



St Joseph's Pupil Premium Strategy

Statement of Intent -2025-2026

St Joseph's is committed to ensuring that every disadvantaged pupil experiences the fullness of life in learning — spiritually, socially and academically — and leaves the school confident, capable and ready for the next stage of their education. Our pupil premium strategy is designed to close gaps in attainment and opportunity between disadvantaged pupils and their peers, addressing immediate academic needs and the non-academic barriers that prevent pupils from accessing consistently high-quality teaching and rich curriculum experiences.

School overview

Detail	Data
School name	St Joseph's Primary a Catholic Voluntary Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D.McFarlane
Pupil premium lead	D.McFarlane
Governor / Trustee lead	J. Connealy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



Ultimate objectives for disadvantaged pupils

- Raise attainment in reading, writing, maths and English grammar, punctuation and spelling (EGPS) so that disadvantaged pupils make sustained, accelerated progress and perform in line with national expectations wherever possible.
- Narrow the disadvantage gap in early reading (phonics), KS1 and KS2 assessments and improve outcomes for higher-attaining disadvantaged pupils so they do not fall behind later.
- Reduce persistent absence among disadvantaged pupils so they benefit from consistent access to teaching and enrichment.
- Remove financial, transport, confidence and cultural barriers so disadvantaged pupils access the same enrichment, clubs, trips and cultural capital as their peers.
- Improve early language and oral vocabulary so pupils can access the curriculum and develop reading comprehension and writing skills.
- Embed sustainable systems and expertise. Systems will be strengthened to ensure improvements are sustainable and transferable, supporting St Josephs transition from a Single Academy Trust to St Clare Catholic Multi Academy Trust in 2026-2027

How the strategy works towards those objectives

- We adopt the DfE/EEF three-tier Menu of Approaches: prioritising high-quality teaching (Tier 1), targeted academic support (Tier 2) and wider strategies that address non-academic barriers (Tier 3) [DfE guidance and Menu of Approaches](Using pupil premium: guidance for school leaders) [DfE](#) and the EEF evidence base [EEF Teaching & Learning Toolkit](#) will guide decisions.
- We use high-quality research (primarily EEF guidance and DfE requirements) to select and adapt evidence-based approaches for our context. For example, oral language interventions have high impact in primary settings and are a core component of our literacy plan [EEF: Oral language interventions](#).
- We invest in staff professional development, curriculum design and precise, short- and medium-term interventions so that disadvantaged pupils both catch up and access a broad, knowledge-rich curriculum.
- We diagnose individual pupil needs and monitor implementation and impact continuously: attendance, attainment, behaviour, and wellbeing data feed into termly review cycles.



Key principles

- Evidence-led: all activity aligns with the DfE Menu of Approaches and EEF evidence summaries cited in this strategy [DfE menu & guidance](#) / [EEF Toolkit & guidance](#).
- Whole-school responsibility: closing gaps is a core leadership and teaching priority; the pupil premium lead, SLT and governors share ownership.
- Targeted + universal: balance between whole-class improvements to teaching (benefitting all pupils) and targeted small-group/individual support for disadvantage-specific needs.
- Cultural capital & inclusion: provision to remove financial and logistic barriers to enrichment (trips, clubs, music, transport) so disadvantaged pupils acquire cultural knowledge and aspiration.
- Measurable and adaptive: clear success criteria with termly monitoring and a review cycle to sustain, scale or stop interventions based on impact.

Framework note: this strategy aligns with the DfE Menu of Approaches and the OFSTED inspection focus areas (Safeguarding, Inclusion, Curriculum and Teaching, Achievement, Attendance and Behaviour, Personal Development and Well-being, Early Years, Post-16 Provision and Leadership & Governance) used in inspections under the 2025 framework, and will be used to demonstrate how pupil premium funding supports whole-school improvement.



1. Challenges

Challenge Number	Detail of challenge
1	Limited access to enrichment and cultural capital for disadvantaged pupils (barriers: cost, transport, confidence). This reduces curriculum-linked experiences, limits aspiration and narrows exposure to arts, trips and clubs.
2	Early language and oral vocabulary deficits (affecting reception/KS1 literacy development and later reading comprehension).
3	Attendance below national averages for disadvantaged cohorts: FSM6 2024/25 attendance 89% vs national 92.4% — persistent absence is reducing access to learning and widening gaps.
4	Low attainment for disadvantaged pupils at KS2 (Disadvantaged: 14% of cohort; KS2 combined: 0%; Reading 37.5%; Writing 0%; Maths 25%; EGPS 37.5%). Y1 phonics 66.7% (below historical target), Y2 phonics 100% (strength). These indicate urgent need for targeted academic support across KS2 and early reading phases.
5	Behavioural inconsistency (occasional low-level disruption) and the need to embed consistent inclusive practice for pupils with additional and complex needs, which can reduce lesson learning time.

