

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
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	Spring 2026
Statement authorised by	Mrs N O’Donoghue
Pupil premium lead	Ms Katherine Taylor
Governor / Trustee lead	Mr Bryan Dion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,779
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£122,779

Part A: Pupil premium strategy plan

Statement of intent

We at St Joseph's Catholic Primary School work in partnership with parents to put children at the heart of learning and to do our best for Jesus. We believe that every child is entitled to enjoy their childhood in a safe, secure and stimulating environment. Children are valued and celebrated for their uniqueness, culture and heritage and are nurtured to achieve and develop their full potential.

The focus of our Pupil Premium strategy is to raise the attainment of all disadvantaged pupils irrespective of whether they are in receipt of Pupil Premium funding. We aim to work closely with parents and carers to enable them to best support their children with their learning. This strategy for Pupil Premium spending is written in conjunction with our five priorities in our School Development Plan.

The Plymouth CAST 'Principles of Teaching and Learning' will be implemented across the school, focusing on effective assessment strategies across the curriculum so that practitioners know what pupils have learnt, and effectively identify and close learning gaps. Ensuring high quality CPD for staff will enable us to provide the best possible learning opportunities for all our pupils and will be the key to successful pupil outcomes. Oracy, writing and the inclusion of SEN children are recognised by the whole school community as the key to knowledge is vitally important to our SDP and Pupil Premium strategy. We aim for pupils leaving St Joseph's to be able to speak clearly and to read and write fluently. Writing (particularly the teaching of grammar) has been identified as an area for improvement across the school, and we aim to increase attainment in line with other subjects.

As part of this strategy, we also aim to ensure that there is additional support and opportunities to 'catch up' quickly, for pupils who need it, including pastoral and attendance support and Early Help. Underpinning this work, we always aim for all our pupils to be active participants in our school community and feel a sense of belonging. We aim for all pupils to access wider school enhancement activities, including afterschool clubs, sporting fixtures and residential trips and take an active role in pupil leadership opportunities such as school council and the Mini Vinnies.

Challenges

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

Challenge number	Detail of challenge
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1	Attainment: Pupil Premium children frequently achieve below that of their peers at all stages of their school life (ELG, Phonics check etc
2	Vocabulary and Speech: A number of pupils are entering school with poor speech and language skills and a diminished vocabulary.
3	PP children with SEND: A third of pupil premium children also have additional SEND needs and require additional support within school to access all areas of school life effectively.
4	Attendance of pupils: A number of pupil premium children are having significant attendance issues. The attendance rate of pupil premium children is lower than non pupil premium children.
5	Pupils are not able to fully access the wider life of the school: Parents would like their children to access enrichment activities such as after school activities, music lessons and residential trips. However, limited finances can affect access to these.

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	Attainment Disadvantaged pupils will achieve in line with their peers, particularly in writing. Disadvantaged pupils will perform in line with their peers in the phonics screening check. Pupils who are behind age related expectations will make accelerated progress and will begin to catch up with their peers. Staff are consistent in their delivery of school wide systems.	Teaching of phonics, reading and writing is of a consistently high quality – this will be monitored through work scrutiny, observations, pupil voice. Whole school monitoring systems will focus on disadvantaged pupils. Any gaps in learning are identified quickly and are acted upon; these are tackled in class and, where necessary, through targeted interventions. Pupils will make at least expected progress during the year in reading, writing and maths, in line with their peers: • Pupils who are judged to be behind the age-related expectations at the beginning of the academic year will make accelerated progress. The gap will begin to close. • The percentage of pupils leaving EYFS having achieved GLD will be in line with their peers. • Pupils in Year 1 taking the phonics screening check will achieve in line with their peers. • Pupils in Year 2, assessed at the end of KS1, will achieve in line with their peers. • Pupils in Year 6 taking the KS2 statutory assessments will achieve in line with their peers.
2	Vocabulary and Speech Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3	PP children with SEND Children with SEN needs are having their needs being fully met within the classroom environment, with careful consideration by class teachers for adaptation and inclusion.	Teachers will be accurately assessing and planning for children with additional SEND needs to enable them to fully access the curriculum and thrive. SEND PP children will make the expected progress or better by the end of the year from their individual starting points. Progress and the effectiveness of their inclusion will be monitored through a range of sources such as engagement in lessons, book scrutinies and ongoing formative assessment.
4	Attendance of pupils	Sustained high attendance by 2026/27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 1%, and the

