

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	428
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Tim Hallett Headteacher
Pupil premium lead	Tim Hallett Headteacher
Governor / Trustee lead	Harvey Bradshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,150
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£51,150

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.

We recognise that pupil premium is not a personal budget for individual pupils. Where assessment identifies relevant educational needs, the approaches within this strategy may therefore also support other vulnerable pupils who do not attract pupil premium funding.

From September 2026. The FSM eligibility comprises Targeted FSM and Expanded FSM. Only pupils eligible through Targeted FSM enter the Ever 6 FSM cohort and attract pupil premium funding. Pupils eligible solely through Expanded FSM are not included within the school's pupil premium figures, although they may receive support through this strategy where assessment identifies relevant educational needs.

Challenges

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

Challenge number	Detail of challenge
1.	Language and Vocabulary development – some pupils experiencing disadvantage have gaps in vocabulary and language skills that limit their access to the curriculum. This includes pupils who speak English as an Additional Language, with a particular focus on those still developing proficiency in English. Difficulties understanding everyday and subject-specific vocabulary and expressing ideas in complete sentences in discussion, reading comprehension and writing.
2.	Attendance – Data from 2025-2026 shows that pupils experiencing disadvantage had lower attendance compared to non-disadvantaged children by the end of KS2. The cohort data was 93%.
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	Some pupils experiencing disadvantage face financial barriers that limit their access to enrichment opportunities, extracurricular clubs, holiday clubs and after-school wrap-around provision, as well as essentials such as school uniform. These barriers can affect their confidence, wellbeing, sense of belonging and participation in school life.
5	Some children facing disadvantage require additional pastoral support due to social, emotional and behavioural needs. These challenges can affect their wellbeing, relationships, sense of belonging and readiness to learn. Targeted support for identified pupils is needed to promote inclusion, emotional regulation and successful engagement in school life.

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
Disadvantaged children, especially EAL, develop the English vocabulary and language skills needed to participate	1.Pupils make measurable progress in English and demonstrate improved attainment in Reading and writing.

confidently and make progress across the curriculum	2.Pupils show increased confidence and competence in speaking and listening activities. 3.Teacher assessments and pupil work evidence improved vocabulary and communication skills. 4.Gaps in English attainment between Pupil Premium pupils and their peers are reduced. 5. KS2 Reading and Writing outcomes in 2026/27 show that we maintain an excellent rate of progress with disadvantaged children when compared to their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that we maintain an excellent rate of progress with disadvantaged children when compared to their non-disadvantaged peers.
Improved attendance among disadvantaged children, narrowing the gap with their peers.	Sustained high attendance demonstrated by the overall absence rate to align with non-disadvantaged.
Active participation in school life, with financial barriers reduced through support with uniform, enrichment activities, clubs, summer clubs and wraparound care, according to individual need.	1.Identified financial barriers are addressed promptly through targeted support. 2.Participation records show pupils accessing enrichment activities and clubs. 3.Pupils needing support with uniform receive it. 4.Summer clubs and wraparound care are accessible where an individual need is identified (activity vouchers). 5.Pupil and parent feedback indicates that support helps children feel included, confident and able to participate.
Pupils with identified social, emotional or behavioural needs develop stronger wellbeing, emotional regulation and positive relationships enabling them to engage successfully in school life.	1.Pupils benefit from targeted pastoral support and positive opportunities. 2.Pupils demonstrate improved emotional regulation and positive behaviour, especially during playtimes. 3.Pupils report feeling safe, supported and included within 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.

Quality of Teaching

Budgeted cost: £3,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
I'm a Clever Writer	Implement a consistent whole-school approach to writing through I'm a Clever Writer, based on the foundations of vocabulary and oracy teaching, modelling, guided practice and syntax. Staff will receive professional development and coaching. The Writing Lead will review implementation and disadvantaged books termly, looking closely at vocabulary usage in writing.	1
Developing vocabulary and language skills for disadvantaged EAL children. Staff explicitly teach and pre-teach vocabulary, model sentence structures, use visual support and provide oral rehearsal before writing.	Embedding dialogic activities across the school curriculum in order to support pupils' ability to articulate key ideas, consolidate foundational knowledge and extend vocabulary.	1

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

Budgeted cost: £24,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using already embedded programmes to improve listening, oracy and vocabulary	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a	1

skills for disadvantaged pupils who have relatively low spoken language skills.	combination of the two show positive impacts on attainment. In EYFS and year 1, we will use the Nuffield Early Language Intervention programme.	
Early reading intervention focused on sight recognition and subsequent fluency.	Across the school, we will use Literacy for All, a programme led by Surrey Specialist Teachers and delivered by our Lead Teachers. ULS – EYFS/Year 1 Interventions Lexia – Online Literacy	1
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 as well as targeted intervention	1
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.	1, 2
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 Mastering Number for - EYFS and 4 and 5. -Precision Training (x tables and number bonds) -TTRS/Numbots (x 3 weekly)	1, 2
Additional targeted intervention for Literacy	Literacy interventions have a positive impact on pupils literacy skills. These approaches focus on understanding texts which have a positive impact on reading attainment.	1, 2

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

Budgeted cost: £23,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance monitoring and family support. Review disadvantaged attendance monthly, identify emerging patterns early and work with families to understand barriers. Agree individual support plans where needed and review impact	DFE pupil premium guidance identifies attendance support, including tackling underlying causes of absence	3
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	4, 5
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.	4, 5
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	4, 5

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.	4, 5
Contingency fund for acute issues.	Support with purchase of uniform and food provision when needed.	4, 5

Total budgeted cost: £ 51,150

Part B: Review of the previous academic year and outcomes for Disadvantaged

Measure	School disadvantaged	National disadvantaged 2025	Internal gap
Reading	80%	63%	11 pp
Writing	70%	59%	19 pp
Mathematics	70%	61%	23 pp
Combined RWM	60%	47%	25 pp
SPaG	70%	60%	23 pp
Science	80%	70%	16 pp

- Disadvantaged writing improved by 32.5 percentage points and combined RWM by 22.5 points from 2025.
- Disadvantaged Year 1 pupils achieved 100% in phonics.
- No disadvantaged pupil achieved the combined higher standard, compared with 14.8% of other pupils. T
- The KS2 disadvantaged cohort comprised ten pupils, so each pupil represents 10 percentage points. Four did not achieve combined RWM; three of these pupils also had SEND.
- Two disadvantaged pupils had attendance below 85%; both did not achieve combined RWM. The cohort average was approximately 93%.
- The disadvantaged MTC average was 18.67, compared with 22.45 for other pupils, supporting continued focus on multiplication fluency.
- The EYFS disadvantaged GLD figure was 0%. Governors are aware of the very small cohort size before drawing conclusions, while ensuring that pupils receive sharply targeted support.

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