

2025 – 2026 Pupil Premium strategy statement - St Joseph's Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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	183
Proportion (%) of pupil premium eligible pupils	46% (84 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25-26, 26-27, 27-28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs C Williams
Pupil premium lead	Mrs C Williams
Governor / Trustee lead	Mrs S Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,890
Recovery premium funding allocation this academic year	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>	£129,890

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Primary School we believe each child belongs to God's family and everyone is created to be unique and special. At our school, each member of staff is determined to provide the highest quality educational opportunities, regardless of pupil's background, in order for them all to reach their full potential.

Our ultimate objective is to close the attainment gap and ensure all of our pupils make good progress and achieve successful outcomes.

As part of the additional provision for pupils who are vulnerable to underachievement, our governors ensure that the needs of lower achieving pupils are adequately assessed and addressed through termly pupil progress review meetings.

The range of additional provision offered includes:

- A full-time Pastoral Manager (who is the Senior Mental Health Lead) to meet the emotional and behavioural needs of disadvantaged pupils and provide additional support to parents
- Additional targeted support in Early Years
- Additional targeted phonics and wider reading support
- Opportunities to engage in after school extra-curricular activities
- Enhanced music opportunities through the provision of lunchtime clubs and private music tuition
- Trained staff providing catch-up intervention in Reading, Writing and Maths

The Headteacher will monitor the ongoing programme of support for closing the gap for Pupil Premium pupils. This will be reported to governors through the termly Full Governing Body meetings.

Challenges

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

Challenge number	Detail of challenge
1	Children's mental health and wellbeing Greater difficulties regulating emotions leading to disruptive behaviour and lack of engagement in learning and lessons.

2	Phonics Greater difficulties with phonics than their peers, negatively impacting on their development as early readers.
3	Reading Greater difficulties with reading fluency and confidence than their peers, negatively impacting on their ability to access the wider curriculum.
4	Language skills and communication Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Below ARE Assessments, observations, and discussions with staff and other professionals indicate that disadvantaged pupils arrive below age related expectations with low starting points in FS2 baseline.
6	Parental engagement Disadvantaged pupils are not ready to enter full-time school due to lack of parental engagement. There is limited support at home to complete homework tasks and other extra-curricular activities set.
7	Attendance Our attendance data indicates that attendance among disadvantaged pupils is 1.5% lower than for non-disadvantaged pupils in the 25-26 Autumn term.
8	Extra-curricular opportunities Discussions with pupils and analysis of extra-curricular activities indicate that disadvantaged pupils do not attend after school clubs in line with non-disadvantaged pupils and do not therefore receive the same experiences and opportunities.
9	Maths Greater difficulties with mathematical fluency and confidence than their peers, negatively impacting on their ability to achieve in maths.

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 pupils have a wide range of strategies to use to support them in regulating their emotions and behaviour.	Pupils will have improved behaviour and levels of engagement in lessons. This will be measured through the reduction in recorded CPOMs incidents.

To achieve and sustain wellbeing of pupils in our school, particularly the disadvantaged.	Sustained levels of wellbeing through prioritising pupils for additional SEMH interventions.
Improved phonics attainment for disadvantaged pupils.	Phonics outcomes increase and show more disadvantaged pupils meeting expected standard than non-disadvantaged pupils.
Improved reading attainment amongst disadvantaged pupils.	Reading outcomes increase and show more disadvantaged pupils meeting expected standard than non-disadvantaged pupils.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Improved engagement of disadvantaged pupils in lessons through observations and formative assessment.
Disadvantaged pupils arrive prepared for school on entry and parents are prepared to engage with school to support their child.	Pupils enter school ready to learn and there is a secure home-school partnership in place.
Attendance for disadvantaged pupils is in line with attendance for non-disadvantaged pupils.	Disadvantaged pupils attendance is improved and in line with National average.
Disadvantaged pupils are offered the opportunity to participate in extra-curricular activities and clubs.	Disadvantaged pupils engage with extra-curricular activities through forest school, lunchtime and after school provision.

