



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	183
Proportion (%) of pupil premium eligible pupils	32%
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	Mrs H Westrop - Headteacher
Pupil premium lead	Mr J Stephens (DHT) Mrs A Stephens (SENCO)
Governor / Trustee lead	Mr. Joao Martins Pereira

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (59 pupils at £1,550 per pupil)	£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 funding is additional to the school's main funding and is intended to improve outcomes for disadvantaged pupils and help remove barriers to learning. At St Joseph's Catholic Primary School, we want every child to feel that they belong, to achieve their best and to thrive academically, socially, emotionally and spiritually. Our strategy is designed to ensure that disadvantage does not determine a child's opportunities, participation or outcomes.

Our ambition is for disadvantaged pupils to make strong progress from their individual starting points and to achieve as well as their non-disadvantaged peers. We will maintain high expectations for every pupil, including those who are already attaining well, while identifying and addressing gaps early. High-quality teaching is the foundation of our approach; targeted academic support and wider pastoral and enrichment provision will complement classroom teaching where assessment shows that additional support is needed.

Our review of school information has identified a range of potential barriers for some disadvantaged pupils: attainment below age-related expectations on entry; underdeveloped spoken language and vocabulary; additional special educational needs and disabilities; limited access to learning support or resources at home; safeguarding or family circumstances that affect learning; social, emotional or wellbeing needs; reduced access to enrichment; and attendance or punctuality difficulties. These are not assumptions about individual children. Staff will use assessment, professional knowledge, pupil voice and conversations with families to understand each pupil's circumstances and respond to their specific needs.

We will:

- prioritise consistently high-quality teaching, clear explanations, purposeful feedback and ambitious expectations for disadvantaged pupils across the curriculum;
- identify gaps promptly through diagnostic and ongoing assessment, then provide well-matched support that is linked to classroom learning and reviewed for impact;
- support pupils' language development, emotional regulation, wellbeing and readiness to learn, working with families and specialist services where appropriate;
- remove financial and practical barriers to participation in clubs, music, educational visits and other experiences that build confidence, cultural capital and aspiration.

Key principles

All staff share responsibility for the progress, attendance, wellbeing and wider experiences of disadvantaged pupils. Class teachers will use assessment and knowledge of pupils to identify barriers and adapt teaching; leaders will review provision and outcomes through pupil progress discussions, attendance and pastoral information, work scrutiny, lesson visits and pupil voice. Interventions will have a clear purpose and starting point, and their impact will be evaluated rather than assumed. Where provision is not having the intended effect, it will be adapted or replaced.

Challenges

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

Challenge number	Detail of challenge
1	School assessment and transition information indicate that at least 25% disadvantaged pupils enter Reception below age-related expectations, meaning they may need additional support to secure early learning and make strong progress from their starting points.
2	Staff observations and assessment indicate that at least 25% disadvantaged pupils begin school with underdeveloped spoken language, listening skills or vocabulary, which can affect communication, reading comprehension and access to learning across the curriculum.
3	29% of disadvantaged pupils also have identified SEND. Their needs may interact with disadvantage and require carefully planned adaptations, appropriate intervention and close monitoring of progress.
4	Some disadvantaged pupils may have limited access to adult support, books, learning resources or a consistent routine for learning at home. School will establish individual circumstances through respectful communication with families rather than make assumptions.

5	8.5% disadvantaged pupils experience safeguarding concerns or wider family circumstances that can affect their attendance, emotional security, concentration or readiness to learn. Support must be coordinated with the school's safeguarding procedures and relevant services.
6	Some disadvantaged pupils may have fewer opportunities to access enrichment, cultural experiences or activities that build confidence, interests and future aspirations. Participation and barriers to access will be monitored.
7	Some disadvantaged pupils need additional support with emotional wellbeing, relationships or self-regulation. These needs can affect engagement, behaviour and learning and will be identified through staff observations, pupil voice and pastoral records.
8	22% of disadvantaged pupils are persistently absent. Attendance and punctuality data show that attendance is a significant area of concern: disadvantaged pupils' attendance was 92.30% in 2025–2026 compared with 94.30% for the whole school. This represents a barrier to learning that requires sustained, individualised follow-up.

