

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	St Joseph's RC Primary School
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	32.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Mandy Nicolaou
Governor / Trustee lead	Evelyn Holdsworth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,380.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£139,380.00

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium grant provides funding to improve educational outcomes for disadvantaged pupils in state funded schools in England. The grant also provides support for children and young people of service families. The funding is allocated to eligible schools based on the number of pupils who are recorded for free school meals or have been recorded as eligible in the past 6 years. This funding is also based on the number of children who have been previously looked after by a local authority or other state care or who are currently in care. It can also be used to support other pupils with identifies needs, such as those who have or have had a social worker, who acts as a carer.

At St Joseph's, the staff and the governing body are committed to enabling all of the children to achieve their full potential in all aspects of their education.

At St Joseph's, we pride ourselves on having high aspirations and ambitions for all pupils, regardless of their background. Pupil premium funding allows us to implement strategies to improve the quality of provision for our pupils and to raise standards of pupil progress and attainment across the school.

The needs of the pupil premium pupils are considered carefully in consultation with our stakeholders. Those involved in the planning of the funding for pupil premium children have worked hard to ensure the funding is allocated to ensure all eligible pupils will have the same access to all of the opportunities of non- pupil premium – academic, wellbeing, mental health and enrichment opportunities.

It is an ultimate objective that through the support we provide for the pupil premium pupils that they will have the same excellent progress measures as non-pupil premium children between KS1 and KS2 and that the gap between pupil premium pupils and non-pupil premium pupils is closed by the end of their time at St Joseph's in all areas.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil Premium Attendance</p> <ul style="list-style-type: none"><li>PP pupils are likely to be persistently absent (&gt;90%) more than non PP pupils.<ul style="list-style-type: none"><li>PP – 55% vs Non PP – 45%- 2025 data</li></ul></li></ul> <p>The overall percentage of pupils that are PA will be reduced in 2025-26 from 13% (24-25) to under 10% PA.</p>

2	<p>Reading, Writing and Maths</p> <ul style="list-style-type: none"> <li>PP pupils are less likely to be working at Greater Depth in reading, writing and maths both separately and combined at KS2 than non PP pupils (Data from Summer 2025 data) <ul style="list-style-type: none"> <li>2025 GDS in Reading- PP 37% and non PP 54% with a gap of 17%.</li> <li>2025 GDS in Maths- PP- 26% and non PP -42% with a gap of 16%.</li> <li>2025 GDS in Writing- PP- 16% and non PP- 38% with a gap of 22%</li> </ul> </li> </ul>
3	<p>Reading, Writing and Maths</p> <ul style="list-style-type: none"> <li>Non PP pupils are outperforming PP pupils in achieving the Expected standard in reading, writing and Maths in Years 3 &amp; 5</li> <li><u>Year 3</u></li> <li>PPR- 38% Non PPR- 76%</li> <li>PPW- 46% Non PPW- 80%</li> <li>PPM- 30% Non PPM- 80%</li> <li><u>Year 5</u></li> <li>PPR 69% Non PPR- 96%</li> <li>PPW 57% Non PPW- 71%</li> <li>PPM 69% Non PPM- 83%</li> </ul>
4	<p>Some PP pupils have limited access to funds to attend class trips, school journeys and use the after-school clubs (that require payments), therefore limiting their opportunities outside of the classroom. They also have limited access to funds to purchase new uniform- this will mean that they may feel left out or not part of the school community.</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
Improve the percentage of PA pupils to improve overall attendance.	The gap between the number of PP pupils and non PP pupils who are persistently absent will close to bring them in line with their peers. The overall percentage of PA pupils will improve and therefore improve overall attendance.
Improved combined Reading, Writing and Maths GDS attainment at KS2.	The number of PP pupils achieving Greater Depth standard across reading, writing and maths at KS2 will increase by at least 10%, therefore reducing the gap between them and their peers. This will also improve the overall percentage of pupils achieving GDS in R, W and M at KS2.

Improvement of the reading, writing and maths attainment in year 3 and year 5.	The amount of PP pupils working at expected standard and greater depth standard will increase, closing the gap between them and their peers.
Ensure that all pupils are able to access all of the additional provision on offer.	All pupils, including those who are eligible for pupil premium, receive their appropriate entitlement of curriculum enrichment opportunities which are aligned with the school's core curriculum. This will be evident through the uptake of curriculum enrichment opportunities.- After school clubs, music lessons, school trips and school journeys and breakfast clubs.

