Pupil premium strategy statement – St Joseph's RC Primary, Heywood.

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	374
Proportion (%) of pupil premium eligible pupils	91 (25%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-28
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr A Schilling Headteacher
Pupil premium lead	Mr A Schilling Headteacher
Governor / Trustee lead	Mrs M Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,000
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£2 371 000

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, regardless of their ability, home circumstance or advantage.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have previously had a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our ambition is to remove any barriers for disadvantaged pupils, so that they can achieve across the curriculum. These barriers may include; poor attendance, lateness, parental mental health, family turbulence, limited access to opportunity and involvement with Children's Services.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support; reading, writing and mathematics. 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. Early identification of children at risk of falling behind across the curriculum is paramount, our aim is for early intervention to be put in place to bridge the gap in learning to prevent the gap widening. Interventions and educational provision is reviewed regularly and impact evaluated in detail so that support for groups and individuals can be changed or amended if progress is not evident.

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 will demonstrate our ambition for every child to achieve and experience success. 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

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of disadvantaged pupils is below that of non-disadvantaged pupils. The lost learning time negatively impacts upon the children's achievement and creates significant gaps in learning. Disadvantaged pupil attendance is 6% lower than that of their peers, PA is disproportionately high in comparison… 31% to 11.7%
2	Under-developed oral language and vocabulary gaps among disadvantaged pupils (from EYFS to Y6) remain a concern, with the gap being most significant for those PPG pupils who are in KS1 and EY.
3	Assessments (internal and external) of Reading, Writing and Maths for our PPG pupils indicate that their attainment is below that of their peers. Children's learning and progress requires additional teaching, support and intervention to ensure that all children and particularly disadvantaged children are on track to achieve their potential by the end of the phase.
4	High levels of anxiety, mental health issues and pressures on families are always present. School continues to engage with and support parents and families through use of school-based Pastoral Officer and Early Help support. The school have also introduced a school wide programme, My Happy Mind, to support children with these issue.
5.	Some disadvantaged pupils do not have access to support at home, either due to poor home conditions or difficult family circumstances; this has a negative impact on their progress. They have limited experiences of the wider world.

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
Improve the attendance and lateness of disadvantaged pupils and reduce the number of persistent absentees (<90% attendance) across the school.	Sustained high attendance demonstrated by: • overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 4% with a steady 1.5-2% decrease year on year until stabilised.

	• the percentage of all pupils who are persistently absent being below 12% (PPG pupils to come below 15%)
Improved attainment in reading, writing and maths for disadvantaged children.	Whole school internal data for Y1 to Y6 for disadvantaged pupils will be at or above: Reading 65% Writing 63% Maths 66% The achievement of these pupils will continue to rise between 5 and 7% per year until sustained improvement can de demonstrated.
Improved attainment in writing for all pupils, particularly disadvantaged children.	KS2 writing outcomes show closing gap between disadvantaged/non-dis year on year
Improved language and communication skills across the school, particularly those of disadvantaged pupils.	Assessments (WELLCOMM and NELI) 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 and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • pupil voice, student and parent surveys and teacher observations • data from My Happy Mind surveys • improved attendance and engagement in learning as evidence in pupil and staff feedback • a reduction in referrals to #Thrive, CAMHs and Early Help Services
Disadvantaged pupils to access a wide range of extra-curricular activities, experiential learning opportunities and educational trips to support their learning across the curriculum.	Sustained high levels of wellbeing and engagement in school life demonstrated by: • Numbers of pupils accessing extra-curricular activities • Number of pupils attending educational visits and expert visitors • Pupil voice • Teacher feedback • Work scrutinies

