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	140
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	December 30th 2025
Date on which it will be reviewed	Review 15th December 2026
Statement authorised by	Zoe Holt
Pupil premium lead	Zoe Holt
Governor / Trustee lead	Martin McDonagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62160
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£62160

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by making accelerated progress, including those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and Early Help.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

• ensure disadvantaged pupils are challenged in the work that they're set

• act early to intervene at the point need is identified

• adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, including through planned targeted Catch Up interventions

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. At St Joseph's, our ethos is that all pupils, irrespective of their backgrounds and any challenges that they face, achieve high attainment and that all staff have a part to play in ensuring this. Our

intention is that every child will have ownership of their own learning, will make good progress and will have high achievement in all areas of the curriculum. The purpose of our pupil premium strategy is to ensure disadvantaged pupils are well supported in achieving this goal and leave St Joseph's with the best life chances in line with their peers.

Quality first teaching is at the heart of our approach. We have focussed particularly on developing those learning behaviours which will support the areas in which disadvantaged pupils require the most support; for example, checking for understanding using embedding formative assessment, precise questioning and communication and language support to develop vocabulary and reading comprehension.

Deprivation in our area is above the national average. Our local area is in the bottom 10% in all index categories. Including Multiple deprivation, income and living conditions.

Our ultimate goals for our 3-year strategy are:

· To narrow the language gap from Pupil Premium to non-Pupil Premium children.

Many of our children join school with language levels significantly below the expected age related level.

· Ensure children in school access a varied diet in learning to increase cultural capital. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, using outside agencies effectively, and by providing exciting learning including access to outdoor learning and forest schools. We have carefully planned and invested in an aspirational curriculum that ensures children are exposed to high quality texts, ambitious vocabulary and a wide range of activities, trips, visitors in to school and high quality resources.

· To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils achieve a lower level of attainment than non-pupil premium. We need to improve the attainment of our pupil premium students so that they have the passport for further and then higher education.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. A considerable proportion of pupil premium students need extra support to remain on track with age related reading expectations. Many pupil premium students are read to and with less than their peers.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry to FS1 and in general, are more prevalent among our disadvantaged pupils than their peers A considerable proportion of pupil premium students have language skills lower than their chronological age. Communication, language and vocabulary development is essential in enabling all pupils to access the curriculum and meet academic targets.
4	Some PP children do not have access to the same opportunities and resources as other children in school.
5	Many of our pupil premium students can find self-regulation challenging and have experienced the effects of trauma. Many pupil premium pupils require extra support to regulate personal, social and emotional needs.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the current climate, parents' own barriers to education and perceptions of institutions. A lack of enrichment opportunities and life experiences are also challenges that impact negatively on our disadvantaged pupils, including their attainment.
7	Our attendance data indicates that punctuality amongst disadvantaged pupils, in some cases has had a notable impact on overall attainment. Our assessments and observations indicate that persistent absenteeism is negatively impacting on some disadvantaged pupils' progress.

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
Improved attainment among disadvantaged pupils across the school.	All PP children will make good progress (in line with non PP peers) towards their end of year targets.
Improved reading, comprehension and fluency among disadvantaged pupils across all year groups	Reading ages for all students will be in line with, or very close to age related expectations. Measured using SmartGrade (KS2) and RWI assessments. There will be very little disparity between the scores of disadvantaged pupils and their non-disadvantaged peers
Pupils exceed national averages at KS1 and KS2 statutory assessment points	Narrow the current gap between KS2 maths and writing compared to reading. Each cohort of year 6 and year 2 pupil premium pupils exceed national averages for non-pupil premium pupils.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: qualitative data from pupil voice, student and parent surveys and teacher observations. Reduced number of fixed term and permanent exclusions for pupils eligible for pupil premium.
Children are able to explain what they are learning and how confident they are in this.	Through the application of the embedding formative assessment strategies and the use of Rosenshine's Principles of Instruction, teachers enable children to clearly recognise what they are learning and the steps of success towards. Children will be able to explain what they have learnt, how they know and what their personal goals are for further improvement.
Develop vocabulary and improve communication and language skills of all pupils.	Assessments and observations indicate significantly improved language and vocabulary levels among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including observations, book looks and ongoing formative assessment.
To meet the social and emotional needs of all learners and achieve and sustain improved wellbeing. Children are able to self-regulate.	Decreased number of behaviour incidents amongst pupil premium students. Wellbeing and mental health focused pupil interviews. Restorative questioning is used by all staff to help support children to self-regulate and understand their emotions.
Improved cultural capital through exposure to a wide range of enriching activities	Increased number of PP pupils accessing sports, music and outdoor clubs. All pupil premium students to attend at least 4 educational visits/school experiences each year.