	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no lower than their peers.
5	Pupils are not able to fully access the wider life of the school Children will feel fully included in all aspects of school life.	Disadvantaged children will be more involved in clubs and music lessons in school. A higher proportion of PP children will attend residential trips. Children will report higher feelings of satisfaction and belonging to the school community.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy training for staff and a curriculum review to ensure oracy is embedded across the curriculum.	The EEF has found that ‘pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’ They found that ‘on average, oral language approaches have a high impact on pupil outcomes (+6 months’ additional progress).’ https://educationendowmentfoundation.org.uk/news/talk-to-text-integrating-oral-language (Accessed 10.11.25)	1, 2, 3, 5.
Provide ‘Talk for Writing’ training for all staff, including: - Training - Release time - Staff Meetings	Talk for Writing champions speaking and listening to build written language skills. The EEF states that Oral language can support pupils of all ages in formulating ideas, expanding vocabulary, and understanding sentence structures – all of which are essential for writing.’ They say that, ‘Purposeful oral language activities,	1,2,3

	including pupils articulating their ideas verbally before writing, can support pupils' expressive and receptive language' which can lead to improved outcomes for all children. https://educationendowmentfoundation.org.uk/news/talk-to-text-integrating-oral-language (Accessed 10.11.25)	
Training and support for all staff (teachers and teaching assistants) to better support the needs of the SEN children within their classes.	The EEF are conducting research into how best to support SEN children within the classroom and released a report in May 2025 with recommendations. They state that mainstream schools should: "Create a positive and supportive environment for all pupils, without exception ... Build an ongoing, holistic understanding of your pupils and their needs ... Ensure all pupils have access to high quality teaching... Complement high quality teaching with carefully selected small-group and one-to-one interventions ... and Work effectively with teaching assistants." https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/eeef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf (accessed 13/11/25)	1,2,3,4,5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Provide tutoring for a targeted small group of children in Y6.	Small group tuition has been shown to target individual and specific needs which result in accelerated progress and the filling of gaps in knowledge for participating children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (accessed 15/10/25)	1
KS1 phonics Provide a TA to work daily with identified groups in phonics across Y1 and Y2.	Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills	1

	particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (accessed 15/10/25)	
SEN Provide targeted interventions for individuals or small groups of SEN children.	Small group tuition has been shown to target individual and specific needs which result in accelerated progress and the filling of gaps in knowledge for participating children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (accessed 15/10/25)	1, 2, 3, 4.

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pastoral support worker and ELSA individualised support (HLTA full time).	The EEF states that: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions....Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (accessed 10/11/25)	1, 2, 3, 4
Subsidised clubs and wrap around care.	The Protocol education group states that: "Some headteachers use Pupil Premium funding to provide extracurricular activities. These could include sports clubs, music lessons, or school trips. These activities can enhance the educational experience for disadvantaged pupils, help them improve their social skills and confidence, and not	2, 4, 5

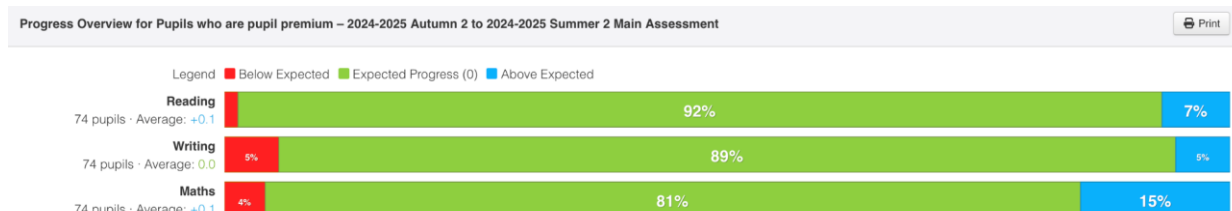
	miss out on activities they might not otherwise have access to. https://www.protocol-education.com/blog/2023/09/spending-pupil-premium-payments (accessed 10/11/25) The national wraparound childcare programme, part of the childcare reforms announced at the 2023 Spring Budget, states the government's ambition that by 2026, all parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area from 8am-6pm, so that parents can access employment and improve labour market participation. https://assets.publishing.service.gov.uk/media/65d859af6efa83001ddcc55b/National Wraparound Childcare Programme Handbook.pdf (Accessed 10/11/25)	
Subsidised school trips.	Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to develop important life skills such as leadership, teamwork and co-operation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity (accessed 15/10/25)	2, 4, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

