

# St Joseph's RC Primary Pupil Premium Strategy

Detail	Data
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	85 (23%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£127 210
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£2 251 369</b>

## Statement of Intent

### Ultimate objectives for disadvantaged pupils

- Raise the attainment and progress of pupils eligible for Pupil Premium (PP), so that gaps with non-disadvantaged peers close across reading, writing, mathematics and wider curriculum outcomes by the end of Key Stages.
- Ensure disadvantaged pupils are equipped with spoken language, reading fluency and number sense foundations so they can access the full curriculum and achieve age-related expectations.
- Remove non-academic barriers to learning (attendance, SEMH, access to enrichment) so pupils are ready to learn, engaged and resilient.
- Provide targeted, evidence-informed support that is sustained, evaluated and adapted so that high-attaining disadvantaged pupils are challenged and all pupils make strong, sustained progress.

### How this strategy works towards those objectives

- We follow the DfE / EEF tiered Menu of Approaches (High-Quality Teaching; Targeted Academic Support; Wider Strategies) and align activity to robust evidence (primarily EEF guidance and DfE pupil premium guidance) when selecting and implementing interventions and CPD.
  - High-quality teaching: place evidence-informed classroom practice (systematic phonics, structured reading comprehension, Mastering Number approaches, high-quality formative assessment and feedback) at

the heart of the plan — these are proven levers for disadvantaged pupils (EEF / DfE). [EEF Guide to the Pupil Premium](#)

- Targeted academic support: deliver closely-linked small-group and one-to-one support, structured phonics catch-up and reception language programmes to pupils identified through assessment. Small-group tuition and phonics have strong EEF evidence of impact. [EEF: Small group tuition](#) | [EEF: Phonics](#)
- Wider strategies: tackle attendance, SEMH and parental engagement proactively because non-academic barriers reduce learning time and progress. [EEF: Attendance interventions rapid evidence assessment](#)

### Key principles guiding our approach

- Evidence-led: we adopt interventions and approaches with strong EEF / DfE evidence and implement them with fidelity, monitoring and adaptation. [EEF Guide to the Pupil Premium](#)
- Diagnostic and targeted: use assessment (formal and teacher assessment) to prioritise pupils for support and to align interventions with classroom learning.
- Prioritise quality-first teaching: investment in CPD, coaching and recruitment to ensure every class receives high-quality instruction; targeted support supplements, not replaces, excellent classroom teaching.
- Whole-school responsibility: PP outcomes are the business of all staff. Leadership, governance and the PP link governor will regularly review implementation and impact.
- Sustainable and measurable: set clear success criteria, monitor progress termly and evaluate interventions for continuation or adaptation.

## Challenges

Challenge Number	Detail of challenge
1	Attainment gap: pupils eligible for Pupil Premium (15 children in Year 6 cohort) underperform compared to non-PP peers, with Reading EXS 53% (GDS 7%), Writing EXS 60% (GDS 0%), Maths EXS 67% (GDS 27%) — attainment and particularly Greater Depth for PP pupils is a concern. (School data 2025)

2	Early language and communication: children enter Reception with starting points below typical for four-year-olds; rising numbers require support with communication and language. EYFS GLD 69% (2025). Early language is a driver of later literacy gaps.
3	Phonics / reading fluency and comprehension: although Year 1/2 phonics outcomes are strong overall, Internal tracking showed a dip in reading results at KS1, and KS2 reading fluency improvement is needed (focus Years 4–6). Phonics catch-up and fluency development are required for pupils who are not yet secure decoders.
4	Mathematics fluency and MTC: Year 4 Multiplication Tables Check (MTC) outcomes declined from 2024 to 2025 (percentage over 20/25: 70% in 2024 to 55% in 2025).
5	SEND and SEMH barriers: proportion on SEND register has risen to ~14–18% with 10 EHCPs; rising social, emotional and behavioural support needs reduce access to learning. PP & SEND overlap (8 pupils PP with SEND in Year 6).
6	Attendance and persistent absence: lower attendance and persistent absence for disadvantaged pupils reduces learning time and progress; attendance is a school improvement priority for 2025/26.
7	Under-identification and parental engagement: FSM registration (19%) appears to undercount disadvantaged families; low take-up risks under-resourcing and reduces targeted parental engagement.