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: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess pupil progress and attainment using GL assessments in R/M (3 assessment points throughout year)	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	3
Build on 'communication friendly' environment already established by Wellcomm and NELI intervention programmes to support communication development.	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	2
Purchase and train staff in Little Wandle phonics programme to support teaching of reading. This is supplemented by daily Guided Reading, home school reading and reading for pleasure initiatives. From Years 4 to 6, reading is further strengthened through the implementation of approaches informed by **Christopher Such's Reading Framework**, which place emphasis	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 18. Reading - The Pedagogy: Chris Such High-quality texts, explicit teaching of reading strategies and rich discussion ensure that pupils continue to develop as confident, fluent and enthusiastic readers as they progress through Key Stage 2.	2, 3

on developing fluency, vocabulary, background knowledge and reading comprehension.		
Pastoral support is enhanced through implementation of My Happy Mind. Investment in resources and staff training has been committed to ensure its impact and effectiveness. A My Happy Mind Champion has been identified within the staff team and happiness heroes selected from KS 2 pupils. This provision is complemented by the introduction of **Ten:Ten's Living Life to the Full** Relationships, Health and PSHE Education programme. Rooted in Catholic values, the programme supports pupils in developing emotional literacy, healthy relationships, personal responsibility and decision-making skills. Implementation of a Pastoral Support Worker who directs time to disadvantaged pupils, especially those with social workers.	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Through age-appropriate and engaging learning experiences, pupils are encouraged to understand their own wellbeing, respect others, celebrate diversity and make informed choices that contribute positively to their physical, emotional and spiritual development. Together, these programmes provide a coherent and progressive approach to nurturing confident, resilient and compassionate young people who are well prepared for life in modern Britain. Department for Education review found that effective PSHE education improves physical and emotional wellbeing, readiness to learn and a range of positive health outcomes. [gov.uk], [pshe-assoc...ion.org.uk], [pshe-assoc...ion.org.uk] The Education Endowment Foundation reports that effective Social and Emotional Learning approaches can lead to approximately **+3 to +4 months' additional progress** while improving self-management, relationships and decision-making.	4 5
Writing CPD has been delivered in-house by the Deputy Headteacher and English Lead, ensuring a consistent and evidence-informed approach to the teaching of writing across	High quality teaching is recognised as the most effective way to improve outcomes for all. EEF Guide to Pupil Premium The IAACW approach provides pupils with a clear and progressive structure for writing, placing a strong emphasis on vocabulary development, oral	3

the school. As part of this professional development, the school has adopted the **I Am A Clever Writer (IAACW)** approach from Reception to Year 6.	rehearsal, sentence construction and authorial intent. Through explicit modelling, shared writing and high-quality exemplification, pupils develop the confidence and skills required to write effectively for a range of purposes and audiences. The consistent implementation of IAACW across the school has strengthened pupils' understanding of the writing process, improved independence and stamina in writing, and supported greater consistency in teacher expectations. The approach also promotes metacognition, enabling pupils to reflect on and improve their own work through purposeful editing and redrafting. As a result, pupils are developing greater confidence as writers, producing writing of increasing quality, accuracy and sophistication as they progress through the school. The Education Endowment Foundation identifies **Metacognition and Self-Regulation** as among the highest-impact, low-cost approaches to improving pupil outcomes. These strategies encourage pupils to plan, monitor and evaluate their work, which are central features of IAACW. [educatione...ion.org.uk], [educatione...ion.org.uk] The Education Endowment Foundation recommends the explicit teaching and modelling of learning processes, including teacher think-alouds and scaffolded practice, which are key characteristics of the IAACW approach. [educatione...ion.org.uk], [d2tic4wvo1...dfront.net] Research consistently shows that **oral language development**, vocabulary instruction and structured discussion contribute positively to literacy outcomes, particularly for disadvantaged pupils. These elements are embedded throughout IAACW teaching sequences.	
CPD programmes for teachers and for teaching assistants. Delivered through Trust or in-house sessions	High quality teaching is recognised as the most effective way to improve outcomes for all. EEF Guide to Pupil Premium	3
Subject Leader release time By embedding the EEF implementation model within subject	High quality teaching is recognised as the most effective way to improve outcomes for all. EEF Guide to Pupil Premium A School's Guide to Implementation | EEF	3

leadership practice, leaders will move beyond identifying actions to evaluating their effectiveness, ensuring that Pupil Premium investment leads to sustainable improvements in teaching, learning and outcomes for disadvantaged pupils.		

