

Pupil premium strategy statement – St Joseph's Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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.

1.1 School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	23%
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)	2024-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Samantha Chapman,</i> Principal
Pupil premium lead	<i>Elizabeth Buckley,</i> Assistant Principal
Governor / Trustee lead	Carly Health, lead for disadvantaged pupils

1.2 Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,800
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,800

2 Part A: Pupil premium strategy plan

2.1 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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have 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.

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.

- We want to provide our disadvantaged pupils with an extra advantage to address the gaps in their starting points so that they are on level footing with non-disadvantaged children.
- We want all children, including disadvantaged children, to make strong progress throughout their time in school in order to fulfil their potential.
- Our Pupil Premium Strategy Plan aims to provide bespoke support in key areas of the primary curriculum to enable to enable disadvantaged children to securely master key building blocks e.g. early reading.

2.2 Challenges

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

Challenge number	Detail of challenge
1	Improving and maintaining attendance rates of disadvantaged pupils and all pupils.
2	Providing counselling and mentoring as a means of emotional support
3	Ensuring children feel emotionally secure at school and supporting parents to send their children to school every day will ensure pupils do not miss out on essential learning in school.
4	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.
5	Ensure that the gap between attainment and progress of disadvantaged children and non-disadvantaged children is closed.

2.3 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 <i>(Success Criteria identified in the SIP)</i>
Progress in Reading	Increase proportion of pupils meeting higher standard in KS1.
Progress in Writing	Increase proportion of pupils meeting higher standard in KS1 and 2.
Progress in Mathematics	Increase proportion of pupils meeting higher standard in KS1.
Phonics	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.

2.4 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.

2.4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide multiple small group support for phonics throughout the school, in all Key Stages.	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.	4
Provide small group support for high prior attaining pupils throughout the school.	Small group support to ensure that gaps in children's learning are addressed.	5
Provide small group support for maths throughout the school, in all Key Stages.	Improve children's maths knowledge so that the school exceeds national outcomes.	6

Provide multiple small group support for phonics throughout the school, in all Key Stages.	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.	4
Provide small group support for high prior attaining pupils throughout the school.	Small group support to ensure that gaps in children's learning are addressed.	5

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

Budgeted cost: £15,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific staff to work with identified children in 1:1 support and in small groups.	Small group work to ensure that identified children receive bespoke support to address gaps in learning.	1
Continue to use the support of Kerry Harding – School Counsellor	Supporting children to overcome emotional and social difficulties so that they feel safe, secure and ready to learn.	2 and 3

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

Budgeted cost: £ 8,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated time for office staff to provide attendance support and attend training to raise attendance.	Providing support for families to ensure that attendance rates are high and children are in school and learning.	1
Purchasing family passes for BLCM and Dudley Zoo for	Support for mental health and wellbeing and support of the whole family.	2

families to borrow over the weekend.		
Subsidising trips to ensure that no child misses out due to parent financial situation.	Support of the families to ensure children experience life beyond school.	2

Total budgeted cost: £ 93,077

3 Part B: Review of the previous academic year

3.1 Outcomes for disadvantaged pupils

Outcomes for Disadvantaged children at the end of KS2 are strong.

Internal data shows that the gap between on entry data for disadvantaged children and their peers closes by the end of KS1.

Through high quality intervention and targeted support disadvantaged children make accelerated progress through the RWI programme.

Observations, book monitoring and pupil interviews of disadvantaged children show that they feel well supported, have high aspirations and are supported through the strategies that school has in place to support them.

Free clubs, including targeted homework club, shows that children have enjoyed access to a wide range of experiences and support beyond the school day.

Disadvantaged children are also very well represented in leadership roles for the various groups that school provides.

3.2 Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics Scheme	Read Write Inc
Number Facts Fluency	Number Sense Maths
Reading Plus	Dreambox
Mathletics	3P Learning