## Intended outcomes

Intended Outcome	Success Criteria
1. Reduce the attainment gap so disadvantaged pupils make accelerated progress in reading, writing and maths (KS1→KS2)	By end of 2025/26: PP cohort show improved internal assessment progress measures: at least 10% increase in % at EXS across reading/writing/maths for targeted PP. Reduction in gap relative to non-PP pupils by at least 10% on targeted measures over each of next 3 years. Improvements validated by standardised tests and teacher assessment triangulation. (EEF: pupil premium planning guidance) <a href="#">EEF Guide to the Pupil Premium</a>
2. Improve early language and EYFS	Increase Reception language screening outcomes (Wellcomm); improve GLD for disadvantaged pupils to at

outcomes for disadvantaged pupils	least match or exceed national averages for disadvantaged over 2–3 years. Implement Wellcomm to monitor measurable gains in oral language within academic year (EEF/DfE evidence). <a href="#">DfE: Using pupil premium guidance (NELI reference)</a>
3. Secure decoding and fluency so fewer pupils require catch-up by end of KS1/early KS2	Increase proportion of pupils at age-related phonics decoding/fluency: target Year 2 & Year 3 catch-up cohorts to reach at least national benchmark phonics outcomes within 1 school year; interventions show 4–5 months average additional progress (EEF phonics evidence). <a href="#">EEF: Phonics</a>
4. Improve mathematics fluency and MTC outcomes in Year 4	Increase proportion scoring >20/25 in MTC to ≥70% within 1 year by targeted number sense and Mastering Number work; targeted small-group tuition yields measurable standardised progress (EEF small group tuition). <a href="#">EEF: Small group tuition</a>
5. Reduce barriers to learning caused by SEMH and SEND overlaps	Reduced referrals and fewer learning days lost; targeted SEMH programmes produce improved behaviour for learning and attendance (measured via behaviour logs and teacher voice). <a href="#">EEF: Nurture / SEL material summary</a>
6. Improve attendance for disadvantaged pupils	Raise whole-school attendance and reduce persistent absence among PP pupils. Disadvantaged pupil attendance is 6% lower than that of their peers, PA is disproportionately high in comparison... 31% to 11.7% *Reduce PP PA by 7% in coming years across plan until in line. Using tailored attendance work and family liaison (EEF attendance guidance). <a href="#">EEF: Attendance rapid evidence assessment</a>
7. Increase FSM take-up and parent engagement	Increase FSM registration to more accurately reflect disadvantage (target to be set by school) and measurable rises in parent engagement metrics (Parent group attendance, home reading logs, whole school events). Clear signposting and sensitive communications to families. <a href="#">DfE: Using pupil premium guidance – communicating with and supporting parents</a>

## Activity in This Academic Year

## Teaching (High-Quality Teaching, CPD,) £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD and coaching programme focused on: (a) Little Wandle Phonics fidelity (b) reading comprehension strategies and fluency instruction, (c) Mastering Number and mental arithmetic strategies; include, modelled lessons and staff meeting coaching cycles, input for ECTs and existing teachers.	Systematic phonics and high-quality reading instruction are strongly evidenced to accelerate early reading (+5 months on average for phonics) and support disadvantaged pupils; EEF recommends professional development and fidelity in SSPs. <a href="#">EEF: Phonics EEF Guide to the Pupil Premium</a>	1, 2, 3
2. Protected cover time for teacher professional development and NPQ/leadership development for SLT & curriculum leads (reading, maths, EYFS); allocate PP funding to support staff release and recruitment incentives where needed.	DfE/EEF recommend prioritising high-quality teaching via professional development and supporting recruitment/retention (top priority in tiered model). <a href="#">DfE: Using pupil premium guidance EEF Guide to the Pupil Premium</a>	1, 8
3. Implement robust formative assessment and diagnostic assessment tools (termly standardised tests/reading fluency checks) with SLT (and teacher) oversight to identify PP pupils needing targeted support; use assessment for group planning and monitoring.	EEF and DfE emphasise diagnosis and active assessment as the starting point for targeted intervention planning; diagnostic assessment informs most effective targeting. <a href="#">EEF Guide to the Pupil Premium</a>	1, 2, 3, 4
4. Develop TA deployment model and CPD for TAs to deliver in-class support and structured interventions (including coaching TAs to deliver	EEF evidence shows trained TAs can support small-group and targeted interventions effectively when deployed with clear roles and training. <a href="#">EEF: Small group tuition</a>	1, 3, 4, 8

small-group phonics / maths sessions).		
5. Curriculum leadership time dedicated to implementing and reviewing the new RE scheme and ensuring literacy/maths curriculum alignment with interventions (ensuring interventions link to classroom learning).	DfE & EEF recommend coherence with curriculum and that interventions are closely aligned with classroom teaching for maximum impact. <a href="#">DfE: Using pupil premium guidance</a>	1, 3

