



St Joseph's Catholic Primary School

Pupil Premium Strategy Statement

2026–2028

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Joseph's Catholic Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	September 2026–July 2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2028
Statement authorised by	Heather Westrop
Pupil premium lead	Jamie Stephens / Amanda Stephens
Governor / Trustee lead	Mr. Joao Martins Pereira

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,450.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£91,450.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional to main school funding and is intended to address underlying inequalities affecting children eligible for free school meals (FSM) and other disadvantaged pupils. Schools are best placed to decide how funding is used so that provision reflects the needs of individual pupils.

At St Joseph's, our ultimate objective is that disadvantaged children achieve as well as their non-disadvantaged peers in all areas. We believe that each child should not only achieve academically but make progress in their social, emotional and physical development too. Our support therefore extends to developing the child holistically.

Our strategy recognises a range of barriers that some disadvantaged children may experience, including low confidence or emotional needs, poor attendance, limited access to enrichment opportunities, and speech and language difficulties. This list is not exhaustive and provision is adapted to individual need.

We aim to do this through:

- ensuring that all children receive Quality First Teaching from highly trained and skilled professionals who recognise their needs and aspirations;
- using bespoke, well-planned and purposeful interventions to address individual needs and close gaps as swiftly as possible;
- helping children regulate their emotions and be ready to learn;
- ensuring disadvantaged pupils have equal opportunities to access enrichment activities that support wider learning, personal development and future aspirations.

Key principles

Effective teaching, learning and assessment will meet the needs of all pupils through rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils, with progress reviewed through pupil progress processes. Alongside academic support, pupils with social, emotional and wellbeing needs will access appropriate support from trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Some Pupil Premium eligible children are not working at ARE on entry to school.
2	Many Pupil Premium eligible children have poor spoken language skills on entry to school.
3	Some Pupil Premium pupils have additional SEND needs.
4	Some Pupil Premium eligible pupils have little or no learning support at home.
5	Some Pupil Premium eligible pupils have Child Protection concerns.
6	Some Pupil Premium eligible pupils have low familial aspirations.
7	Some Pupil Premium eligible pupils have emotional needs.
8	Some Pupil Premium eligible pupils have low attendance and/or punctuality.

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
Pupil Premium children achieve and make progress in line with their peers	End-of-year summative data shows that Pupil Premium children achieve in line with their peers, evidenced through school tracking data.
All Pupil Premium children receive Quality First Teaching and targeted interventions as appropriate to ensure gaps are closed as swiftly as possible	Pupil Premium children make progress in line with their peers and achieve at least ARE because of Quality First Teaching and bespoke interventions, evidenced through school tracking data.
Pupil Premium children can manage their emotional needs effectively and consistently, as appropriate to their age	Emotional incidents are minimal. Pupil Premium children have strategies to manage their feelings and emotions effectively, evidenced through behaviour and pastoral records.
Pupil Premium children have cultural capital in line with their peers	Pupil Premium children have experiences to draw from in a similar vein to their peers, evident in conversation and through their learning.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, triangulated with lesson engagement, book scrutiny, pupil voice and ongoing formative assessment.

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: £71,150.00 (Approximate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD	Feedback (EEF); Metacognition and self-regulation (EEF).	1, 2, 3 and 4
Reading Support	Literacy Development (EEF).	1, 2, 3, 4 and 6
Recruitment and retention of LSAs	Deployment of Teaching Assistants (EEF); Teacher recruitment and retention in schools in socio-economically disadvantaged areas in England (EEF).	1, 2, 3, 4 and 7

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

Budgeted cost: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading	Targeted reading practice to support fluency, comprehension, and reading confidence.	1, 2, 3 and 4
Maths interventions (SumDog Maths)	Targeted practice to address identified gaps in mathematical fluency and understanding.	1, 2, 3 and 4
Interventions for key assessment years	Targeted practice to raise attainment in reading, writing, maths and overall combined measure.	1, 2, 3 and 4

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

Budgeted cost: £15,000.00 (Approximate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling for children to support them to manage their feelings and emotions	Metacognition and self-regulation (EEF); Self-regulation strategies (EEF – EY); Social and Emotional learning strategies (EEF – EY).	5 and 7
Free afterschool clubs and activities provided for all children, including Pupil Premium Children	Arts Participation (EEF); Physical Activity (EEF).	6
Music lessons for Pupil Premium children alongside their peers to increase cultural capital	Arts Participation (EEF).	6
Subsidising educational enrichment activities including off-site visits	Arts Participation (EEF); Physical Activity (EEF).	6 and 7

Total budgeted cost: £91,450.00

This figure is an intended spend with variance expected based on the number of educational visits booked.

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Data outcomes

The school's recorded attainment, wellbeing and attendance outcomes are presented below in tables, following the clearer data presentation used in the Holy Cross strategy while retaining St Joseph's original figures.

Attainment outcomes

Measure	Pupil Premium	Whole cohort	Review
Year 1 Phonics – Pass	62.5%	70.0%	Pupil Premium children had lower attainment than their peers.
Year 4 MTC – 20/25	57.1%	72%	Pupil Premium children had lower attainment than their peers at this metric.
Year 4 MTC – 25/25	52%	42.9%	Pupil Premium children had higher attainment than their peers at this metric.
KS2 SATs – Reading	55.6%	50.0%	Pupil Premium children had higher attainment than their peers.
KS2 SATs – Writing	55.6%	72%	Pupil Premium children had lower attainment than their peers.
KS2 SATs – Maths	55.6%	66.0%	Pupil Premium children had lower attainment than their peers.
KS2 SATs – Combined	55.6%	50%	Pupil Premium children had higher attainment than their peers.

Wellbeing and attendance outcomes

Measure	Pupil Premium	Whole cohort / outcome	Review
Wellbeing / counselling	Children received counselling from Open Door and Brentwood Catholic Children's Society.	Feedback found these sessions useful.	Feedback indicated that sessions helped children manage their emotions better.
Attendance 2023–2024	96.75%	97.36%	Pupil Premium attendance was lower than the whole school figure.
Attendance 2024–2025	96.91%	96.79%	Pupil Premium attendance was slightly higher than the whole school figure.
Attendance 2025–2026	92.30%	94.30%	Pupil Premium attendance was lower than the prior academic year and lower than the wider cohort.

Review of intended outcomes

Intended outcome 2025–26	Impact reviewed – September 2026
Improved oral language skills and vocabulary among disadvantaged pupils.	This is an area that will require continuing investment and focus.
Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Attainment outcomes are set out in the data tables above. Pupil Premium children had lower attainment than their peers in Year 1 Phonics, Year 4 MTC at 20/25, Writing and Maths at KS2; outcomes were stronger than the wider cohort in Year 4 MTC at 25/25, KS2 Reading and KS2 Combined.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children received counselling from Open Door and Brentwood Catholic Children's Society. Feedback found these sessions to be useful and to have helped children manage their emotions better.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Pupil Premium attendance was 92.30% in 2025–2026, compared with 94.30% for the whole school, and was lower than the previous academic year. Attendance therefore remains a continuing area of focus.

Externally provided programmes

The following non-DfE programmes were purchased in the previous academic year:

Programme	Provider
Instrument Lessons	Thurrock Music Services
Instrumental Lessons (Group performance)	Rocksteady