Notes: Challenge numbers above will be referenced exactly in Activity tables below.



2. Intended Outcomes

Intended Outcome	Success Criteria
1. Increase disadvantaged pupils' enrichment access and cultural capital	<ul style="list-style-type: none"> - 100% of disadvantaged pupils attend at least one curriculum-linked trip or enrichment club each term (with transport/subsidy as required). - Disadvantaged participation in after-school clubs rises from current baseline to at least parity with non-disadvantaged by end of year. - Parental and pupil surveys show >80% report increased confidence and aspiration from enrichment activities. Evidence of curriculum links in subject leader reports.
2. Improve early language and oral vocabulary so pupils access reading & writing	<ul style="list-style-type: none"> - Reception and Year 1 pupils identified with language delay show measurable improvement on screening tools - cohort mean standard score increase consistent with EEF expectations (target: +4–6 months' progress for targeted pupils within academic year). - Y1 phonics pass rate increases to ≥85% (from 66.7%). - By end of KS1, reduce % of disadvantaged pupils below age-related expectations in reading by 30% vs baseline. (Use termly diagnostic checks). EEF: Oral language interventions: +6 months average impact.
3. Raise overall attendance for disadvantaged pupils	<ul style="list-style-type: none"> - Raise disadvantaged (FSM/FSM6) attendance from 89% to at least 93% across the academic year, exceeding national average (92.4%). - Halve the proportion of disadvantaged pupils who are persistently absent (PA) by end of year. - Reduce termly PA incidence via targeted family support and responsive interventions, tracked monthly. (Use EEF attendance guidance in planning) EEF: Supporting school attendance & summary of evidence.
4. Improve KS2 attainment for disadvantaged pupils	<ul style="list-style-type: none"> - Increase disadvantaged KS2 combined attainment from 0% to at least 30% (measured end of academic year). - Reading to rise from 37.5% to ≥55%; Writing from 0% to ≥40%; Maths from 25% to ≥50%; EGPS from 37.5% to ≥55%. - Progress rates for disadvantaged pupils in key cohorts to be at least in line with national progress scores for similar cohorts (measured by internal tracking and statutory outcomes). Interventions are



	evidence-based and monitored. EEF: One-to-one and small group tuition; Teaching & Learning Toolkit .
5. Embed consistent behaviour approaches and support complex needs	- Reduction in low-level disruption incidents termly (target: 40% reduction in logged incidents in targeted year groups). - Behaviour policy applied consistently across all year groups; staff report increased confidence in inclusive classroom strategies in termly staff survey. - Targeted SEMH (social, emotional, mental health) interventions reduce exclusions and increase engagement (monitor via pastoral logs). EEF guidance on behaviour & SEL in schools .

3. Activity in This Academic Year

All activities below are mapped to the DfE/EEF Menu of Approaches (Tier 1: Teaching; Tier 2: Targeted Academic Support; Tier 3: Wider Strategies). Evidence links are to EEF / DfE guidance and other high-quality reviews.

Teaching (Tier 1 — high-quality teaching, CPD, recruitment & retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme on language-rich classroom practice, dialogic teaching and structured vocabulary instruction: half-termly training, coaching cycles and peer observation. Focus on modelling, questioning, purposeful talk and	EEF: Oral language interventions show high impact (+6 months) and are most effective when integrated with the curriculum and delivered with training and sustained implementation EEF: Oral language interventions . EEF guidance on 'What does the evidence tell us about effective oral	2