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: £5,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve storytelling and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Talk through stories). Purchase of extra books to support DfE validated programme to support pupil outcomes. Cover time to allow Reading Lead to monitor the teaching of across school. £500 Resources £450 PD of Staff to deliver programme	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) EEF - Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	3
Enhancement of our English and maths teaching and curriculum planning in line	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf	

with DfE and related (EEF, FFT etc) guidance. We will fund teacher release time to embed key elements of guidance in school and to fund relevant teaching & learning resources £2000	Every Child Counts Programme is based on a range of evidence: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182404/DFE-RR091A.pdf	
Purchase of standardised diagnostic assessments. Release/cover time for staff to ensure assessments are administered and interpreted correctly £1000	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF Smartgrade system – embedding use of this new school system in order to become familiar with inputting and collating data about pupils. https://www.smartgrade.co.uk/ Provision maps show teachers putting in place additional provision for pupils below in any area and that targets for impact of this provision are meaningful and measurable. Evidence - DFE briefing paper notes: School cultures and practice: supporting the attainment of disadvantaged pupils Inputting of all data into Arbor for CMAT wide analysis from Autumn 2024 to ensure bespoke groups are measured and targeted to ensure on track to meet end of year targets and that appropriate interventions can be set	
RWI (SSP) online training portal, online subscription and 3x development days. £2070 £1000 RWI spelling subscription and resources	Reading is one of the biggest determining factors of life chances and therefore our approach is to ensure that every child leaves St Joseph's as a fluent, engaged reader. It is essential that all teachers are experts in the teaching of reading.	1,2,3

Purchase of extra books to support DfE validated Systematic Synthetic Phonics programme to support pupil outcomes. £300 Cover time to allow Reading Lead to monitor the teaching of phonics across school. To further embed RWI phonic scheme £1500	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Makaton training for staff and CC&L training for staff £450	Although language acquisition is a very robust process there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity EEF Early Language Development https://www.makaton.org/aboutMakaton/research	3
Training for staff CPD – Quality first teaching, retrieval practice and formative assessment. Range of questioning using Rosenshine principles to ensure higher classroom engagement and used as a formative assessment tool. £700	Rosenshine questioning CPD for all staff to improve academic results and classroom engagement. Rosenshine, B., 2010. Principles of instruction. Brussels, Belgium: International Academy of Education. Tom Sherrington's Rosenshine's Principles in Action – based on cognitive science also listed in the EEF Cognitive Science Approaches in the Classroom: A review of the evidence Knowledge organisers CPD for all subjects to support children's vocabulary understanding and exposure to aspirational vocabulary. T&L approaches: retrieval practice, explicit vocabulary instruction and developing metacognitive learners. By emphasising that the knowledge organisers should be developed and used in a way that supports the three T&L approaches. EEF Guidance report on Metacognition and self-regulated learning.	1,2,3,4,5

Whole school staff training Dyslexia training Sensory Friendly Classroom Training Updated PD in: Maths Mastery English Mastery Ark Science Ark History Ark Geography RWI Phonics RWI Spelling	Pavey, B. (2007). The dyslexia-friendly primary school: A practical guide for teachers. SAGE Publications Ltd, https://doi.org/10.4135/9781446212455 The effectiveness of Theraplay for children under 12 – a systematic literature review Rebecca Money , Sarah Wilde & David Dawson School of Psychology, Doctorate in Clinical Psychology (DClinPsy), University of Lincoln, Lincoln, UK https://www.wp.theraplay.org/uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mathematics Mastery Primary Read, Write, Inc. Phonics	1,2,3,4,5

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

Budgeted cost: £16,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tuition for disadvantaged pupils who require further reading support. *£6,100*	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF - A wide range of	1

	strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	
Structured Maths Mastery interventions for PP students who fall behind. *£6,100*	EEF - Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months). Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months). A high level of mastery of about 80% is associated with more successful approaches. Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/educationevidence/evidencereviews/cognitive-scienceapproaches-in-the-classroom	1
Retrieval of times tables through Times Tables Rockstars which will increase stamina, fluency, confidence and engagement. *£750*	Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/educationevidence/evidencereviews/cognitive-scienceapproaches-in-the-classroom	1,2,3
Rapid recall of arithmetical and KIRF in all areas of maths will increase stamina, fluency, confidence and engagement *Arithmetic Mastery trial to be extended to embedded Y2-Y6 and extended to Y1* *£300*	Building up long-term memory and developing schemas to ease pressure on working memory. Improving maths in EY and KS1 Improving maths in KS2	
New reading materials and resources to support interventions and diagnostic assessments *Reading materials to support wider*	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) EEF - Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.	