## Targeted Academic Support £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Small-group tuition in reading and maths for identified pupils (groups of 4–6), delivered by teachers or TAs for 5 sessions per week; curriculum-aligned content and termly review.	Small group tuition has moderate impact ( $\approx +4$ months) when targeted and aligned with classroom teaching; frequent, short blocks over several weeks are effective. <a href="#">EEF: Small group tuition</a>	1, 3, 4
7. One-to-one/two tuition for highest-need pupils (reading decoding or mathematics), short, regular sessions where assessment/teacher identification indicates individualised needs.	One-to-one tuition can yield large impacts (+5 months on average) for pupils with specific needs. <a href="#">EEF: Small group tuition</a>	
		1, 3, 4
8. Phonics catch-up and guided oral language sessions for pupils in Reception → Year 3 who are behind; trained staff deliver 4–5	EEF phonics guidance: targeted intensive phonics support (4–5×/week over up to 14 weeks) is effective for accelerating decoding. <a href="#">EEF: Phonics</a>	2, 3

sessions per week over termly blocks.		
9. Reception language intervention (Wellcomm) for targeted reception pupils with weak oral language (small groups) and staff training for language-rich practice across EYFS.	Early language programmes produce measurable gains in oral language. <a href="#">DfE: Using pupil premium guidance (NELI ref)</a>	2
10. Targeted SEND provision: bespoke, evidence-informed interventions (Speech, language and communication support, precision teaching, reading interventions for pupils), School adopts a Wave approach and termly review via SENDCo and SLT.	EEF toolkit highlights oral language interventions, precision teaching and structured interventions as beneficial to low-attaining or SEND pupils; targeted support improves both access and attainment. <a href="#">EEF Toolkit summaries e.g., oral language &amp; reading comprehension</a>	1, 5

## Wider Strategies (Attendance, SEMH, parental engagement, enrichment) £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
12. Attendance improvement strategy: dedicated Attendance Officer, early-help home visits, tailored family plans, timely absence follow-up and incentives/recognition for improved attendance.	EEF rapid evidence assessment on attendance identifies targeted, tailored family liaison approaches and multi-component strategies as promising; attendance is important to closing gaps. <a href="#">EEF: Attendance interventions rapid evidence assessment</a>	6
13. SEMH and behaviour support: implement MyHappyMind curriculum elements across school, targeted ELSA pupils, nurture	EEF indicates SEL interventions produce ~3–4 months progress on average and targeted behaviour interventions can yield larger academic	5



approaches for those with SEMH needs; clear reintegration and behaviour-for-learning plans.	gains. Nurture approaches incorporate many high-impact components. <a href="#">EEF: The EEF Toolkit and Nurture Groups summary</a>	
14. Breakfast club and school meal support for targeted pupils to improve readiness to learn and punctuality; subsidised enrichment/educational visits for PP pupils.	DfE / EEF Menu of Approaches includes breakfast clubs, attendance and enrichment as wider strategies; research suggests breakfast provision can support wellbeing and attendance for some families. <a href="#">DfE: Using pupil premium guidance – Menu of Approaches</a>	6, 7
15. Parental engagement programme: targeted workshops (phonics, reading at home, maths number sense), accessible resources (QR codes, videos), increased communications and sensitive FSM take-up campaigns to identify under-registered families.	Parental engagement evidence (EEF) supports home–school partnerships, particularly for early years and literacy. DfE encourages using PP to support parental engagement and FSM take-up. <a href="#">DfE: Using pupil premium guidance – communicating with parents</a> <a href="#">EEF: Guide to Pupil Premium</a>	7, 2, 3
16. Remove non-academic barriers: crisis support fund for uniforms/books/IT where necessary (exceptional circumstances), liaison with local agencies and Virtual School for looked-after pupils.	DfE acknowledges exceptional one-off support can be used where essential to remove barriers to learning; the primary objective remains raising educational attainment. <a href="#">DfE: Using pupil premium guidance</a>	6, 7
17. Enrichment and aspiration work prioritising PP access to build cultural capital and personal development. Access to sporting provision via dedicated Sports Leader after school.	The DfE menu of approaches includes extra-curricular activities as important for broader development; enrichment supports engagement and belonging which underpin attainment. <a href="#">DfE: Using pupil premium guidance – Menu of Approaches</a>	1, 6, 7