<p>linking new vocabulary to curriculum content.</p>	<p>language practice' emphasises curriculum integration and sustained training [EEF blog].</p>	
<p>2. Strengthen early reading and systematic synthetic phonics fidelity: targeted CPD for EY/KS1 staff, phonics coaching, timely assessment checks and additional release / coaching time for lead phonics teacher.</p>	<p>DfE & EEF recommend prioritising high-quality teaching of early reading and using validated SSP programmes; DfE pupil premium guidance highlights English Hubs and SSP training as recommended use of funding DfE: Using pupil premium guidance. EEF provides evidence that improving high-quality phonics teaching and addressing gaps early is effective [EEF Reading & phonics resources].</p>	<p>4, 2</p>
<p>3. Curriculum planning time and subject leader development to complete the remaining under-developed subject curricula (as identified in recent inspection): protected time, subject leader training and cross-school moderation/ sharing exemplary practice with local schools / Diocese networks.</p>	<p>EEF: investment in high-quality curriculum design and subject leadership improves coherence and consistency; DfE & EEF emphasise curriculum planning and implementation as central to raising attainment [EEF: Evidence & practice reviews; DfE guidance].</p>	<p>4</p>
<p>4. Deploy TAs for high-impact in-class support (scaffolding, pre-teaching and formative assessment) with focused TA training and timetable changes to avoid withdrawal from core lessons.</p>	<p>EEF guidance on Teaching Assistants: effective deployment (pre-teaching, targeted in-class support) can improve outcomes when TAs are trained and work under teacher direction EEF: Teaching Assistants evidence summary.</p>	<p>4, 5</p>
<p>5. Recruitment & retention measures: targeted support for ECTs (Early Career Teachers), cover for CPD, workload adjustments and coaching to retain high-quality staff.</p>	<p>EEF evidence & DfE guidance identify teacher quality as the biggest in-school factor for pupil attainment; effective CPD, workload management and mentoring improve retention [EEF Evidence & practice reviews; DfE Pupil Premium guidance].</p>	<p>4, 5</p>



Targeted Academic Support (Tier 2 interventions, small groups)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>6. Structured oral language programme for Reception & targeted KS1 pupils (introduce or expand Nuffield Early Language Intervention (NELI) or similar): screening on entry and targeted small-group sessions delivered by trained staff.</p>	<p>DfE references NELI as an evidence-based programme for Reception with measurable gains; EEF oral language evidence shows high impact for early language programmes DfE: Using pupil premium guidance — NELI mention and EEF: Oral language interventions.</p>	2
<p>7. Small-group and one-to-one intervention for targeted KS2 disadvantaged pupils in reading, writing and maths (termly cycles; TAs and teachers supported by a tuition plan; use academic mentors or high-quality trained tutors where needed).</p>	<p>EEF Teaching & Learning Toolkit: One-to-one and small-group tuition have positive impacts on attainment when well-targeted and well-delivered EEF: Teaching & Learning Toolkit — tutoring & small group tuition. DfE tutoring guidance supports targeted tutoring as an effective use of pupil premium.</p>	4
<p>8. Targeted phonics catch-up for Y1 pupils and small groups for pupils who did not meet phonics threshold: daily focused sessions and rapid diagnostic checks.</p>	<p>EEF evidence for phonics and early reading interventions; DfE recommends targeted early reading support and use of validated SSP [DfE: Using pupil premium guidance; EEF resources on phonics/reading].</p>	4, 2
<p>9. Precision assessment, gap analysis and planned short-cycle interventions (pre-teaching, same-day interventions, retrieval</p>	<p>EEF evidence on feedback, metacognition and retrieval practice shows strong benefits when used as part of planned targeted support; the EEF</p>	4



practice and targeted feedback) using formative assessment and termly diagnostic checks.	Promote High-quality Teaching guidance supports assessment-led planning [EEF resources: feedback & metacognition].	
10. Peer tutoring and structured paired work for targeted cohorts (reading buddies including reading prefects mentoring younger pupils).	EEF toolkit indicates peer tutoring can be effective when structured and trained [EEF: Teaching & Learning Toolkit]. Peer tutoring supports reading fluency & confidence and builds leadership opportunities.	1, 4

Wider Strategies (Tier 3 — attendance, behaviour, enrichment, parental support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
11. Attendance team: appoint/allocate a senior DSL/attendance lead time for disadvantaged families, implement tailored family outreach, personalised contact, daily first-day response, and use personalised communications (including “nudge” letters and days-missed messages). Introduce attendance plans and responsive interventions for PA pupils.	EEF rapid evidence review on attendance interventions: parental communication and responsive, tailored approaches show promise; EEF supporting school attendance resources outline themes and practical tools EEF: Supporting school attendance — summary & planning tool .	3
12. Breakfast club and targeted meal provision (priority free places for disadvantaged pupils) to improve attendance readiness, punctuality and concentration.	EEF review of free school breakfast provision and evidence that breakfast clubs can support attendance, readiness to learn and behaviour	3, 5



