ■	13%	37	5% ■	13%	
Maths	% of pupils achieving the expected standard	-	79%	53% ■	71%	56% ■	73%	37	68% ■	73%	
Maths	% of pupils achieving the higher standard	-	27%	11% ■	22%	12% ■	24%	37	27% ●	24%	
Maths	Average scaled score	-	105.0	99.5 ■	104.0	100.6 ■	104.0	33	105.3 ●	104.0	
GPS	% of pupils achieving the expected standard	-	78%	56% ■	72%	68% ■	72%	37	78% ●	72%	
GPS	% of pupils achieving the higher standard	-	36%	18% ■	28%	28% ■	30%	37	46% ●	32%	
GPS	Average scaled score	-	106.0	103.2 ■	105.0	104.7 ■	105.0	33	108.6 ●	105.0	
Science	% of pupils achieving the expected standard	-	83%	50% ■	79%	-	80%	37	65% ■	81%	

The chart below breaks down the end of KS2 attainment for 2023-2024.



The chart below details the same information but also broken down further into non-SEN; SEN and EHCP.

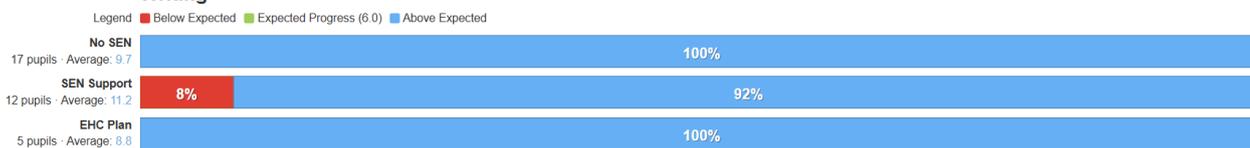


Attainment is starting to improve, however, the progress data below illustrates the impact the actions have taken on last year's Year 6 cohort. If this is sustained in other year groups moving forward, it will continue to positively impact on attainment.

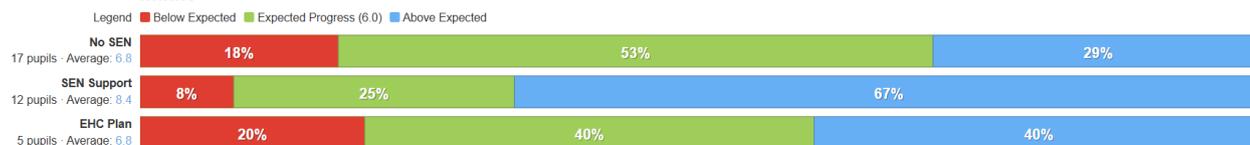
Reading



Writing



Maths



Attendance:

The impact of the focus on attendance is evident below. One area that requires further focus is reducing the persistent absentees within the disadvantaged pupils.

Whole School Attendance:

2023-2024: 93.3% (Dis: 92.2%; NonDis: 94.9%)

2022-2023: 92.5% (Dis: 91.2%; NonDis: 94.8%)

Persistent Absences:

2023-2024: 18.5% (Dis: 24.1% NonDis: 9.7%)

2022-2023: 26.5% (Dis: 37%; NonDis: 8.6%)

Externally provided programmes

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

Programme	Provider
Attendance monitoring system	A Star Attendance
RSE Programme	Ten Ten
PSHE Programme	Jigsaw PSHE
Counselling Service	Next Steps Counselling
CPD for staff	National College
Safeguarding Consultancy/ Family Support Worker	Clennell Education Solutions
Times Tables Rockstars	
Maths for Mastery	Maths Hub
Reading fluency programme	Reading Plus
Phonics Scheme	Read Write Inc

