

# St Joseph's Catholic Primary School



## Pupil Premium Statement

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 ( <b>3-year plans are recommended</b> )	September 2025-July 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Victoria McBrown
Pupil premium lead	Jamie Stephens
Governor / Trustee lead	Joanna Seymour (CSEL)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,637.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,637.00

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is a grant, which is additional to main school funding which is believed to be the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and children who are not eligible for FSM ensuring that funding to tackle this disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St. Joseph's our ultimate objective is that our 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. The support we will give therefore is extended to developing the child holistically. Our current pupil premium strategy recognises the barriers that this group of children may have, including lacking in confidence or in need of emotional support, lack of progress due to poor attendance, being unable to access enrichment opportunities or they may have speech and language difficulties. This list is not exhaustive.

Our key principles are that all children should first and foremost be able to regulate their emotions and be ready to learn. We recognised that some children find this more challenging and so have put steps in place to support this. Every child should have Quality First Teaching by highly trained and skilled professionals who recognise their needs and aspirations. This is then supplemented by bespoke, well planned, purposeful interventions which support a child's individual need. Additionally, our children should have equal opportunities in accessing enrichment activities which support their wider learning, development as individuals and aspirations for their future.

## 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 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	<ul style="list-style-type: none"> <li>- End of year summative data shows that Pupil Premium children achieve in line with their peers. This is evident through school tracking data.</li> </ul>
All Pupil Premium children receive Quality First Teaching + targeted interventions as appropriate to ensure that gaps may be closed as swiftly as possible	<ul style="list-style-type: none"> <li>- Pupil Premium children make progress in line with their peers and achieve at least ARE because of Quality First Teaching and bespoke interventions. This is evident through school tracking data.</li> </ul>
Pupil Premium children can manage their emotional needs effectively and consistently as appropriate to their age.	<ul style="list-style-type: none"> <li>- Emotional incidents are minimal</li> <li>- Pupil Premium children have strategies to manage their feelings and emotions effectively. This is evident in through general behaviours and behaviour logs.</li> </ul>
Pupil Premium Children have a cultural capital in line with their peers.	<ul style="list-style-type: none"> <li>- Pupil Premium children have experiences to draw from in a similar vein to their peers, this is evident in conversation and through their learning.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- 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, pupil voice and ongoing formative assessment.</li> </ul>

## 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: £35,000.00

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
Mastery Maths CPD	Mastery learning (EEF)	1, 2, 3, 4 and 6
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.
Mentoring and coaching for Pupil Premium children where bespoke targets are set and their progress closely monitored in Pupil Progress meetings	Feedback (EEF) Metacognition and self-regulation (EEF) Collaborative Learning approaches Feedback (EEF) Metacognition and self-regulation (EEF)	1, 2, 3 and 4

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

Budgeted cost: £20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions EYFS Daily reading, Time to talk, language links, maths and phonics support</p> <p>KS1 daily reading + phonics + mental arithmetic and place value support</p> <p>KS2 Daily reading – fluency and pace + maths interventions focusing on fluency and using and applying <u>to stretch and challenge</u> as well as support all disadvantaged children.</p>	<p>Teaching assistant intervention Oral language interventions EEF</p> <p>Phonics (EEF)</p> <p>Communication and Language approaches (EEF – EY)</p> <p>Early Literacy and Numeracy approaches (EEF – EY)</p> <p>Play based Learning (EEF – EY)</p>	<p>1, 2, 3 and 4</p>

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

Budgeted cost: £15,000.00

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
Pastoral support parents of Pupil Premium pupils whose attendance falls below the school target.	Parental Engagement Feedback (EEF)	8
Afterschool clubs and activities provided for Pupil Premium children alongside their peers to increase cultural capital	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 of educational enrichment activities including off-site visits.	Arts Participation (EEF) Physical Activity (EEF)	6 and 7

## Total budgeted cost: £70,000.00

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

## 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 2024 to 2025 academic year.

Intended outcome 2024-25	Impact reviewed – September 2025
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.	<p><b>Year 1 Phonics</b>            83% Pass Pupil Premium.            73.9% Whole cohort.            Pupil Premium children had higher attainment their peers.</p> <p><b>Year 4 MTC</b>            78% 20/25 Pupil Premium            86% 20/25 Whole cohort.            66% 25/25 Pupil Premium            55% 25/25 Whole cohort.            Pupil Premium children had higher attainment their peers at the 25/25 metric but not at the 20/25 metric.</p> <p><b>KS2 SATs</b>            82% Reading Pupil Premium            80% Reading Whole Cohort            91% Writing Pupil Premium            84% Writing Whole Cohort            73% Maths Pupil Premium            70% Maths Whole Cohort            73% Combined Pupil Premium            60% Combined Whole Cohort</p> <p>Pupil Premium children had higher attainment than their peers in Reading, Writing, Maths and at a Combined metric.</p>
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.	<p>Pupil Premium attendance including authorised absences:</p> <p>2023-2024 – 96.75%            2024-2025 – 96.91%</p> <p>Whole school attendance including authorised absences:            2023-2024 – 97.36%            2024-2025 – 96.79%</p> <p>Pupil Premium attendance saw a small increase in attendance and authorised absences. The whole</p>

	school attendance dropped during this time, so Pupil Premium attendance showed larger swing to positive when factoring in that information.
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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