	[EEF evidence & reviews: Free school breakfast provision].	
13. Subsidised enrichment programme: remove financial and transport barriers for trips, music lessons, residential and after-school clubs for disadvantaged pupils (travel support, free/low cost places, equipment grants). Build planned curriculum links to arts and cultural experiences.	EEF: Arts participation has positive moderate impact on academic outcomes and wellbeing; the EEF and RSA are researching cultural learning approaches, and DfE recommends spending pupil premium on extracurricular/cultural access where it supports attainment EEF: Arts participation / [DfE: Using pupil premium guidance].	1
14. Parental engagement and community liaison: termly family workshops (early reading, supporting vocabulary at home), translated communications where needed, and family learning sessions.	EEF evidence indicates parental engagement and tailored communications can support attendance and engagement; parental communications can change behaviours when precise and personalised [EEF: Taking a tailored approach to improving attendance; EEF parental engagement reviews].	3, 1, 2
15. Targeted SEMH and behaviour support: nurture groups, small-group social skills interventions, restorative approaches and staff training for consistent behaviour routines. Use pastoral monitoring and timely targeted support for pupils with complex needs.	EEF guidance on improving behaviour and social and emotional learning (SEL) indicates that well-designed SEL programmes and consistent behaviour systems can improve engagement and reduce disruption [EEF: Improving Behaviour in Schools; SEL evidence].	5
16. Transition & aspiration programme: visits from local secondary schools, ex-pupils (university and careers talks), and curriculum-linked career/aspiration events to raise expectations for disadvantaged pupils.	DfE guidance and EEF life-skills/enrichment reviews emphasise the role of aspiration raising and career exposure in personal development; EEF trials on cultural learning and arts participation support positive impacts on attitude to learning [DfE Using pupil premium; EEF arts & life skills resources].	1, 4



4. Implementation & Monitoring

Implementation principles

- Each activity has a named leader (pupil premium lead, attendance lead, subject lead or TA lead), a timetable, allocated budget and termly milestones.
- Use diagnostic assessment (phonics checks, reading ages, maths diagnostics) and attendance/behaviour data to identify pupils for targeted support.
- Monitor impact via termly pupil progress reviews; SLT and governors receive termly PP progress reports with quantitative and qualitative evidence.
- Adopt the EEF implementation advice: small, well-sequenced trials; sufficient staffing/time; training and ongoing coaching; iterative improvement [EEF: A School's Guide to Implementation / EEF resources].

Monitoring measures (examples)

- Attainment: termly tracking of reading, writing, maths attainment and phonics pass rates; end-of-year statutory outcomes. Measure disadvantaged vs whole school and monitor progress termly.
- Attendance: weekly monitoring of attendance and daily contact for vulnerable families; termly reporting on PA rates.
- Enrichment uptake: participation registers by pupil premium status; qualitative feedback from pupils and parents.
- Behaviour: termly behaviour incident logs and analysis by cohort, with targets for reduction.
- Implementation fidelity: lesson visits, coaching logs and CPD records showing staff engagement.

Budget and resources

- Pupil premium funding to prioritise: CPD and phonics leads; small-group intervention and tutoring; NELI or equivalent; attendance officer time and family outreach; subsidised trips/clubs/transport; breakfast club provision; targeted SEMH support.
- All expenditure recorded and linked to the Menu of Approaches (Teaching, Targeted, Wider Strategies). DfE requires alignment to menu and publication of strategy statement [DfE: Using pupil premium guidance](#).



Evaluation

- Termly: quantitative (attainment, progress, attendance, phonics) and qualitative (pupil/parent/staff voice) evaluation to judge continuation, scaling, or stoppage of activities.
 - Annual: publish updated pupil premium strategy statement and a summary of impact on the school website by 31 December (DfE requirement) [DfE guidance on reporting & accountability](#).
 - Use EEF evaluation guidance to ensure robust and transparent evaluation and to avoid bias in impact assessment [EEF implementation & evaluation resources].
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5. School-specific notes and contextual tailoring

- Catholic character and diocesan partnerships: we will use diocesan networks and the forthcoming transfer into St Clare Catholic MAT (2026/27 anticipated) to share best practice and secure additional joint resources for enrichment and CPD, ensuring continuity of support for disadvantaged pupils during transition.
 - Cultural capital & 150-year celebration year: leverage the school's 150th anniversary as a strategic opportunity to secure community partnerships, fundraising and special curriculum events that provide high-quality cultural learning experiences for disadvantaged pupils (align with Activity 13).
 - EAL (13.58%) and White British 41.98% context: ensure translated materials and culturally responsive family engagement for attendance & parental workshops (Activity 14).
 - FSM 12.35% & FSM6 13.58%: pupil premium cohort is significant; strategies combine whole-class teaching improvements with targeted support for those eligible and close monitoring of individual progress and attendance.
 - Behaviour priorities in SIIP: align the pupil premium SEMH and behaviour actions to the school improvement priorities (behaviour, inclusive practice) and share exemplary practice with Local Area schools (Activity 3 & 15).
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Evidence & sources (key references used in this strategy)

- Department for Education — Using pupil premium: guidance for school leaders (March 2025). This sets the Menu of Approaches and reporting/accountability expectations and recommends alignment with EEF evidence: [DfE: Using pupil premium guidance](#)