**Total budgeted cost £128,000**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils - 2024



EYFS

2025 - Outcome - 69% achieved GLD  
(Previous Year 2024 - School 71.6% National 2024 67.7%)

### Year 1 Phonics

2025 – Outcome – 82.4% (PPG 60%)  
(Previous Year 2024 - Outcome 80% / National 2024 81.25%)

### Year 2 Phonics

2025 – Outcome - 87.5% (PPG 80%)  
(Previous Year 2024 - Outcome 89% / National 2024 81.25%)

### Year 4 Multiplication Tables Check

2025 Outcome	2024 Outcome
25 / 25 - 10 pupils	25 / 25 - 20 pupils
24 / 25 - 5 pupils	24 / 25 - 8 pupils
23 / 25 - 6 pupils	23 / 25 - 2 pupils
22 / 25 - 3 pupils	22 / 25 - 5 pupils
21 / 25 - 4 pupils	21 / 25 - 5 pupils
20 / 25 - 2 pupils	20 / 25 - 2 pupils
15 - 20 / 14 pupils	15 - 20 / 25 - 11 pupils
Below 15 - 9 pupils	Below 15 - 5 pupils
	Below expected level - 2 pupils
Percentage over 20 / 25 (80%+)– 55%	Percentage over 20 / 25 (80%) - 70%
Percentage at 25/25 (100%) – 18%	Percentage at 25/25 (100%) - 33%
Percentage at 24 / 25 or above 28%	Percentage at 24 / 25 or above (96%) - 47%
Percentage 23 / 25 or above 40%	Percentage 23 / 25 or above (92%) - 50%

### End of KS2

2025

Outcomes	GPS	Reading	Writing	Maths	RWM Combined
School Exp %	81%	75%	71%	81%	66%
National 2025	73%	75%	72%	74%	62%

GD %	27%	32%	3%	25%	5%
<i>National 2025</i>	32%	29%	13%	24%	10%

2024 for comparison

Outcomes	GPS	Reading	Writing	Maths	RWM Combined
School Exp %	72%	67%	78%	69%	56%
<i>National 2024</i>	72%	74%	72%	73%	61%
GD %	28%	20%	6.56%	14%	5%
<i>National 2024</i>	32%	28%	13%	24%	8%

[

2025 Data	2024 Data
<p><b>Science</b> - School 81.4% National tbc%</p> <p><b>PPG</b> - 15 children – At and above expected Reading - 53% EXS 7% GDS Writing - 60% EXS 0% GDS Mathematics - 67% EXS 27% GDS GPS - 80% EXS 13% GDS</p> <p><b>Gender</b> - Girls 33, Boys 26 – At and above expected Reading – EXS - Girls 73% Boys 73% GDS - Girls 30% Boys 35% Writing – EXS Girls 76% Boys 65% GDS Girls 3% Boys 4% Mathematics – EXS Girls 79% Boys 85% GDS Girls 15% Boys 38% GPS – EXS Girls 82% Boys 81% GDS Girls 33% Boys 19%</p> <p><b>SEND</b> - 8 pupils (5 boys and 3 girl) At and above expected Reading – 12.5% GDS – 12.5% Writing - 0% Mathematics – EXS – 37.5% GPS – 37.5%</p>	<p><b>Science</b> - School 79% National 81%</p> <p><b>PPG</b> - 15 children - At and above expected Reading - 53% EXS 20% GDS Writing - 60% EXS 0% GDS Mathematics - 60% EXS 13% GDS GPS - 66.67% EXS 20% GDS</p> <p><b>Gender</b> - Girls 28, Boys 33 - At and above expected Reading - Girls 68% Boys 66.67% EXS Girls 25% Boys 15% GDS Writing - Girls 89% Boys 70% EXS Girls 7% Boys 6% GDS Mathematics - Girls 57% Boys 79% EXS Girls 14% Boys 15% GDS GPS - Girls 79% Boys 66.67% EXS Girls 29% Boys 27% GDS</p> <p><b>SEND</b> - 8 pupils (7 boys and 1 girl) - At and above expected Reading - 38% Writing - 38% Mathematics - 62.5% EXS 12.5% GDS GPS - 38%</p>