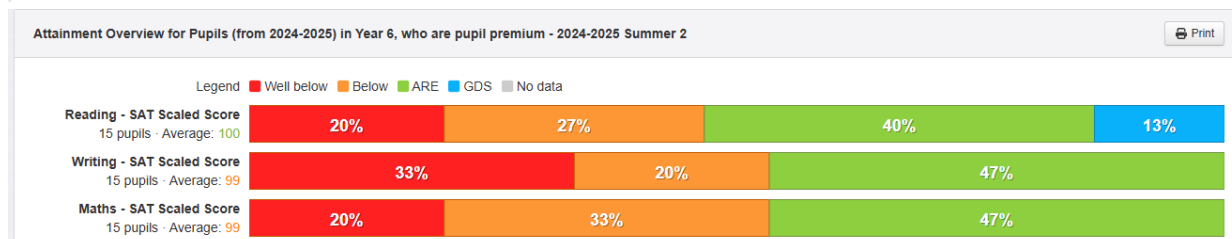
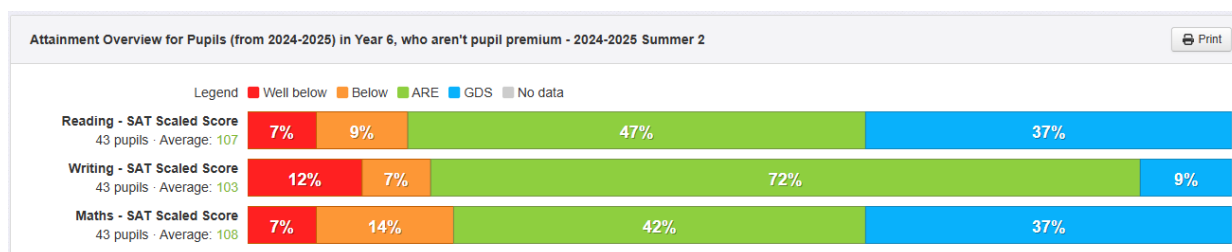
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The progress of PP children at the end of the academic year is better than the average of all pupils in the school. 99% of PP children have made the expected progress or more in reading, 94% in writing and 96% in maths.



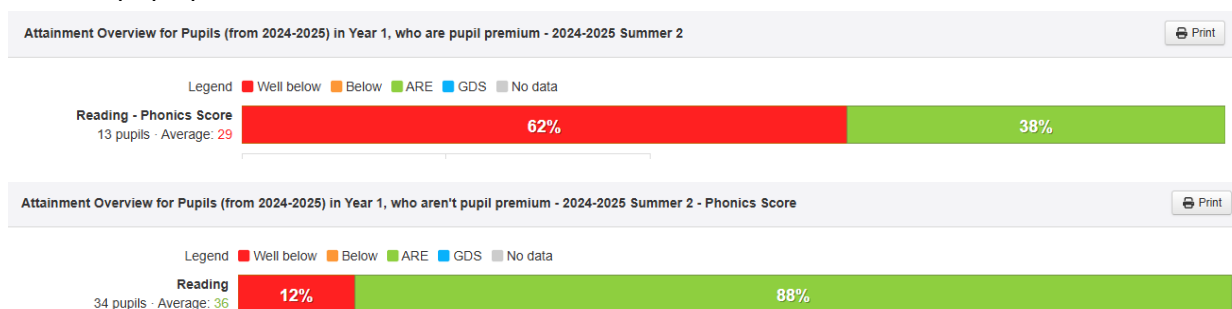
In Y6, targeted tutoring for individual children and small groups has been taking place, enabling class teachers to identify and fill gaps in knowledge to boost attainment. Daily small group work for a targeted reading group takes place daily with a highly trained TA and small group maths teaching occurs daily, focusing on key concepts for children with gaps in their learning. In the end of KS2 Statutory Assessments, pupil premium children gained lower average scores than the non pupil premium children. However, the progress they made and their increased confidence by having small group work focused on their gaps enabled them to feel confident as they transferred to secondary school.



