

St Joseph's Catholic Primary School, Epsom

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 School, Epsom
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers	2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tim Hallett Headteacher
Pupil premium lead	Tim Hallett Headteacher
Governor	Christopher Donovan, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,570
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£57,570

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for every pupil, regardless of their background or the barriers they may face, to make strong progress and achieve well across the full curriculum. Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils are well supported to fulfil their potential, including those who are capable of attaining at the highest levels.

We also recognise the additional challenges experienced by some vulnerable pupils, including those with an allocated social worker and young carers. The actions outlined within this strategy are intended to meet the needs of these pupils where appropriate, irrespective of whether they are eligible for Pupil Premium funding.

High-quality teaching remains the cornerstone of our approach. We are committed to ensuring that disadvantaged pupils receive consistently strong classroom teaching, alongside carefully targeted support where it is needed most. Evidence continues to show that this has the greatest impact on reducing the attainment gap while also improving outcomes for all pupils. As a result, we expect the attainment and progress of non-disadvantaged pupils to be maintained and strengthened alongside that of their disadvantaged peers.

Our strategy is informed by careful assessment of individual needs and barriers to learning, rather than assumptions linked to disadvantage. The different elements of our approach work together to help pupils succeed both academically and personally.

To maximise the impact of this strategy, we will:

- provide consistently high expectations and appropriate challenge for disadvantaged pupils;
- identify emerging needs promptly and intervene at the earliest opportunity;
- maintain a whole-school commitment in which every member of staff shares responsibility for improving outcomes and aspirations for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, classroom observations and pupil discussions indicate that a number of disadvantaged pupils have weaker oral language skills and a more limited vocabulary than their peers. These needs are particularly evident on entry to Reception but remain apparent across the school, highlighting the importance of developing language and communication from the earliest stages.
2	Assessment information and teacher observations show that some disadvantaged pupils require additional support to secure phonics knowledge and apply it confidently when reading. Internal assessment data continues to indicate that reading attainment for disadvantaged pupils is below that of their non-disadvantaged peers.

3	Internal assessment information shows that attainment in mathematics for disadvantaged pupils remains below that of other pupils. Baseline assessments on entry to Reception also identified that a significant proportion of children were below age-related expectations in number and numerical patterns, demonstrating the need for strong early mathematical development.
4	School assessment information indicates that writing attainment for disadvantaged pupils is below that of their peers. Continued emphasis on vocabulary, language development and high-quality writing opportunities remains a key priority.
5	Our assessments and ongoing monitoring indicate that some disadvantaged pupils continue to require additional academic support to address gaps in learning and ensure sustained progress across the curriculum.
6	School assessments and pastoral monitoring identify a higher incidence of social, emotional and wellbeing needs among disadvantaged pupils than their non-disadvantaged peers. In some cases, this also reflects wider family circumstances requiring ongoing pastoral support. Referrals for additional wellbeing and SEND support remain significant, with a number of disadvantaged pupils currently receiving targeted interventions to support their social and emotional development

Intended outcomes

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.	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.
2.	Improved reading and phonics attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 will show that our interventions ensure that we continue to maintain an excellent rate of progress with disadvantaged children when compared to their non-disadvantaged peers.
3.	Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that we maintain an excellent rate of progress with disadvantaged children when compared to their non-disadvantaged peers.
4.	Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that we maintain an excellent rate of progress with disadvantaged children when compared to their non-disadvantaged peers.
5.	To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing from 2025/26 demonstrated by:

	particularly our disadvantaged pupils.	• qualitative data from pupil discussion, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
6.	To achieve and sustain improved attendance for one small pocket of our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • a significant rise in attendance level for this group of children when compared to the 2020-2021.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) in **2025-2026** to address the challenges listed above.