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm and Neli intervention programmes, Blank level questioning sessions are used to target children whose language and communication skills fall behind their chronological age. SaLT and school staff deliver these programmes.	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF The benefits of these interventions for disadvantaged pupils include: • Earlier identification of speech, language and communication needs. • Improved vocabulary acquisition and oral language development. • Enhanced confidence in speaking, listening and classroom participation. • Increased readiness for phonics, reading and writing. • Improved access to the wider curriculum through stronger language comprehension. • Reduced attainment gaps between disadvantaged pupils and their peers. • Greater engagement, self-esteem and independence in learning. By prioritising early language intervention, the school is addressing a significant barrier to learning for many	2

	disadvantaged pupils. The implementation of WellComm and NELI supports the development of strong communication skills, which in turn underpin achievement across all areas of the curriculum and contribute to improved long-term educational outcomes. **EEF NELI Evaluation:** pupils receiving NELI made approximately **3 additional months' progress in oral language development**. **EEF Teaching and Learning Toolkit:** Oral Language Interventions show an average impact of approximately **+6 months' progress**.	
Maths Interventions: White Rose Intervention	Evidence drawn from EEF: 1-1 Tuition Toolkit Strand Small Group Tuition Toolkit Strand The **Education Endowment Foundation (EEF)** reports that **targeted academic support**, including structured small-group tuition and interventions, is one of the most effective strategies for improving outcomes for disadvantaged pupils. The EEF's guidance on mathematics recommends securing pupils' understanding of foundational concepts and addressing misconceptions promptly before they become embedded. White Rose Maths is built around mastery principles, including small steps, explicit teaching, variation and regular retrieval practice, all of which are supported by cognitive science evidence. Interventions closely aligned to class teaching tend to have greater impact because pupils can immediately apply and consolidate learning within their everyday mathematics lessons. Investment in White Rose Maths interventions provides targeted academic support for disadvantaged pupils, enabling misconceptions to be addressed rapidly, strengthening conceptual understanding and accelerating progress towards age-related expectations in mathematics	3
Writing Intervention: Provide dedicated leadership capacity through one day per week of Deputy Headteacher release time to drive evidence-	Evidence drawn from EEF: 1-1 Tuition Toolkit Strand	3

informed school improvement, monitor the implementation of Pupil Premium strategies, and deliver high-quality professional development that improves outcomes for disadvantaged pupils.		
Range of targeted interventions: IDL, Beat Dyslexia, Talk About, Little Wandle catch up and keep up Lunchtime Lego Club, games club, WELLCOMM and Neli - including TA planning/meeting and delivery time	TA Support and Intervention **Key EEF evidence to reference in your strategy** Approach / Average Impact Small Group Tuition +4 months Oral Language Interventions +6 months Reading Comprehension Strategies +6 months Phonics +5 months Metacognition & Self-Regulation +7 months Social & Emotional Learning +4 months Behaviour Interventions +4 months	3
Pastoral Support Sessions - 1-1 sessions	EEF Social and Emotional Learning in Primary Schools Social and Emotional Learning in PS EEF Behaviour Interventions EEF Behaviour Interventions	4. 5

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An **Attendance Team** has been established, comprising of the Welfare	The DfE guidance has been informed by engagement with schools that have	1

Officer, Office Manager and Deputy Headteacher, to provide a strategic and coordinated approach to improving attendance. Through regular monitoring, analysis of attendance data and timely intervention, the team works collaboratively with pupils and families to identify and address barriers to attendance at the earliest opportunity. This strengthened capacity enables a more proactive approach to attendance, including targeted support for vulnerable and disadvantaged pupils, effective engagement with families and robust tracking of attendance trends. As a result, the school is better placed to secure improvements in overall attendance, reduce persistent absence and ensure that all pupils are able to access the full curriculum and achieve their potential.	significantly reduced levels of absence and persistent absenteeism. DfEs Improving School Attendance	
Using DfE's Improving School Attendance advice, Staff training Staff release time Engage with Trust and LA attendance training strategies To strengthen the school's capacity to secure excellent attendance, staff have participated in **Inclusive Attendance** training, drawing upon the Department for Education's *Improving School*	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absenteeism. DfEs Improving School Attendance Research indicates that attendance interventions are most effective when schools adopt a whole-school, relational and inclusive approach. By investing in Inclusive Attendance Training and achieving the Bronze Inclusive Attendance Award, the school has strengthened its systems, staff expertise and family partnerships, enabling earlier	1

