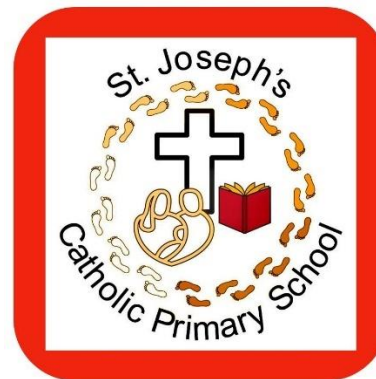


St Joseph's Catholic Primary School and Nursery



We live, love and learn with the Lord

Pupil Premium Strategy 2025-27

Pupil Premium Strategy Statement

2025-2027

Introduction

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they:

- are eligible for free school meals or have been eligible in the previous six years
- have been looked after, or are covered by a guardianship or residency order
- have been adopted from care
- have a parent serving in the armed forces

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.' **Education Endowment Foundation – The EEF Guide to Pupil Premium funding**

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Strategy

At St Joseph's Catholic Primary School and Nursery, we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1. Teaching

Spending on improving the quality of teaching and providing professional development opportunities is a fundamental principle and area of focus for our school to enable all learners, including disadvantaged learners to succeed. Ensuring an effective teacher is in front of every class, and that every teacher and learning support assistant is supported to keep improving, is a key ingredient to the success of our provision and is therefore the top priority for our Pupil Premium spending. None of this work is effective without school leaders driving the vision-that all children should aspire to achieve great things. School leaders challenge learning culture, setting standards and expectations of self and others-all managed and organised in a framework based on priorities. It is essential to grow our own leaders within classrooms and organisation.

'The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

2. Targeted academic support

Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of strategies from one-to-one or small group interventions that work alongside to complement and enhances effective classroom teaching and learning.

'Teachers/teaching assistants using specific teaching strategies and interventions significantly raises outcomes for children living in poverty. Evidence-based approaches include cooperative learning (structured groupwork), frequent assessment and 'learning to learn' strategies.' ***C4EO - Schools and Communities Research Review 4 – Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys.***

3. Wider strategies

The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

St Joseph's Catholic Primary School and Nursery - Our 3-Tiered Approach

1. Teaching-underpinned by High Quality CPD.

Professional Development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential."
Developing Great Teaching-Teacher Development Trust.

- Training in whole school approach to phonics and use of a well-reviewed phonics teaching scheme with proven impact (Read Write Inc). Ongoing training and support for teachers and teaching assistants.
- Ongoing participation in a Subject Network Meetings with BWCAT. Subject knowledge development and deeper understanding of teaching and learning across all primary subjects.
- Investment in White Rose Maths teaching scheme to support teaching for mastery.
- Investment in Odizzi teaching scheme to support teaching and learning in Geography.
- Investment in Raspberry Pi teaching scheme to support teaching and learning in Computing.
- Investment in Developing Experts teaching scheme to support teaching and learning in Science.
- Investment in TenTen teaching scheme to support teaching and learning in PSHCE.
- Investment in Charanga teaching scheme to support teaching and learning in Music.
- Dynamic teaching of reading, focussing on developing fluency, vocabulary, retrieval and inference.

- Scheduled pupil progress meetings within class teams to identify barriers to learning and next steps.
- Tailored mentoring and coaching for our early career teacher.
- Ongoing subject knowledge and pedagogy training for all staff with BWCAT and with Diocese of Leeds.

2. Targeted academic support Quality of instruction. “This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding), are also found to improve attainment.” What Makes great teaching Prof Rob Coe.

- Targeted phonics intervention in KS1 and lower KS2.
- Bespoke timetables that offer enrichment opportunities and improve attendance for the most vulnerable learners.
- Maths interventions and next steps post teaching in Maths across all year groups.
- Booster sessions for KS2 children in English and Maths.
- Talk Boost intervention supporting language and social interaction in the early years.
- Speech and Language interventions.

3. Wider strategies

- Individualised curricular for specific children.
- Support for pupils and staff through collaborative work with Local Authority specialists.
- Emotional Literacy Support for all children needing emotional, mental health support.
- Teacher and sports coach led enrichment clubs.
- Subsidised trips and visitors
- Free (or reduced cost) lunchtime and after-school clubs.