Intended outcomes

The percentages below are proposed school improvement targets for July 2028, based on the recorded 2025–2026 baselines. They are not presented as national benchmarks; leaders will also compare outcomes with the relevant published national data when available.

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 by July 2028
Disadvantaged pupils make stronger progress and improve attainment across the curriculum.	Using 2025–2026 outcomes as the baseline, increase the proportion of disadvantaged pupils meeting the expected standard to at least: Year 1 phonics 80% (baseline 62.5%); KS2 reading 75% (baseline 55.6%); KS2 writing 70% (baseline 55.6%); KS2 maths 70% (baseline 55.6%); and KS2 combined reading, writing and maths 75% (baseline 55.6%). Review cohort sizes and each pupil's starting point alongside percentages.
Pupils make progress in mathematics and arithmetic.	Increase the proportion of disadvantaged pupils achieving 20/25 in the Year 4 Multiplication Tables Check to at least 75% (2025–2026 baseline 57.1%) and achieving full marks, 25/25, to at least 60% (baseline 52%). Review fluency and errors termly.
High-quality teaching and targeted support meet identified needs.	All disadvantaged pupils have current assessment information and identified next steps. Pupil progress meetings take place at halftermly; intervention entry and review assessments are recorded for 100% of pupils receiving targeted support. Where expected progress is not evident at review, provision is adapted promptly.
Disadvantaged pupils develop spoken language, vocabulary and reading skills.	Literacy Gold screening is completed half-termly for 100% of identified disadvantaged pupils, with reading and spelling ages recorded and reviewed. Pupils with a gap of 6 months or more between chronological age and reading/spelling age receive a documented response plan within 2 weeks; progress is reviewed at the next screening.

	Reading fluency and comprehension are also checked through classroom assessment.
Disadvantaged pupils are supported to develop emotional regulation, confidence and wellbeing.	For pupils receiving pastoral or Habbit Factory support, a baseline and review record is completed. At least 80% of participating pupils demonstrate improvement in at least one agreed measure of confidence, engagement, communication or self-regulation, using pupil voice, staff observations and programme review records.
Disadvantaged pupils access enrichment opportunities alongside their peers.	Participation records show that 100% of disadvantaged pupils who wish to participate can access educational visits and at least one suitable enrichment opportunity, with financial barriers addressed. Attendance and participation at clubs, music and Curriculum Boosters are reviewed termly.
Attendance for disadvantaged pupils improves and the gap reduces.	Increase disadvantaged-pupil attendance from 92.30% in 2025–2026 to at least 95% by July 2028. Reduce the gap between disadvantaged pupils and the whole-school attendance figure to no more than 1 percentage point. Review attendance weekly and initiate timely follow-up for emerging patterns of absence.

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)

Activity	Evidence that supports this approach	Challenge addressed	Cost
Quality First Teaching CPD	EEF evidence on feedback, metacognition and self-regulation supports explicit teaching, responsive feedback and independent learning. Leaders will check implementation through lesson visits, work scrutiny and pupil progress discussions.	1, 2, 3	Trust Inset Day overtime for support staff and part time teachers £1,050.50
Whole-school reading books and high-quality reading provision	Investment in a refreshed, high-quality and accessible whole-school book collection will support explicit teaching of reading, vocabulary, fluency and comprehension. Books will be available to all pupils, including disadvantaged pupils, so that access to engaging, age-appropriate texts is not dependent on family circumstances. Leaders will monitor use, reading engagement and progress.	1, 2, 4	£4,933.60
School Improvement Adviser – six days across the year	Six days of adviser support will provide coaching and challenge for teachers, focusing on quality of teaching, assessment and practical strategies to identify and close gaps for disadvantaged pupils. Impact will be reviewed through agreed actions, lesson visits,	1, 2, 3	6 visits at £550 per day £3,330