Attendance guidance and best practice principles. This has enhanced staff understanding of attendance as a safeguarding and educational priority, whilst promoting supportive, relationship-based approaches to improving attendance for all pupils, particularly those who are disadvantaged or vulnerable. The school's commitment to developing an inclusive attendance culture has been recognised through the achievement of the **Bronze Inclusive Attendance Award**, demonstrating that robust systems and practices are in place to promote attendance, identify barriers early and support pupils and families effectively.	intervention and improved attendance outcomes for disadvantaged pupils.	
Enrichment opportunities Provide a programme of high-quality enrichment opportunities, including educational visits, residentials, extra-curricular clubs, leadership opportunities and cultural experiences, ensuring that disadvantaged pupils participate at rates comparable to their peers and develop the cultural capital, confidence and aspirations needed for future success.	Aspiration Intervention The enrichment framework for schools and colleges - GOV.UK **Benefits for disadvantaged pupils include:** • Increased engagement and motivation in learning. • Enhanced self-confidence, resilience and independence. • Development of communication and teamwork skills. • Improved wellbeing and sense of belonging. • Greater cultural capital and wider life experiences. • Raised aspirations and ambition for future education and employment. • Improved participation in school life and wider community activities. • Enhanced readiness to access the curriculum and succeed academically.	2, 3, 4

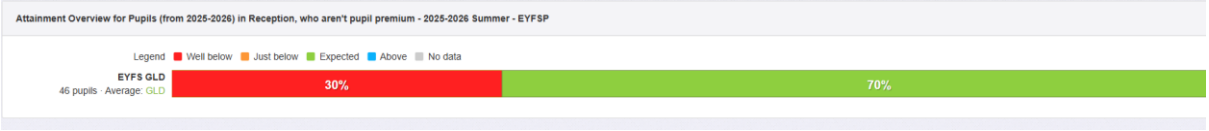
	By ensuring that disadvantaged pupils can fully participate in enrichment opportunities, the school seeks to narrow wider opportunity gaps as well as attainment gaps, helping pupils to develop the confidence, knowledge and experiences required to thrive both in school and beyond.	
Access to before and after school club provision	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absenteeism. DfEs Improving School Attendance Research suggests that extended school provision can have a positive impact on pupils' attendance, wellbeing, engagement and readiness to learn. Access to structured before-school provision helps pupils begin the day calmly and positively, improving punctuality, attendance and preparedness for learning. After-school provision provides additional opportunities for social interaction, enrichment activities, physical activity and the development of wider skills and interests. For disadvantaged pupils, access to wraparound care can be particularly beneficial in promoting inclusion and ensuring equitable access to extracurricular opportunities. It can also strengthen relationships with school, increase participation in school life and provide additional opportunities to develop confidence, resilience and social skills.	1
Sports Leader extended hours	Aspiration Intervention	4, 5

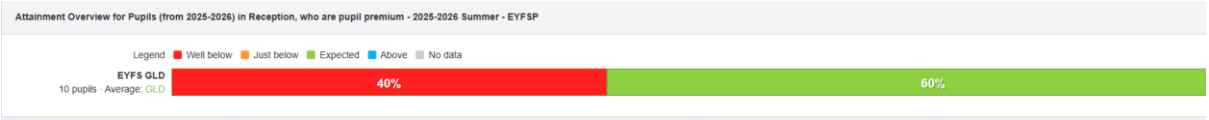
Total budgeted cost: £ *132,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS



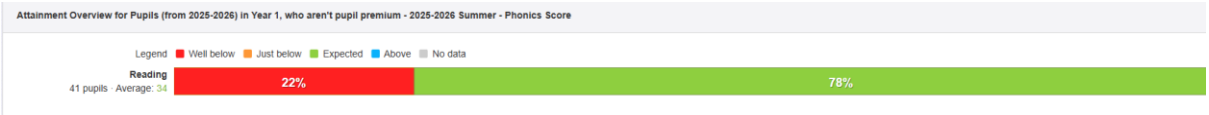


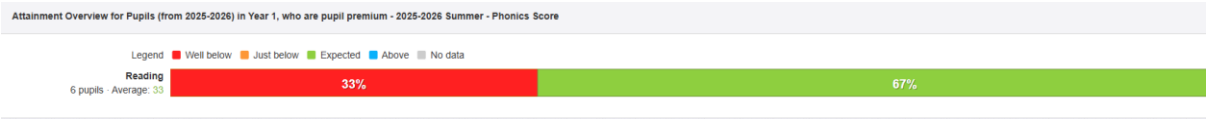
EYFS – Good Level of Development (GLD)

