

Pupil premium strategy statement – Our Lady and St Joseph Catholic Primary School

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	370 YR-Y6 (as of 13/10/2025)
Proportion (%) of pupil premium eligible pupils	50.2% (186 pupils)
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)	2025 – 2026 (Year 2 of 3 year plan)
Date this statement was published	1.11.25
Date on which it will be reviewed	1.11.26
Statement authorised by	Patrick Devereux
Pupil premium lead	Keziah Laws
Governor / Trustee lead	Katie Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£282,820

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady & St Joseph, we believe that education should empower every child to unlock their potential and discover their passion - ensuring that opportunity rises for all, not just a fortunate few. As Nelson Mandela said, *“Education is the most powerful weapon which you can use to change the world.”*

Our long-term vision remains unchanged: to ensure that no child is held back by disadvantage and that all pupils, regardless of background, make strong progress and achieve highly across the curriculum. Through this three-year strategy, we aim to close attainment gaps, develop pupils’ confidence and resilience and provide targeted support where it is needed most.

Following the positive outcomes in Year 1 (2024–25) - including strong phonics results (83.1% Year 1; 83.3% Year 2 resits), improvements in Writing and GPS, and sustained progress in early language - the school now enters Year 2 of implementation (2025–26) with a focus on embedding consistency, deepening impact and accelerating progress in Key Stage 2.

Our priorities for this year are to:

- **Embed** high-quality teaching strategies across all subjects to secure consistent outcomes for disadvantaged pupils.
- **Strengthen** reading comprehension, vocabulary and fluency in KS2 through explicit instruction and daily reading routines.
- **Sustain** progress in writing and maths through focused feedback, modelling and small-group interventions.
- **Enhance** SEMH provision and attendance support to ensure readiness to learn.
- **Extend** parental engagement initiatives to strengthen home learning and wellbeing partnerships.

Our strategy continues to be driven by five key principles:

1. **Quality First Teaching:** Every teacher is a teacher of disadvantaged pupils.
2. **Early Identification:** Gaps are identified and addressed swiftly through targeted interventions.
3. **Whole-Child Approach:** Academic, social and emotional development are equally valued.
4. **Evidence-Informed Practice:** Strategies are rooted in EEF research and evaluated for impact.
5. **Sustainability and Capacity-Building:** Investment in staff expertise and systems ensures long-term change.

Our goal remains to ensure that all disadvantaged pupils are equipped with the knowledge, skills and character to thrive in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1 – Underdeveloped Core Skills and Learning Behaviours	Although early progress in reading and phonics has been strong, some disadvantaged pupils - particularly those with SEND - continue to demonstrate underdeveloped independence, resilience and concentration. Developing sustained learning habits remains a key focus area.
2 – Reading Comprehension and Vocabulary	KS2 data shows disadvantaged pupils achieving below non-disadvantaged peers in Reading (62.1% vs 81%). Comprehension, inference and vocabulary acquisition continue to be barriers, particularly for boys and pupils with SEN.
3 – Social, Emotional and Mental Health	While pastoral interventions have improved regulation and wellbeing, some disadvantaged pupils still experience challenges in managing emotions and maintaining focus, affecting engagement and attendance. SEMH needs remain a key barrier to sustained academic progress.
4 - Communication and Language	Despite improved early language provision, a number of disadvantaged pupils continue to enter school with limited vocabulary and weaker expressive language. This impacts early reading, writing, and social development.
5 - Parental Engagement and Attendance	Attendance and engagement remain variable among some disadvantaged families. While the Family Support Worker and pastoral team have strengthened relationships, further work is needed to embed consistent home learning routines and daily attendance habits.

