

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

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	T.North
Pupil premium lead	T.North
Governor / Trustee lead	S.Carroll

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£18,180

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Many PP pupils are not working at ARE on entry to school.
2	Some PP eligible pupils have low attendance and or punctuality.
3	Some PP pupils have additional SEND needs.
4	Some PP pupils have emotional needs.
5	Some PP pupils have CP concerns.

## 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
Improved outcomes for disadvantaged pupils achieving the Reading expected/greater depth standard.	End of year summative data shows that disadvantaged children achieve in line with their peers or are making good progress from their starting point. This is evident through school tracking data.
Improved outcomes of disadvantaged pupils achieving the Writing expected/greater depth standard.	End of year summative data shows that disadvantaged children achieve in line with their peers or are making good progress from their starting point. This is evident through school tracking data.

Improved outcomes for disadvantaged pupils achieving the Maths expected/greater depth standard.	End of year summative data shows that disadvantaged children achieve in line with their peers or are making good progress from their starting point. This is evident through school tracking data.
Improved outcomes for Reading, Writing and Maths combined attainment for disadvantaged pupils.	End of year summative data shows that disadvantaged children achieve in line with their peers or are making good progress from their starting point. This is evident through school tracking data.
All PP children receive QFT + targeted interventions as appropriate to ensure that gaps may be closed as swiftly as possible.	Disadvantaged children make good progress and achieve at least ARE as a result of QFT and bespoke interventions. This is evident through school tracking data.
Improved outcomes with phonics and early reading fluency for disadvantaged pupils.	100% of disadvantaged pupils pass the phonics screen check in Year 2 (recheck) and in Year 1 (June 2025)
Improved attendance for disadvantaged pupils.	Disadvantaged children have at least 95% attendance. This is evident through the school attendance tracking system.
Disadvantaged children are able to manage their emotional needs effectively and consistently as appropriate to their age.	Evident through school behaviour logs as well as discussions with the pupils.
Disadvantaged children have equal opportunity to develop their cultural capital and wider experiences.	Disadvantaged children have access to trips, residential experiences and other enrichment opportunities.

## 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: £5,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training and CPD for all staff.	Proving teaching to ensure effective teaching and learning in every class. EEF Guide to the Pupil Premium.	1,2,3
QFT CPD including PE and Dance.	EEF Metacognition and self-regulation.	1,2,3
Maths Mastery CPD	EEF Mastery learning.	1,2,3
Reading Support	EEF Small group tuition EEF Reading Comprehension Strategies	1,2,3
Enrichment opportunities – Educational trips, residentials, Forest School.	EEF Metacognition and self-regulation.	1,2,3

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

Budgeted cost: £5,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions EYFS Daily reading, maths and phonics support.	(EEF – EY) Early Literacy and Numeracy approaches (EEF – EY) Play based Learning with the class teacher.	1,2,3
KS1 Daily phonics, reading fluency and comprehension interventions & stretch and challenge for the more able.	EEF Small group tuition EEF Teaching assistant intervention Phonics.	1,2,3

KS1 & KS2 Weekly maths interventions focusing on embedding basic skills and fluency and stretch and challenge for the more able.	EEF Small group tuition.	1,2,3
--	--------------------------	-------

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

Budgeted cost: £7,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling for children to support them to manage their feelings and emotions.	EEF Metacognition and self-regulation.  EEF Social and Emotional learning strategies (EEF – EY).	
Identification of barriers to attending school and support with other agencies to enable this.	School Attendance Guidance (DFE)	
Forest School provided for PP children alongside their peers supporting them with essential life skills as well as providing opportunities that they would not otherwise have.	EEF Essential Life Skills	
Access to wrap around care so that children can develop their friendships and social skills.	EEF Essential Life Skills	
Access to educational visits, residentials and other enrichment experiences to develop cultural capital.	EEF Arts Participation EEF Physical Activity	

**Total budgeted cost: £18,180**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Children who are disadvantaged made good progress from their starting points last academic year. The additional interventions are closing the gap for these pupils. This is evidenced through internal school tracking.

Through discussions with staff and parents, and logs for wellbeing sessions, pupils have shown a decreased number of pupils demonstrating emotional issues.

Children who are disadvantaged have been able to access all enrichment opportunities, educational visits and residential.

Most children have increased their attendance with support from school and other agencies.

### 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
ELS	ELS & Oxford University Press
Nessy Reading & Spelling	Nessy
Mathletics	3P Learning

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***



N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## 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 funding.*