The GLD outcome for non-PP pupils is 70%, compared with 60% for PP pupils. This represents a 10 percentage-point gap in favour of non-PP pupils. Consequently, 30% of non-PP pupils and 40% of PP pupils did not achieve GLD. The difference is noticeable but the majority of pupils in both groups achieved the expected outcome. The PP cohort is relatively small (10 pupils), so each pupil represents 10 percentage points; the result should therefore be interpreted alongside individual pupil information and cohort context.

Further data analysis shows PP Girls (4) out-perform Boys (6) - 100% to 33%.

Year 1 Phonics



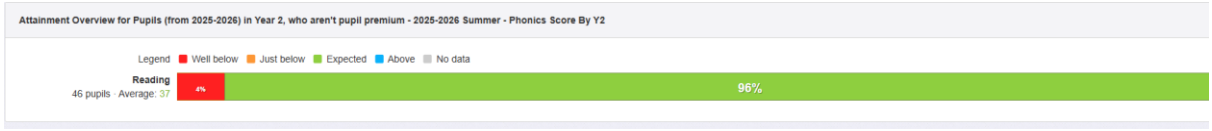


Year 1 phonics

78% of non-PP pupils achieved the expected phonics standard, compared with 67% of PP pupils. The gap is 11 percentage points. The proportion below the expected standard is correspondingly higher for PP pupils (33%) than for non-PP pupils (22%). This indicates that disadvantaged pupils were less likely to meet the Year 1 phonics threshold. The PP group contains only six pupils, meaning that one pupil equates to approximately 16.7 percentage points. The percentages are therefore particularly sensitive to the outcome of individual pupils.

Further data analysis shows PP Girls (2) out-perform Boys (4) - 100% to 50%.

Year 2 Phonics

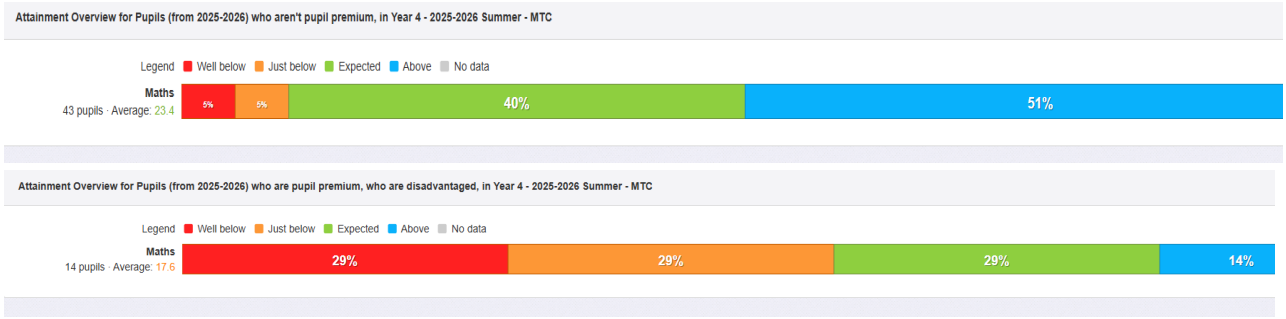




Year 2 phonics

Outcomes are strong for both groups. 96% of non-PP pupils achieved the expected standard, compared with 86% of PP pupils, a 10 percentage-point gap. The proportion below the standard is 4% for non-PP pupils and 14% for PP pupils. The very high non-PP outcome and strong PP outcome suggest that most pupils who required further phonics support had secured the expected standard by the end of Year 2. However, the remaining gap shows that a higher proportion of PP pupils still did not meet the threshold.