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
Improved Educational Outcomes for Disadvantaged Pupils	Disadvantaged attainment in Reading, Writing and Maths continues to rise in line with national averages. Year 6 combined outcomes to meet or exceed 60% in 2026, with clear progress from 2024–25.
Narrow the Attainment Gap in Reading and Core Subjects	Reading outcomes for disadvantaged pupils to rise from 62% to 70%+ by 2026. Phonics outcomes remain above national averages. KS2 writing and maths gaps narrow to within

	10 percentage points of non-disadvantaged peers.
Strengthen Learning Behaviours and Independence	Learning walks and pupil voice show improved engagement, independence, and self-regulation. Reduction in low-level disruption and increased on-task learning across all phases.
Develop Communication and Early Language Skills	EYFS disadvantaged pupils achieving GLD increases from 63.8% to above 70% by 2026. Speech and language screening shows improved expressive and receptive vocabulary.
Strengthen Parental Engagement and Home Learning	Increased parental engagement evidenced through regular case load check-ins and follow-up support by the Family Support Worker, improved home reading participation rates, and strengthened family-school collaboration through sustained communication and targeted family interventions.

As we enter Year 2 of our three-year strategy, Our Lady & St Joseph remains focused on consolidating the strong foundations built in 2024–25 and ensuring these translate into sustained progress across all phases.

The past year's data confirms that our strategy is working in the right direction - particularly in early reading, writing, and wellbeing - but highlights the need to intensify support in KS2 Reading, Maths fluency, and attendance. Through continued professional development, targeted intervention, and whole-school commitment to inclusion, we aim to ensure every disadvantaged pupil achieves their potential and flourishes both academically and personally.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 141,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for teachers and support	EEF research highlights that sustained, evidence-informed professional	1, 2

staff on high-quality teaching, phonics, reading comprehension, and adaptive learning for SEND	development significantly improves classroom quality and closes attainment gaps. Regular coaching, lesson study, and moderation sessions ensure consistency and skill retention.	
Weekly TA training sessions focusing on targeted intervention delivery and formative assessment use.	Research (Cordingley et al., 2015) shows that structured professional development for TAs boosts confidence and ensures intervention fidelity, improving pupil progress.	1, 2
Retention and deployment of experienced Reading Support Assistant and Language Support Assistant.	The EEF "Improving Literacy" guidance confirms that targeted support from trained specialists enhances fluency and vocabulary, particularly for disadvantaged and EAL pupils.	2,4
Recruitment and continued training for SEMH Support Assistant and Designated Safeguarding Officer (DSO)	Research by the DfE (2019) shows that strong pastoral and safeguarding structures underpin attendance, engagement, and learning, especially for vulnerable pupils.	3,5
Curriculum refinement to strengthen reading and vocabulary progression across all subjects.	The EEF's "Improving Literacy in Key Stage 2" (2021) notes that explicit vocabulary and reading instruction across the curriculum are essential to narrow disadvantage gaps.	1,2,3,4

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

Budgeted cost: £ 70,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 and small-group reading and phonics interventions led by Reading Support Assistant.	EEF findings indicate structured phonics and guided reading interventions accelerate progress in early literacy, particularly for disadvantaged pupils with slower decoding and fluency.	1,2,4
Precision Teaching sessions in reading, writing, and maths for	EEF and Sharples et al. (2015) emphasise the importance of frequent, short interventions that focus on fluency,	1,2

identified disadvantaged and SEND pupils.	accuracy, and retrieval practice to close skill gaps.	
Speech and Language small-group sessions and targeted support from the Language Support Assistant.	Research (Law et al., 2017) demonstrates that early oral language interventions lead to long-term gains in literacy, communication, and social interaction.	4
1:1 mentoring and self-regulation sessions delivered by SEMH Support Assistant for pupils with barriers to focus and engagement.	The EEF's "Improving Behaviour in Schools" (2019) notes that targeted self-regulation strategies improve emotional control and classroom participation.	1,3
Weekly teacher-led small-group sessions in writing and maths to address misconceptions and extend learning for disadvantaged 'cusp' pupils.	Research supports high-quality small-group instruction as a cost-effective means of improving attainment, especially for those at risk of falling behind.	1,2