	work scrutiny and pupil progress information.		
Inclusion Adviser support and LSA training	Inclusion adviser support across the year will provide training and guidance for learning support assistants (LSAs), strengthening inclusive practice, adaptations and the impact of additional adult support. Leaders will review deployment and evaluate whether pupils are becoming more independent and making progress.	3, 5, 7	5 days of support £2,146
Recruitment and retention of learning support assistants (LSAs)	EEF guidance on teaching assistants emphasises that support should supplement, not replace, high-quality teacher instruction. Leaders will monitor deployment to ensure support promotes access, independence and progress.	1, 2, 3, 7	2 x HLTA's 3 days a week to support with high quality teaching £30,557.64
		Total:	£42,017.74

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

Activity	Evidence that supports this approach	Challenge addressed	Cost
Daily reading	Regular, well-matched reading practice can support fluency, comprehension and confidence. Participation and progress will be recorded and reviewed so the frequency and level of support reflect each pupil's needs.	1, 2, 3, 4	7x LSA's 45min per day £18,325.12
Maths interventions (SumDog Maths)	Targeted practice will address gaps in mathematical fluency and understanding identified through assessment. Use and progress information will be reviewed alongside classroom work and teacher assessment.	1, 3, 4	Sumdog Subscription £563.20 Whole School Training £200. 3 LSA's delivering £3,490.50 £4,253.70
Interventions for key assessment years	Short, focused support will address specific gaps in reading, writing and mathematics and be linked to classroom teaching. Starting points, progress and independent application will be reviewed.	1, 2, 3, 4	NFER assessments for Yrs 1,3,4,5 £1,348
Literacy Gold screener – half-termly	Literacy Gold screening will be carried out half-termly for identified disadvantaged pupils to track reading age and spelling age closely, identify emerging gaps quickly and inform timely support. Results will be recorded, discussed with teachers and used to monitor whether intervention is closing gaps.	1, 2, 3, 4	1 LSA 6 days per year £644.40

Weekly Habbit Factory Curriculum Boosters for disadvantaged pupils	Weekly Curriculum Boosters use performing arts within traditional subjects to make learning interactive, engaging and enjoyable. They are particularly intended to benefit pupils who find conventional learning approaches challenging. Attendance, engagement, pupil voice and teacher observations will be reviewed to evaluate impact on confidence, participation and access to learning.	2, 3, 6, 7	£50 per week £1,500
		Total:	£26,071.22

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

Activity	Evidence that supports this approach	Challenge addressed	Cost
Counselling for children to support them to manage their feelings and emotions	EEF evidence on social and emotional learning, self-regulation and metacognition supports strategies that help pupils manage emotions and engage in learning. Referrals and outcomes will be reviewed through pastoral records and feedback.	5, 7	1 day per week £9,499.98
Free after-school clubs and activities for all children, including disadvantaged pupils	EEF evidence on arts participation and physical activity indicates that enrichment can contribute to pupils' wider development. Participation will be monitored and barriers addressed.	6	£3,000
Music lessons for disadvantaged pupils alongside their peers	Access to music and creative experiences supports a broad education. Participation and pupil feedback will help evaluate reach and value.	6	Rocksteady 5 pupils £2,091.60 TMS 3 pupils £1,676.07 £3,767.67
Subsidising educational enrichment activities, including off-site visits	Subsidies reduce cost as a barrier to educational experiences. Participation will be monitored to ensure disadvantaged pupils can take part alongside their peers.	6, 7	£5,000
		Total:	£21,267.65

Total budgeted cost: £89,356.61

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

We have reviewed attainment, attendance and pastoral information from 2025–2026. The results show a mixed picture: disadvantaged pupils performed above the whole cohort on Year 4 MTC scores of 25/25, KS2 Reading and the KS2 combined measure, but below the whole cohort in Year 1 phonics, Year 4 MTC at 20/25, KS2 Writing and KS2 Maths. Importantly, outperforming the whole cohort in some measures does not mean that outcomes are sufficiently strong: the school's review indicates that attainment remains below national expectations and there is further work to do to secure consistently strong outcomes for disadvantaged pupils. The figures should be interpreted alongside cohort size, pupils' starting points and national benchmarks for the relevant year. Attendance is a particular concern and oral language remains a priority. These findings inform the strategy for 2026–2028; they do not, on their own, establish that a particular intervention caused an outcome.