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## 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: £31,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff in EYFS and Primary run by Southwark, with the HT & EX HT and within OR.	<p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a></p> <p>EEF- Developing High Quality Teaching, Assessment and Curriculum)</p> <p>The CPD courses aim to support leaders and practitioners to develop high quality provision in their own schools. Courses provide participants with opportunities to reflect, share best practice and ensure they are up to date with current pedagogies and statutory requirements. CPD to be implemented to ensure consistent high quality teaching of the curriculum.</p> <p>Courses include</p> <ul style="list-style-type: none"> <li>- Assessment briefings</li> <li>- leaders network</li> <li>-EYFS leaders network meetings</li> <li>-Subject Leaders courses</li> <li>-Primary Subject Leaders Network meeting</li> <li>-KS1 writing and maths moderation meetings</li> <li>-SENCO Network meetings</li> <li>-English &amp; Maths Network meetings KS2</li> <li>-writing moderation meetings</li> <li>-KS1 &amp; KS2 assessment briefings</li> <li>-Effectively following and delivering the GROW structure. (Modelling/effective AFL, adaptations)</li> </ul>	2, 3
Subject leaders are able to monitor the standards in their subject with a senior leader.	<p>Subject Leaders are able to monitor the standards in their subject with senior leaders- they know the strengths and areas for development in their subject.</p> <p>Subject leaders will know the expected</p>	2, 3

	standards in teaching and the required elements- They know how to support and develop those members of staff that require it and are able to provide them with targeted and effective CPD. Development of both the subject leaders and the teachers.	
Supply budget to enable release for leaders to support school improvement with teaching and learning	Supply budget to enable release for leaders and subject leaders. This is to ensure that Subject Leaders are able to support the continual school improvement- teaching and learning.	2, 3

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

Budgeted cost: £77,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions every afternoon based on the needs of the pupils. (PP/SEN/AEN pupils) by qualified TAs/HLTAs, supported, modelled and monitored by the class teachers/SENCO.</p> <p><u>Interventions include-</u></p> <ul style="list-style-type: none"> <li>Talk and Draw</li> <li>S &amp; L interventions</li> <li>Phonics interventions</li> <li>Times tables groups</li> <li>Colourful semantics</li> <li>Lexia</li> <li>SEMH intervention</li> <li>Target readers</li> <li>Lego therapy</li> <li>Catch up phonics- LW</li> <li>Catch up reading- LW</li> <li>Handwriting</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a></p> <p>EEF- Targeted interventions to support Literacy and Numeracy and targeted support for disadvantage pupils with SEND</p> <p>Pupil baseline assessment on entering EYFS (particularly in Communication &amp; Language, Literacy and Maths) show that pupils are below where they are expected to be when they enter St Joseph's Primary School.</p> <p>PP pupils in Year 3 and Year 5 are being outperformed by their peers (Non PP pupils)</p> <p>Assessment analysis shows gaps in pupil's knowledge which is affecting attainment.</p> <p>High quality interventions are required for the pupils in addition to</p>	<p>2, 3 and could also include 1</p>

	the high quality first teaching that they receive.	
<p>Targeted small group booster sessions in Year 6, for those pupils who require support to make better than expected progress to meet the expected standard</p>	<p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a></p> <p>EEF- Targeted interventions to support Literacy and Numeracy</p> <p>Targeted academic support Data obtained throughout Year 5 and Year 6 identifies pupils that require additional targeted support.</p> <p>Those pupils identified as at risk of not making at least expected standard (From KS1-KS2) will be selected to receive additional support. This will also ensure the gap between PP and non PP pupils remains closed.</p>	2, 3 and could also include 1
<p>Additional CPG books and NFER testing material are to be purchased.</p>	<p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a></p> <p>Targeted interventions in Numeracy and Literacy.</p> <p>Targeted academic support through testing- gap analysis and targeted set activities to complete outside of the school hours to consolidate learning.</p> <p>Pupils in Year 6 will be provided with additional opportunities to be prepared for May SATs. Their tests will have gap analysis completed and pupils will be provided with targeted additional work/homework through the use of CPG books.</p>	2, 3 and could also include 1
<p>Provide opportunities for children to continue to learn from home using quality online platforms</p> <p>Children have access to online learning opportunities- teaching and work to complete which will support their learning, providing pre learning and consolidation. TT</p>	<p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a></p> <p>Targeted interventions in Numeracy.</p> <p>Pupils are not able to access the</p>	2, 3 and could also include 1