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

Budgeted cost: £70,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Safeguarding Officer (DSO) to lead early help, attendance monitoring and family engagement.	The DfE (2022) <i>Working Together to Improve School Attendance</i> report shows that proactive early help and family liaison improve attendance, wellbeing, and outcomes for disadvantaged pupils.	3,5
SEMH Support Assistant delivering daily emotional regulation, social skills and restorative practice sessions	EEF research shows that targeted SEMH interventions improve self-regulation, engagement, and readiness to learn, reducing behaviour incidents and exclusions.	3
Family Support work and parental engagement (delivered jointly by DSO and Family Support Worker)	Goodall & Montgomery (2014) demonstrate that strong home - school partnerships directly improve attendance, motivation, and pupil outcomes.	3, 5
Structured lunchtime and playtime provision	EEF's <i>Healthy Minds, Healthy Bodies</i> study (2019) highlights that physical	3

supported by Sports Coaches and SEMH staff to promote positive behaviour and teamwork.	activity and structured play reduce behavioural incidents and improve peer relationships.	
Attendance incentives, breakfast club access and wellbeing enrichment opportunities for disadvantaged pupils.	Research shows that enrichment, routine, and positive reinforcement increase motivation, attendance, and emotional wellbeing for vulnerable learners.	3,5

Total budgeted cost: £141,410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium strategy for 2024–25 focused on improving educational outcomes for disadvantaged pupils through high-quality teaching, targeted support and wider strategies that address non-academic barriers. Assessment of impact draws on national assessment outcomes, local and national benchmarks, teacher assessments, internal monitoring and wider pastoral data. While national assessments provide a strong indication of attainment, it is important to note that this cohort's education was affected by earlier Covid-19 disruption, which has impacted pupils and schools differently.

Summary of Performance and Assessment Overview

Across the school, disadvantaged pupils demonstrated notable gains in early reading and phonics and made steady progress in closing attainment gaps in some subjects. However, disparities remain at the end of Key Stage 2, particularly where disadvantage overlaps with SEND **and among** boys' reading attainment. The analysis below is informed by statutory assessment data (EYFS, Phonics, KS1, and KS2 SATs), local authority comparisons, and internal summative and formative assessment records.

Early Years Foundation Stage (EYFS):

In 2025, 63.8% of disadvantaged pupils achieved a Good Level of Development (GLD), compared with 67.9% of all pupils, 68.3% nationally, and 65.9% locally. Although slightly below national averages, the school maintained outcomes above the local average. Daily phonics, "Mastering Number," and targeted Speech, Language and Communication interventions led to solid progress. Despite mid-year pupil mobility and emerging SEND concerns, disadvantaged children maintained progress broadly in line with national expectations. Observations and internal moderation confirmed improved engagement and stronger foundational literacy. The largest gap remains for pupils who are both disadvantaged and have SEND.

Key Stage 1 (Phonics and SATs):

Disadvantaged pupils performed very strongly in phonics, with 82.8% of Year 1 disadvantaged pupils passing the screening check (school all pupils: 83.1%; national: 80%; local: 79.2%). This marks a significant improvement from 2024 (+23.8 percentage points). Year 2 phonics resit outcomes for disadvantaged pupils were 90.9%, exceeding both non-disadvantaged peers (71.4%) and the school's previous year's performance. These gains resulted from daily targeted phonics intervention, staff training, and close leadership oversight of progress data.

At the end of KS1, disadvantaged outcomes were below those of non-disadvantaged pupils in Reading (68% vs 74.1%), Writing (48% vs 63%), and Maths (64% vs 74.1%). Teacher assessments and internal moderation identified limited writing stamina and challenges transferring knowledge into independent work. Nonetheless, formative assessments showed improved sentence construction and vocabulary use following targeted small-group work.

Key Stage 2 (SATs):

At the end of KS2, disadvantaged attainment remained below non-disadvantaged peers but showed positive progress trends from the spring to summer term.

- **Reading:** 62.1% of disadvantaged pupils met the expected standard (school average: 70%; national: 74.9%; local: 79.4%), with a strong increase in those achieving greater depth (+13.9pp from spring).
- **Writing:** 65.5% met the expected standard (school average: 76%; national: 72.2%; local: 75.6%). Despite gaps, progress was sustained through regular moderation and precision feedback.
- **Maths:** 65.5% of disadvantaged pupils achieved the expected standard (school average: 74%; national: 73.9%; local: 80%). Greater depth increased slightly following focused interventions in spring and summer.
- **GPS (Grammar, Punctuation & Spelling):** 69% of disadvantaged pupils achieved the expected standard (school average: 78%; national: 73%; local: 78.4%), showing strong end-of-year improvement, supported by Bedrock Learning and dedicated intervention days.