Year 4 MTC

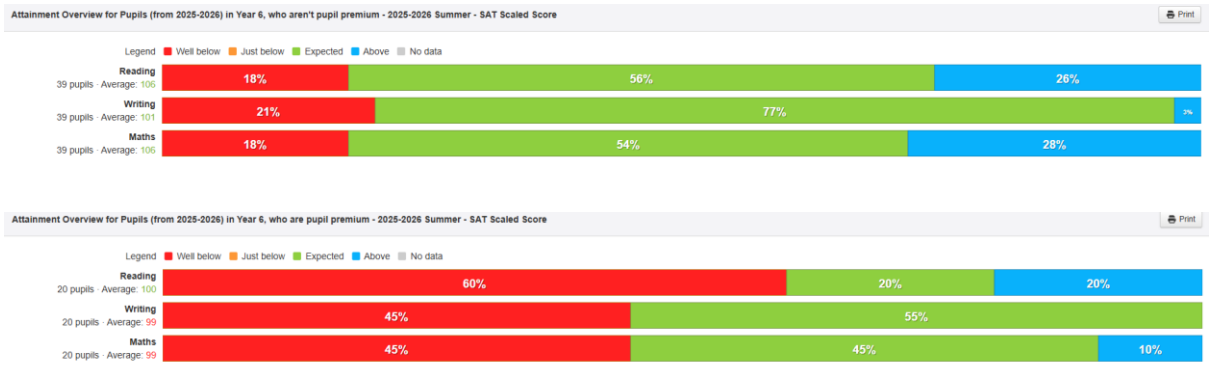


Year 4 Multiplication Tables Check (MTC)

The difference is substantially wider in the MTC. 91% of non-PP pupils are in the expected or above categories (40% expected and 51% above), compared with 43% of PP pupils (29% expected and 14% above). This is a 48 percentage-point gap in the combined expected/above outcome. More than half of PP pupils are below the expected category: 29% are well below and a further 29% are just below. The corresponding non-PP proportions are 5% well below and 5% just below.

The difference is also evident at the higher level: 51% of non-PP pupils are above the expected category, compared with 14% of PP pupils. The chart records an average score of 23.4 for non-PP pupils and 17.6 for PP pupils. Taken together, these figures identify multiplication-table fluency as a significant area for further attention for disadvantaged pupils. The PP cohort is 14 pupils, so individual outcomes still have a meaningful effect on the percentages.

Year 6 SATs



Year 6 SATs

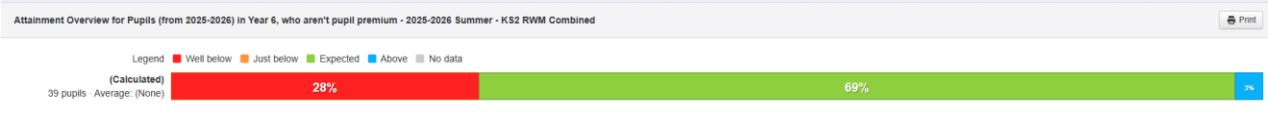
The Year 6 charts show the clearest and most pronounced differences across the three subjects. In reading, 82% of non-PP pupils achieved expected or above (56% expected; 26% above), compared with 40% of PP pupils (20% expected; 20% above). This is a 42 percentage-point gap. In addition, 60% of PP pupils are in the well-below category, compared with 18% of non-PP pupils. Reading is therefore a particularly significant concern in this cohort.

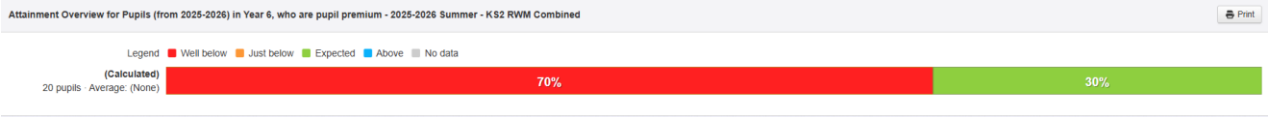
In writing, 80% of non-PP pupils achieved expected or above (77% expected; 3% above), compared with 55% of PP pupils (55% expected; none shown above). The gap is 25 percentage points. The proportion well below is 45% for PP pupils, compared with 21% for non-PP pupils. Although the combined gap is smaller than in reading, the high proportion of PP pupils below the expected standard remains a concern. The chart shows no PP pupils in the above category.

In maths, 82% of non-PP pupils achieved expected or above (54% expected; 28% above), compared with 55% of PP pupils (45% expected; 10% above). This is a 27 percentage-point gap. 45% of PP pupils are well below, compared with 18% of non-PP pupils. The proportion of PP pupils exceeding the expected category is also lower (10% compared with 28%).