<p>Rockstars.</p> <p>Children have access to laptops in school to support and extend their learning opportunities- use of technology that they do not have access to at home.</p>	<p>online platforms that have been purchased by St Joseph's to engage and support progress and achievement in the curriculum.</p> <p>Pupils require additional opportunities to secure their times tables. Pupils that do not have a secure knowledge of their times tables are hindered in other topics within the maths curriculum.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote excellent attendance- improve percentage of PA pupils- All pupils aiming for at least 97%</p> <p>Ex HT and HT to address children who have become a PA. Introduction of a new, clear attendance policy, meetings held with parents and carers to make expectations clear. Systems are in place for consistent monitoring and communication to SLT- for further monitoring/support or actioning.</p> <p>Children/families rewarded for attendance above 97% (Which is the school target)</p>	<p>EEF- Supporting school attendance  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p>55% of the PA cohort are PP pupils. All pupils are required to meet the 97% attendance rate expected at St Joseph's.</p>	1
<p>Nutritious breakfast provision to be offered to targeted pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a></p> <p>EEF Tiered approach- Wider Strategies</p> <p>Breakfast club and meal provision</p> <p>When the pupils do not have access to breakfast or are hungry during the morning, they often find it difficult to concentrate and participate in class. Well-fed pupils can concentrate on their learning, do not have hunger as a barrier to them</p>	1, 2, 3, 4



	being able to concentrate and complete their work and therefore make at least the expected progress during lessons.- Pupils will be targeted and offered to attend breakfast club.	
Substitute the cost of some of the school uniform where required.	EEF Tiered approach- Wider strategies  Pupils are required to wear full school uniform and school shoes; pupils need to feel included and comfortable in what they are wearing, to be confident and ready to learn. It ensures an inclusive approach to all pupils regardless of their financial situation.	1
Provide pupils with the opportunity to attend all school trips and school journeys	EEF Tiered approach- Wider strategies  Pupils need to be able to access opportunities for learning beyond the classroom to enhance their learning and development of the whole child. Pupils will be able to attend all the curriculum-based trips, learning outside of the classroom and the school journeys. This will ensure all the pupils are provided with the same opportunities to learn and have the same experiences as their peers. Pupils who do not have the finances will be provided with financial assistance and will attend the trips.	1, 2, 3, 4
Pupils provided with the opportunity to experience and participate in an after school extra curricular club.	Some PP Pupils are unable to attend and experience the extra curricular clubs on offer at St Joseph's. This limits their experiences and pupils can often feel left out. Pupils will be provided with the opportunity to attend at least one after school club of their choice.	1, 2, 3, 4

**Total budgeted cost: £139,380.00**

## 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.

Aim	Outcome
To improve Pupil Premium Attendance. To improve the percentage of PP children who are PA	The overall percentage of pupils that were PA was 13% (24-25)  55% of PA pupils were PP pupils.
To improve the percentage of PP pupils achieving GDS for reading in KS2.	The number of pupils who achieved the GDS in Reading has increased from 29% to 47% for all children. (2025 Summer statutory data)  The gap between PP and non PP pupils is closing but a gap still remains. 2025 GDS in Reading- PP 37% and non PP 54% with a gap of 17%.
To improve the percentage of PP pupils who achieve GDS in KS2 maths.	PP – 19% vs Peers – 37%- Gap of 18% in 2024  The percentage of pupils who achieved the GDS in Maths has increased from last academic year- from 22% to 36%- an increase of 14%.  PP- 26% Non PP -42% - Gap of 16% in 2025
To ensure that all pupils develop cultural knowledge, skills and experience.	PP pupils were targeted to ensure they accessed the same provision that the non PP pupils accessed- This ensured that all pupils were provided with and accessed the trips, including school journey, they accessed the clubs and where it was needed they accessed the breakfast club provision.

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