Quality of Teaching (including CPD)

Budgeted cost: **£3,650**

Activity	Evidence that supports this approach	Challenge number
Embedding dialogic activities across the school curriculum in order to support pupils' ability to articulate key ideas, consolidate foundational knowledge and extend vocabulary. Purchase resources. Funding ongoing teacher training and release time. Training for staff to raise understanding of vocabulary enrichment strategies.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Across the school, our own 'vocabulary challenge' focuses children on sight reading fluency of words, which are foundational to their year group curriculum. This ties in well with the knowledge fluency work children complete for spaced retrieval practice.	1, 2
Participation in and dissemination of the Oracy 21 programme	Through a high quality oracy education pupils learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	1

	Two teachers will be trained as Oracy 21 champions.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. A commitment to training staff in Sustaining Teaching for Mastery Programme. Implementation of Mastering Number for years R, 1 and 2 focusing on daily number sense and core number concepts. Internal training for staff in Increasing Oracy in Maths to Support Children's Reasoning. Staff across the school will attend training the above programmes led by the Maths Hub.	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. A commitment to train staff in Brick Club Therapy	5

Targeted academic support

Budgeted cost: **£27, 200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using already embedded programmes to improve listening, oracy and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. In EYFS and year 1, we will use the Nuffield Early Language Intervention programme.	1, 2,
Early reading intervention focused on sight recognition and subsequent fluency.	Across the school, we will use Reading for All , a programme led by Surrey Specialist Teachers and delivered by our Lead Teachers.	1, 2

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. In EYFS, year 1 and 2 and in any subsequent area of need, children have a daily phonics session.	2
Additional tuition for the disadvantaged will take place out of hours	Experienced teachers and assistants will deliver small group and individual targeted sessions to other children across the school, both during school hours and out of hours.	3, 4
Additional targeted intervention for numeracy	Numeracy interventions can have a positive impact on pupils' language skills. Approaches that focus on number sense and core fluency skills have been proven to have a positive impact on attainment. We will use Number Sense in KS2, Mastering Number for EYFS and KS1 and First Class in Number for KS1.	3, 4
Improve the quality of social and emotional (SEL) learning.	Brick Club Therapy Intervention.	5

Wider strategies (for example, related to social and emotional wellbeing)

Budgeted cost: **£26, 720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual intervention to improve social and emotional resilience, to equal the experiences of their non disadvantaged peers. Three ELSAs work across the school.	Emotional Literacy Support Assistants (ELSAs) work with children who need support. This includes Lego Therapy. In the summer term, transition groups assist year six pupils. We use various programmes including: Lego Therapy, Zones of Regulation, Homunculi Approach, Think Good, Feel Good and Talkabout, Brick Club	5, 6

Targeted individual intervention to improve self-esteem and wellbeing. Alongside this emotional literacy and oral confidence are developed.	Our accredited Forest School teacher works across the school but specifically with smaller groups of disadvantaged children.	5, 6
Targeted individual intervention to support children with acute emotional needs, short and medium term.	Our school counsellor provides weekly sessions to support children with barriers to happiness and progress	5, 6
Targeted financial support to ensure equality of access to: • extra-curricular clubs • out of hours cultural theatre trips • part payments for school trips and events • access to daily free milk	We offer a fixed sum of money per term per child for after school clubs. We pay for day trips and make a good contribution towards residential trips. We offer milk to all disadvantaged children. We support children with peripatetic music lessons.	5, 6
Contingency fund for acute issues.	Support with purchase of uniform and food provision when needed.	5, 6

Total budgeted cost: £57, 570

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 2023-2024 academic year.

Phonics:

In summer 2025,

- 88% of all Year 1 pupils and 100% of disadvantaged pupils (3 out of 3) reached the threshold.

Standards:

For 2024-2025, the attainment of disadvantaged pupils at the end of key stage 2 was influenced by individual circumstances that significantly affected the education of some pupils during the academic year. Despite extensive support and collaboration with external agencies, this should be considered when interpreting the data.

Maths: 62.5% PP

Reading: 87.5% PP

Writing: 37.5% PP

SPAG: 62.5% PP

Attendance:

- For 2024 - 2025, the rate of attendance for the whole school was 96.1%, which is above national figures.
- The rate of attendance for PP children was affected for the reasons above.

Wider Strategies:

- PP children are priorities for ELSA, the School Counsellor and other support programmes in school
- PP children have access to funded places in all internally provided clubs (subsidy to external clubs), on all school trips and paid events.

Externally provided programmes (*funded by the school)

Programme	Programme
1 st Class at Number	*Nuffield Early Language Intervention
Number Sense	Reading for All
Mastering Number	Lego Therapy,
*Times Tables Rockstars	Zones of Regulation,
*Numbots	Think Good, Feel Good
Oracy 21	Talkabout.
*Cracking Comprehension	*Lexia
	Reading for All