Across all three SATs subjects, the PP group has a higher proportion of pupils in the well-below category and a lower proportion achieving expected or above. The largest difference in the combined expected/above outcome is in reading (42 percentage points), followed by maths (27 points) and writing (25 points).

RWM Combined



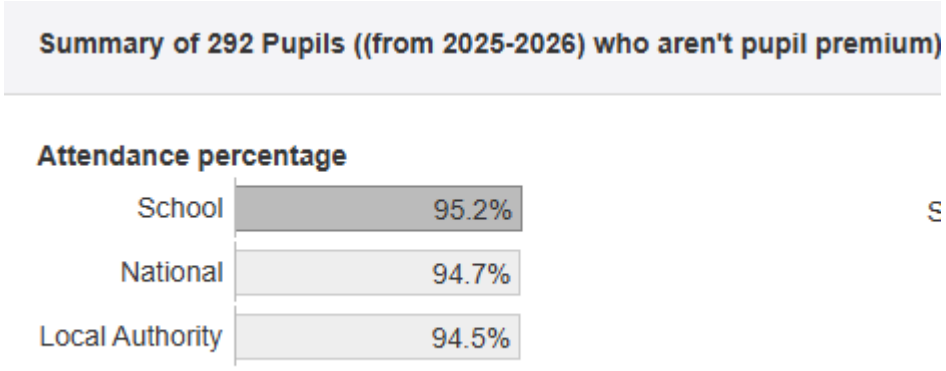


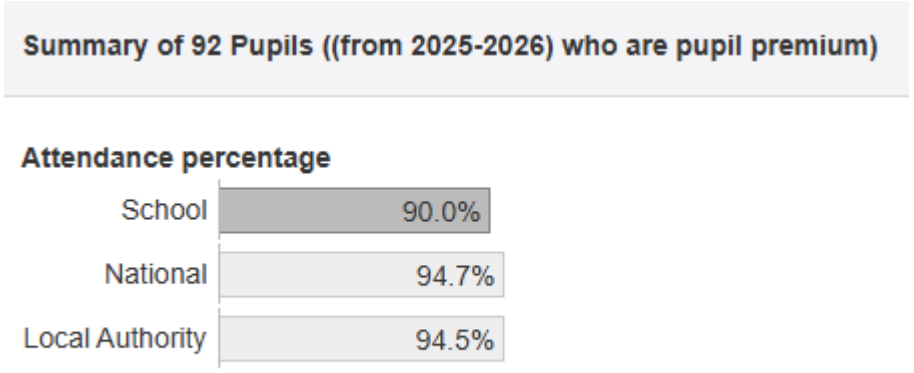
There is significant difference between PP and non-PP in relation to combined score for Year 6 with 72% of non-PP pupils achieving a combined score with only 30% in the PP cohort.

Assessment	Group (pupil numbers)	Well below	Just below	At expected (green)	Above (blue)	At/above
EYFS GLD	Non-PP (46) / PP (10)	30% / 40%	— / —	70% / 60%	— / —	70% / 60%
Year 1 phonics	Non-PP (41) / PP (6)	22% / 33%	— / —	78% / 67%	— / —	78% / 67%
Year 2 phonics	Non-PP (46) / PP (14)	4% / 14%	— / —	96% / 86%	— / —	96% / 86%
Year 4 MTC	Non-PP (43) / PP (14)	5% / 29%	5% / 29%	40% / 29%	51% / 14%	91% / 43%
Year 6 Reading	Non-PP (39) / PP (20)	18% / 60%	— / —	56% / 20%	26% / 20%	82% / 40%
Year 6 Writing	Non-PP (39) / PP (20)	21% / 45%	— / —	77% / 55%	3% / 0%	80% / 55%
Year 6 Maths	Non-PP (39) / PP (20)	18% / 45%	— / —	54% / 45%	28% / 10%	82% / 55%

Note: A dash indicates that no separate percentage is displayed for that category in the relevant chart. The chart percentages may total 99%, 100% or 101% because of rounding.

Attendance





PP pupils have a significantly lower attendance average than those without.