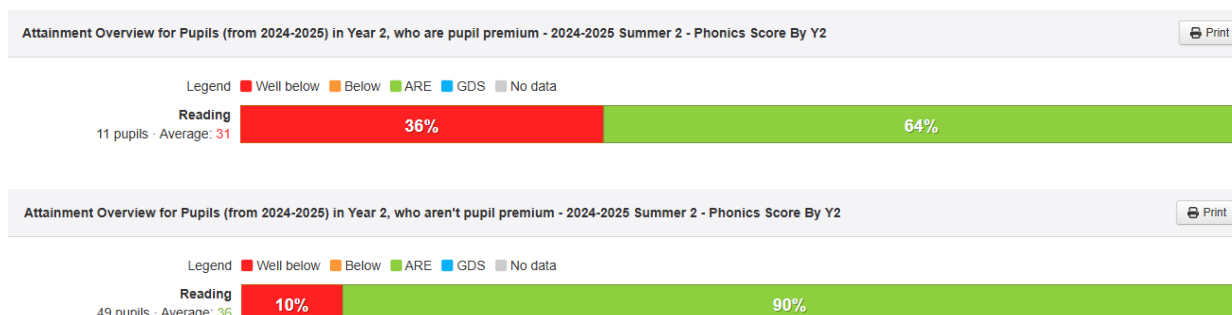
Forest school continued to take place for a range of year groups, with PP children being targeted to engage in this. Feedback from pupils has been very positive, with children citing improved confidence, new skills and feeling calmer when outside and participating in Forest School sessions.

In KS1, a TA has been taking small phonics groups for children in Y1 and 2 who are working below the expected standard. This has enabled the consolidation of sounds which are being taught in class sessions and provides extra practise in preparation for the Y1 phonics

screening and Y2 re-takes. 38% of PP children passed the Y1 phonics test compared to 88% the non pupil premium children.



By the end of Y2, 64% of PP children had passed the phonics test compared 90% of non pupil premium children. The pupil premium children are priorities for intervention and catch up for the 2025-26 academic year. Their progress was hindered by a high proportion of SEN children being Pupil premium.



All staff received additional 'Talk for Writing' training in the Autumn term to best support the implementation and embedding of this programme across the school. With writing being a focus for whole school improvement, we have worked closely with our SIO to put in place training and strategies to best support the lower attaining pupils and to ensure the consistency and quality of writing teaching across the school. Staff meetings and moderation sessions have been held to ensure that all staff are confident in their teaching and assessment of writing. A new spelling scheme (Emilie Spelling) has been trialed during the summer term and introduced to the whole school during summer 2. This programme will ensure that a progressive and comprehensive spelling scheme is being followed by all teachers, allowing children to make the best progress possible.

An inset day was used for the reading lead to give whole school training on how best to teach the explicit skills of reading and how best to support children in class. Time was also given to teachers to re-design the reading curriculum as the given literary cannon was seen as not best supporting the needs of the children in this school. High quality texts were chosen that would enhance the vocabulary and enrichment of the pupils. In the summer term, the school participated in an oracy project to encourage discussions, vocabulary and confidence in presenting thoughts and ideas to a wider audience. Vocabulary has continued to be a focus and the use of Widgit and the pre-teaching of vocabulary has enabled all pupils

to gain a better understanding of language.

The EYFS lead has worked to improve the curriculum and practise in EYFS. The classroom environment and outdoor provision has been improved, enabling the children to have a broader range of experiences with a focus on language and communication development. The changes implemented have been positively praised by the SIO in recent reports. For example, "Lesson visits and climate walk-in provision showed that the implementation of the new curriculum since September, is having a positive impact. It is pleasing to note the strong improvements in the children's behaviours, interactions and executive function."

Attendance continues to be a priority across the school and attendance meetings have taken place with families and professional agencies to best support families. Pupil Premium children have an average attendance of 90.2% compared to a whole school average of 94.4%. This is below the national average of 94.8% and a local authority average of 95.1%. A range of interventions to support engagement including subsidised wrap around provision, access to sports clubs and residential trips has taken place, increasing the attendance of the most hard to reach families. Leaders have liaised with outside agencies to support families and the Pastoral Care Worker has been collecting several PP children from home and bringing them to school in the mornings.

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
Talk for Writing	Talk for Writing