Contextual Information (Updated Sep, 2026)

Pupils in school	77
Proportion of disadvantaged pupils	34% (including 1 LAC and 1 PLAC)
Pupil premium allocation this academic year	-
Academic year or years covered by statement	2025-2027
Publish date	November 2025
Review date	November 2027
Pupil premium lead	Mrs Emma Ronicle
Governor lead	Ruth McArthur

Speech, language and communication skills are poor on entry - we are helping children through early identification, regular assessment, a consistent approach and interventions including Talk Boost and speech and language therapist led interventions

Focus on good quality teaching - we are aiming to improve progress and achievement year on year with a consistent approach to teaching and learning and strong and stable leadership. We know that 'great teaching' (Rob Coe) relies on:

1. Classroom climate that is based on solid relationships and positive Interactions
2. Classroom management - effective use of systems and expectations
3. Teachers' beliefs - supported by a strong vision and unwavering commitment that our approaches WILL make a difference to pupil outcomes
4. Professional Behaviours - the desire to work effectively with colleagues and parents as we learn together.

Instilling a passion for, and achievement in reading and writing - we are raising standards in writing by engaging children in a broad, balanced and relevant curriculum that provides children with regular teaching in strategies for reading and purposeful writing opportunities.

Persistent absence/ lateness - we are working with children and families so children are routinely in school and on time. We are working closely with families who have persistent absence and lateness to address the causes.

Impact of family circumstances on children's ability to focus on learning - we respond quickly and effectively when needs arise to identify what support can be put in place to support pupils and their families and minimise impact on learning outcomes. Provision is bespoke and engages learners so that they experience self-fulfilment.

Strategy aims for Pupil Premium for the current academic year

Tier1 - Teaching

Measure	Activity
Priority 1	Ensure all EYFS / KS1 staff are trained competently in Read Write Inc phonics.
Priority 2	To ensure high quality phonics provision is provided across EYFS and KS1 to improve outcomes.
Priority 3	Train all teaching staff in use of purchased schemes to ensure a progressive and structured approach to the teaching and learning.
Priority 4	Purchase new reading scheme books for use in KS2.
Barriers to learning these priorities address	Ensuring staff implement the training consistently, adhering to the programmes
Projected spending	£10760

Tier 2 – Targeted academic support

Measure	Activity
Priority 1	Provide training for staff and facilitate small group phonics intervention sessions in KS1 to improve phonics accuracy and outcomes.
Priority 2	Purchase and embed use of phonics reading books Reception – Y2 to support phonics teaching in school.
Priority 3	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations at KS2.
Priority 4	Establish small group SEMH interventions across school to ensure children are ready to learn.
Barriers to learning these priorities address	Children not yet able to read at ARE due to low phonic awareness. Children working below ARE in Maths and English. Children struggling to fulfil potential due to emotional and behavioural difficulties.
Projected spending	£18,354

Tier 3 - Wider strategies

Measure	Activity
Priority 1	Support parents to improve attendance and punctuality of our most vulnerable children eg through use of breakfast club, quiet starts
Priority 2	Work alongside key agencies e.g. SEND hub, Early Help, NHS, Compass Buzz to reduce barriers to learning.
Priority 3	Enable children from disadvantaged backgrounds to experience a wide range of activities through lunchtime and after school clubs.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£10,456

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development. Enabling experimentation, professional dialogue and review over a longer duration.	Use of INSET days and additional cover being provided by senior leaders. Promoting the vision and prioritising the strategic over the operational
	Ensuring effective implementation of whole school approaches in Maths and English	Regular lesson dips, book looks and feedback to team with specific foci to improve and develop delivery and outcomes. This to be regularly quality assured by external facilitators.
Targeted support	Ensuring phonics interventions are regular and consistent to maximise effectiveness	Timetabled interventions with trained practitioners delivered as a non-negotiable throughout the week. Adhering to vision and demonstrating fidelity to the belief that every child will achieve
	Enabling enough time and support for Read Write Inc to be rolled out and utilised effectively.	All teachers and support staff in Reception and KS1 trained in Read Write Inc.
Wider strategies	Ensuring the most disadvantaged children engage with and make expected or better progress	Working collectively with pupils, families, staff, and wider agencies to provide packages of support to enable effective learning. The relentless drive to secure the best outcomes for every child and an acceptance that approach is fully inclusive.