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: £33,007.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Early Careers Teachers (ECTs): A CPD programme (Ambition Institute) delivered by external experts and release time	Education Endowment Fund: “Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.”	1, 2, 3, 4, 5

for the mentors to work with the ECTs and trainee teachers.		
Regular CPD opportunities for staff using both internal and external training providers with a focus on building positive relationships and interactions with pupils, literacy including phonics, writing, spelling punctuation and grammar, mathematics and the wider curriculum.	<p>Teacher Development Trust https://tdtrust.org/about/evidence/</p> <p>“The quality of teaching appears to be hugely important to the outcomes of all learners, and particularly the most disadvantaged (<u>Sutton Trust, 2014</u>).”</p>	1, 2, 3, 4, 5
Employment of experienced teacher with expertise in early reading and language development	<p>https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap</p> <p>Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013).</p>	2, 3, 4, 5
Experienced teacher to lead on Mastery of	Maths Hub, Mastering Number Project programme Maths Hubs collaborate with a range of partners to provide effective training and professional development for teachers of maths in schools and FE colleges. The aim is to equip participants	5, 9

Number project across school	with the specialist knowledge they need for teaching maths. See report: https://www.ncetm.org.uk/media/t2sd3kep/maths-hubs-annual-report-2023.pdf	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £47,281.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions including Read, Write Inc phonics tutoring and boosters as additional sessions. Collaborative work with the Read, Write Inc trainer.	Education Endowment Fund: “Short, regular sessions appear to result in optimum impact.” “Having a sharp, well-defined repertoire of approaches will help ensure high expectations for all are maintained.”	2, 3, 4, 5
One-to-one and small group support for disadvantaged pupils through accessing a key worker to discuss worries and feelings through 3 houses, zones of regulation and regular check ins. This is reviewed on a termly basis.	NHS https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/student-mental-health-counselling/ “Anyone who has new challenges as a student could benefit from talking to someone. This includes if you have: <ul style="list-style-type: none"> • friend, family or relationship issues • low mood or losing interest in things you enjoy • stress or anxiety about your work or anything else 	1
Rotherham Music Service to deliver small	https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility	8

<p>group private music lessons to learn an instrument of choice for 3 terms</p> <p>Rotherham Music Service to offer a lunchtime club of singing for 3 terms to provide enhanced music opportunities</p>	<p>Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport, a new report by the Social Mobility Commission reveals.</p>	
<p>Weekly small group forest school sessions to develop self-esteem, team work, resilience and communication and language skills in an alternative environment.</p>	<p>Forest research</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>“An evaluation by the New Economics Foundation of two forest school projects in Wales highlights how they can increase young people’s self-confidence and self-esteem. Forest School provides opportunities for learning particularly for those who do not do as well in the school classroom environment.”</p>	<p>1, 4, 8</p>

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

Budgeted cost: £48,043.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full-time Pastoral Manager to develop relationships and provide support for families who lack engagement or who are persistently late or absent.</p>	<p>https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools</p> <p>Teach First</p> <p>“An effective Pastoral Manager bridges the gap. They are the person who is the link between school and home, supporting children and their families through difficult periods.”</p>	<p>1, 6, 7</p>

<p>SENDCo time to work with 'With Me In Mind' to provide parent led intervention, organise parent workshops, organise bespoke small group therapy sessions for pupils and discuss case loads with the team manager.</p>	<p>https://withmeinmind.co.uk/rotherham/</p> <p>The service was identified following the release of the Government Green Paper (2017), "Transforming Children and Young People's Mental Health" in which there was a focus on earlier intervention and prevention, especially in, and linked to schools and colleges.</p>	<p>1, 6</p>
<p>Delivery of lego therapy, time to talk, and socially speaking SEMH interventions with feedback to staff</p>	<p>Lego therapy</p> <p>"It is an ideal tool for developing children's social, communication and language skills, cognitive skills, fine motor skills and their emotional and behavioural responses."</p> <p>EHCAP</p> <p>'Emotional Coaching is about pausing – noticing and feeling emotions, connecting and developing empathy, working together to find solutions. It is about being person-centred.'</p>	<p>1, 4</p>
<p>Subsidise of school trips and clubs provided to disadvantaged pupils to ensure they have opportunities to access extra-curricular experiences.</p>	<p>The % of pupils attending after school clubs have increased since pupils have had their clubs funded by school.</p>	<p>8</p>
<p>A range of parent workshops offered to engage parents positively in school.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>See report: Parental engagement EEF</p>	<p>6</p>

Total budgeted cost: £128,331.89