Attainment outcomes

Measure	Pupil Premium	Whole cohort	Review
Year 1 Phonics – Pass	62.5%	70.0%	Pupil Premium outcomes were 62.5% compared with 70.0% for the whole cohort; early phonics remains a priority.
Year 4 MTC – 20/25	57.1%	72%	Pupil Premium outcomes were 57.1% compared with 72% for the whole cohort; review fluency and arithmetic support.
Year 4 MTC – 25/25	52%	42.9%	Pupil Premium outcomes were 52% compared with 42.9% for the whole cohort; sustain effective practice and check consistency.
KS2 SATs – Reading	55.6%	50.0%	Pupil Premium outcomes were 55.6% compared with 50.0% for the whole cohort; build on this relative strength while continuing to monitor individual progress.
KS2 SATs – Writing	55.6%	72%	Pupil Premium outcomes were 55.6% compared with 72% for the whole cohort; writing is a clear priority for teaching and targeted support.
KS2 SATs – Maths	55.6%	66.0%	Pupil Premium outcomes were 55.6% compared with 66.0% for the whole cohort; mathematical attainment remains a priority.
KS2 SATs – Combined	55.6%	50%	Pupil Premium outcomes were 55.6% compared with 50% for the whole cohort; this positive overall measure should be considered alongside the separate reading, writing and maths results.

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 were useful and helped children manage emotions. Continue to review impact for individual pupils and ensure provision is matched to need.
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 92.30%, compared with 94.30% for the whole school. This is below the previous year's Pupil Premium figure and makes attendance a key priority for the new strategy.

Review of intended outcomes

Intended outcome 2025–26	Impact reviewed – September 2026
Improved oral language skills and vocabulary among disadvantaged pupils.	Oral language and vocabulary remain an area for continuing investment. The 2026–2028 strategy includes this within teaching and reading support, with progress to be checked through assessment, lesson engagement, pupil voice and work scrutiny.
Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	The data show a mixed picture. Pupil Premium outcomes were higher than the whole cohort in Year 4 MTC at 25/25, KS2 Reading and KS2 Combined, but lower in Year 1 phonics, Year 4 MTC at 20/25, KS2 Writing and KS2 Maths. Although disadvantaged pupils outperformed the whole cohort in some measures, outcomes remain below national expectations overall. The school must therefore build on relative strengths while improving attainment and progress, particularly in early phonics, writing and maths.
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 was positive; continued provision will be reviewed against individual pupils' needs and pastoral evidence.
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 had fallen from 96.91% in 2024–2025. Attendance remains a priority, with regular monitoring and timely work with families.

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

Further information

The strategy has been informed by the school's recorded attainment, attendance and pastoral information, alongside staff knowledge of pupils' needs. During implementation, leaders will triangulate evidence from assessment, pupil progress meetings, lesson visits, work scrutiny, attendance records, intervention records, pupil voice and conversations with families. This will help the school distinguish between activity being delivered and activity making a difference.

The pupil premium lead and senior leaders will review progress regularly and report to the governing body so that governors can challenge whether spending is reaching the intended pupils and improving outcomes. Where evidence shows that an approach is not having the intended impact, the school will adapt provision and budget deployment. The strategy will remain responsive to changing needs across the two-year period.

The school will continue to work with families and relevant external services where appropriate. Pupil premium funding will be used to address identified barriers and improve educational outcomes; safeguarding decisions and support will continue to follow the school's statutory procedures.