Internal assessment and moderation validated these gains, particularly in Grammar and Maths. However, a gap of around 15–20 percentage points persists between disadvantaged and non-disadvantaged pupils at the expected standard across core subjects, largely driven by overlap with SEN needs and language gaps in comprehension.

Wider Assessment and Observations

In addition to statutory data, summative teacher assessments, ongoing formative assessments and pastoral records provided a rounded view of disadvantaged pupils' progress. Classroom observations and drop-ins demonstrated improved learning behaviours and engagement, attributed to consistent application of routines such as calm starts and structured transitions.

Attendance and Behaviour:

Attendance for disadvantaged pupils improved slightly year-on-year but remains below non-disadvantaged peers. Behaviour logs and CPOMS records show a reduction in low-level disruption, reflecting the impact of consistent positive behaviour routines and structured lunchtime provision led by Sports Coaches. Individual SEMH support (e.g., mentoring, emotional literacy groups) helped pupils manage regulation and re-engage in learning. Pastoral and family engagement records evidence better home-school collaboration, particularly where the Family Support Worker coordinated casework for targeted families.

Wellbeing:

Wellbeing surveys and teacher observations show improved self-regulation and confidence among disadvantaged pupils who accessed SEMH and pastoral programmes. The "soft start" system, sensory breaks and restorative approaches contributed to increased readiness to learn. Nevertheless, a small group of disadvantaged pupils continue to require intensive SEMH support and family intervention.

Evaluation of Strategy Impact

Our strategy has been partly successful in achieving its intended outcomes. High-quality teaching initiatives have had the greatest impact on early literacy and phonics, where disadvantaged pupils now achieve close to national averages. The introduction of twice-daily phonics sessions, weekly CPD for staff and stronger focus on reading fluency have proven highly effective.

Targeted academic support produced mixed outcomes. While phonics and early reading interventions had strong impact, upper KS2 interventions began too late in the year to fully close attainment gaps by July. Evidence from internal data shows that where intervention timetables were consistent and reviewed fortnightly, progress accelerated.

Wider strategies addressing social, emotional, and behavioural needs were effective in improving engagement, reducing disruption and supporting attendance. The Family Support Worker's involvement strengthened relationships with parents and supported consistent attendance monitoring. However, the impact on academic attainment for the most vulnerable, particularly pupils facing persistent SEMH or attendance barriers, needs to be strengthened through closer coordination of academic and pastoral support.

Progress Towards Intended Outcomes and Next Steps

Based on the evidence, the school is on track to meet many of its long-term intended outcomes, particularly in Reading and early literacy, and in embedding strong foundations for communication and wellbeing. However, the attainment gap at KS2 remains a priority focus. Disadvantaged pupils continue to trail their non-disadvantaged peers by 10–20 percentage points in core subjects, especially in Reading comprehension, Writing stamina and Maths fluency.

As we transition into the new Pupil Premium strategy cycle (2025–26), our focus will be to:

- Embed explicit comprehension teaching and weekly fluency checks in KS2 Reading.
- Strengthen writing through structured oracy and shared writing cycles, particularly for disadvantaged boys and those with SEND.
- Implement an earlier Maths fluency spine from Year 2, combining retrieval practice and home–school collaboration.
- Deepen family engagement through workshops, attendance mentoring, and home learning guidance.
- Continue to strengthen wellbeing and emotional regulation provision, ensuring all disadvantaged pupils are ready to learn.

Overall Assessment of Strategy Success

The previous Pupil Premium strategy achieved substantial progress in early reading, phonics and SEMH support, successfully embedding high-quality teaching principles and improved professional development. While outcomes for disadvantaged pupils show continued improvement across several key measures, gaps remain, particularly in upper Key Stage 2. The evi-

dence indicates that the strategy's direction is right, but earlier, more intensive academic intervention, combined with enhanced family and wellbeing support, will be necessary to ensure that disadvantaged pupils fully achieve parity with their peers in 2025–26.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
Bug Club	Pearsons
Times Table Rockstars / Numbots	Maths Circle Limited

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.