- Education Endowment Foundation (EEF) — Teaching & Learning Toolkit (overview of evidence for high-leverage approaches such as one-to-one tuition, small-group tuition, oral language interventions, arts participation, teaching assistants and guidance on attendance): [EEF: Teaching & Learning Toolkit](#)

- EEF — Oral language interventions: evidence summary and implementation guidance (high impact for primary settings; integration with curriculum emphasised): [EEF: Oral language interventions](#)

- EEF — Supporting school attendance: summary of evidence, rapid evidence review and planning tools (parental communication and tailored responsive approaches show promise): [EEF: Supporting school attendance](#)

- EEF — Arts participation: evidence summary on positive moderate impacts of arts/cultural learning and guidance on implementation and curriculum links: [EEF: Arts participation](#)

- EEF — Evidence & practice reviews and guidance reports (behaviour, teaching assistants, feedback, metacognition): [EEF: Evidence & practice reviews](#)

(Each activity's Evidence column above links directly to the relevant EEF/DfE resources to show the research base supporting the proposed actions.)



6. Review of outcomes from the previous academic year

Attendance and engagement

- Improved attendance: overall attendance for disadvantaged pupils rose compared with the prior year, reflecting the impact of a strengthened attendance process, daily first-day responses and personalised outreach. Persistent absence rates reduced following targeted support and attendance plans.
- Free breakfast provision: all pupil premium children were given priority access to the free breakfast club. This contributed to improved punctuality, readiness to learn and reduced morning lateness incidents.

Enrichment, participation and cultural capital

- Increased participation in wider school life: the number of disadvantaged pupils engaging in after-school clubs, school teams and school events increased, with PP pupils now more visible in school performances, and leadership roles.
- Priority access and inclusion: pupil premium children were given priority places for sporting events and after-school clubs, and this increased representation has boosted confidence and belonging.
- Subsidised residentials and visits: responsibilities and residential visits were made accessible to PP pupils through subsidies and support, ensuring parity of experience and improved pastoral outcomes.

Programmes and partnerships

- SHINE programme: the school took advantage of the SHINE programme, which provided enrichment opportunities and workshops that broadened cultural experiences and supported curriculum links for disadvantaged pupils.
- Learning mentor and pastoral engagement: the learning mentor acted as a key contact for hard-to-engage families, enabling more sustained contact, personalised support and positive relationships that directly influenced attendance and engagement.

Parental engagement and community activity

- Improved parental engagement: there was a measurable rise in parental involvement through stay-and-play sessions, coffee mornings and termly family workshops. These sessions supported early reading at home and helped build parent-school relationships.
- Positive family impact: working with parents (via the learning mentor and attendance lead) had a positive impact on families' routines and school engagement; anecdotal and survey feedback highlighted improved confidence among parents in supporting learning and attending school events.



Targeted pastoral and SEMH outcomes

- Nurture and SEMH support: targeted nurture groups and small-group social skills interventions improved classroom engagement for pupils with additional needs and led to a reduction in repeated low-level incidents for those pupils.
- Behavioural consistency: the strengthened behaviour approach and restorative practices improved consistency across key year groups, supporting a more inclusive learning climate.

Academic and curricular impact

- Early reading and phonics: though there remain work to do at KS2, phonics outcomes improved in some cohorts and targeted phonics catch-up reduced the number of Y1 pupils requiring intensive support. Screening and targeted interventions helped identify and address gaps earlier.
- Wider attainment: increased access to enrichment, improved attendance and targeted tuition began to translate into better engagement with learning. Specific cohorts showed improved progress in reading and math's where small-group tuition and precision teaching were implemented with fidelity.

Lessons learned and next steps

- Maintain and scale effective approaches: the school will continue to prioritise breakfast provision, attendance outreach, the learning mentor role and subsidised enrichment because these had clear positive effects on attendance and pupil engagement.
- Strengthen academic targeting: continue to refine diagnostic assessment and increase the capacity for high-quality small-group tuition in KS2 to accelerate attainment gains.
- Sustain parental engagement: build on stay-and-play sessions, coffee mornings and family workshops with more targeted in-home support for families with persistent absence risk.
- Monitor and report impact: continue termly tracking of participation, attendance and attainment for PP pupils and ensure findings inform budget allocation and activity continuation.

(This review informs the current strategy: the activities and intended outcomes above reflect successful elements from the previous year (attendance outreach, breakfast club, priority access to enrichment, SHINE engagement, learning mentor work, parental sessions) while focusing additional resource on closing remaining attainment gaps, particularly in KS2 and early language development.)