curriculum; texts for reluctant readers; windows and mirrors reading list of books so all children can see themselves reflected in texts across school *£800*	Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://ourfp.org/	
Training for Staff on approaches to developing reading fluency and comprehension strategies *Release time for training and review* *£2000*	EEF - Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months). Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months). A high level of mastery of about 80% is associated with more successful approaches. Building up long-term memory and developing schemas to ease pressure on working memory. https://educationendowmentfoundation.org.uk/educationevidence/evidencereviews/cognitive-scienceapproaches-in-the-classroom	

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

Budgeted cost: £ 26,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – *£400 staff training & resources* *£4500 Staffing costs* Release time training and PD £350	Social and emotional interventions are just as important as curriculum interventions, children are taught to understand their emotions and interact with their peers, which in turn, improves a child's social and emotional development. Woodcock, Colin & Pickering, Leanne & Lambeth, Joanne. (2019). The Emotional Literacy Support Assistant (ELSA) Programme: Can you develop an evidence base for an adaptive intervention?.	5
Lunch time clubs:	Providing more structure during unstructured times - Lunch sports club to	4

RUFC Lunchtime provision *Active Regen lunchtime provision* *£4000*	help children regulate during unstructured time.	
Weekly Forest school sessions for all PP and Non PP children. *£300 towards equipment including suitable clothing*	Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. Forest School / Outdoor Learning EEF Research Link	5
Breakfast club for all PP children *£9500*	Food deprivation is high in Dinnington. Research shows hungry children do not perform as well.	4,5
Educational visits linked to topics. *£2000 allocated for subsidizing places*	Each year group to have a trip linked to their topic. Pupil premium children subsidised Toys through time workshop Viking Workshop Crucial Crew Theatre Group in School Dance Workshop Visiting Zoo White Post Farm Theatre Visit to Pantomime Yorkshire Wildlife Park	4,5
Music Lessons- KS2 *£1500*	Year group to all learn an instrument through Rotherham Music Service. School invited to join Rotherham Music Hub By improving their abilities with a specific musical instrument and achieving their goals, children can feel very satisfied and this can greatly improve their self-esteem. Taking risks and facing challenges is essential for a child to fully develop his or her potential.	4,5
Access to high quality Playground Equipment for unstructured times *£500*	Replenishment of playground equipment on KS1 and KS2 playgrounds to encourage peer engagement in play and raise self esteem amongst	

	disadvantaged and non disadvantaged pupils. Many pupils don't have access to outdoor space at home to promoting positive play times is important in our school context Ongoing staff training in how to encourage positive play and engagement with chrn during unstructured times requires ongoing CPD in restorative conversations. Fixed Football nets have been purchased to give chrn in KS2 aspirations and encourage sense of competition.	

Total budgeted cost: £ *59,107 [3458]*

Part B: Review of the previous academic year

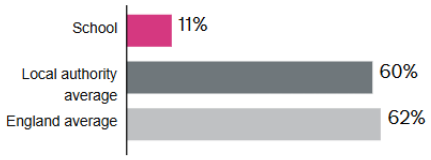
Outcomes for disadvantaged pupils

Year Group	St Joseph's	National
YFS GLD	*47.1%*	*67%*
Y1 PSC	*54.5%*	*81%*
Y2 PSC	*100%*	*95%*

KS2 Assessment Results

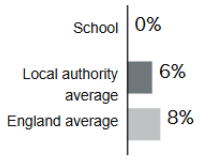
Pupils meeting expected standard in reading, writing and maths

View as table



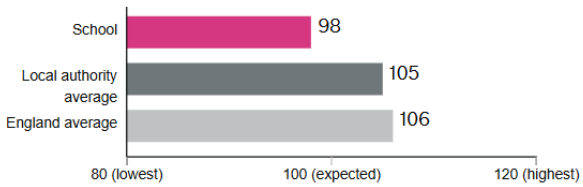
Pupils achieving at a higher standard in reading, writing and maths

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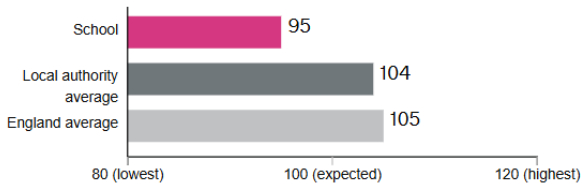
Average score in reading

View as table



Average score in maths

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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	Provider
TT Rockstars Renewal	Maths Circle
Numbots Renewal	Maths Circle
AC+ English Mastery	Ark Curriculum
AC+ Mathematics Mastery Renewal	Ark Curriculum
AC+ History, Geography, Science	Oxford Univsity Press
Read, Write, Inc. Phonics	Ruth Miskin Literacy
Read, Write, Inc. Spelling	Ruth Miskin Literacy
Talk Through Stories	Ruth Miskin Literacy
Music Lessons	Rotherham Music Service