



Review July 2025

The Purpose of the Pupil Premium Grant 2024/25:

The Pupil Premium is grant funding, additional to the School's Delegated Budget. It is allocated to children from low-income families, who are eligible for free school meals or have been eligible for free school meals during the previous six years. It is also allocated to children who have been looked after continuously for more than six months.

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. Each individual school is held accountable for how they use their Pupil Premium allocation, in order that the funding is targeted toward those pupils most in need.

It is for the school to decide how the Pupil Premium is spent. Each school is responsible for monitoring both the use of the funding and the impact it is having upon FSM pupils. New measures will be included in the performance tables that will capture the achievement of the pupils covered by the Pupil Premium.

PUPIL
PREMIUM





St. Joseph's Catholic Primary School. 2024-25 Review

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year - 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Joseph's Catholic Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	16.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2023 2023 to 2024 2024 to 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023 July 2024 July 2025
Statement authorised by	C & S Committee
Pupil premium lead	Miss J. Jones Headteacher

Governor lead	Miss Elaine Matterson, lead for disadvantaged pupils
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,960.00
Previously Looked After Children	£ 0.00
Looked After Children	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year – 2024-25	£ 53,960.00

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, including progress for those who are already high attainers.

We will use high-quality teaching, support and resources to provide good quality learning experiences. As well as providing good quality first hand experiences and opportunities to engage and motivate pupils across the school.

We will use 'Gem Powers' to support learning opportunities and behaviour issues – enhancing children's independence, resilience and motivation.

Pupil voice and emotional well-being will be a high priority so that children develop the necessary skills to allow them to engage effectively in their learning both in school and at home – providing skills which will support; independent learning, resilience, confidence and good citizenship.

Our approach will reflect the common challenges and individual needs of pupils within our school. In this way targeted support should address barriers to learning and effectively narrow the gap between those children classed as Pupil Premium and those who are not Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	A significant number (36.4% (Sept. 2024)) of children join the school with speech, language and communication skills which are well below the expected levels for their age. In general, this has been in the past more prevalent among our disadvantaged pupils than their peers.
2	Assessments (Internal), observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. Additional resources and support are provided to ensure disadvantaged pupils achieve the Phonics standard so that this does not negatively impact on reading.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Literacy and Mathematics.
4	Enriching opportunities and experiences are limited.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Children have limited resources at home to complete Homework assignments.
8	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.97 – 3.0% lower than for non-disadvantaged pupils. 6.67- 24.1% of disadvantaged pupils have been 'persistently absent' compared to 1.46 – 22.5% of their peers during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils. Improved range and understanding of vocabulary – improving quality of speech. To improve children's reading comprehension skills.	In EY – WellComm programme data shows a significant number of targeted pupils have improved their language skills. KS1 and KS2 – improved % of children achieving the Year group standard in Reading. Children's speech has improved and there is evidence of children being able to provide clear, detailed explanations using appropriate vocabulary. A wider range of vocabulary is evident in children's writing.
Improved performance of pupils in Phonics	Children who did not meet the ARE in Phonics in Y1 – achieved the standard in Y2
Improved motivation and engagement in Literacy lessons.	The % of disadvantaged children achieving the ARE in Reading and Writing has improved. Children are able to talk more confidently about their reading choices. Quality and quantity of Writing has improved.
Improved motivation and engagement in maths lessons.	The % of disadvantaged children achieving the ARE in mathematics has improved.
A wide range of opportunities have been provided to broaden children's knowledge and experiences.	Children have been provided with a wide range of enrichment opportunities eg. Water sports and outdoor activities, cultural experiences – theatre and museum trips, visiting authors, workshops ... etc. They are able to talk about their new experiences and draw upon these within lessons.
Children's social skills have improved and they are able to work both independently and collaboratively. There is improved motivation and engagement.	Children engage well in their learning and focus on tasks appropriately both at home and at school. Children are positive about their work and are able to work independently and show resilience when work is challenging.
Improved independence and resilience.	The number of disadvantaged pupils who require 1:1 counselling support has reduced. Children are able to use strategies to develop their independence and resilience.
All children complete Homework tasks and meet deadlines. Parents understand the importance of Homework and ensure that it has priority.	Homework is completed to a high standard and children take appropriate responsibility for making sure work is returned to school on time. Parents regularly listen to their children read and encourage completion of homework to a high standard.
Attendance data for disadvantaged pupils has improved.	The % of disadvantaged children achieving 95+% attendance has increased. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 1%.

Activity in this academic year (2024-25)

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: **£24,331.35**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and implement WellComm with EYFS identified children. Provide training time for TA and Teacher. Timetabled intervention.	The WellComm Toolkit: Impact on Practitioner Skills and Knowledge and Implications for Evaluation Research What-is-the-impact-of-Wellcomm-a-speech-and-language-intervention-on-language-development-in-the-Early-Years.pdf	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Staff training for 'Little Wandle Letters and Sounds' Introduce and implement 'Little Wandle Letters and Sounds'.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
TA support for KS1 and KS2 pupils – targeted support for Literacy and Numeracy.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 3

Afterschool Reading Club. Provision of quality Home-Reading materials. Reading Book – book vending machine incentive.	In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 6
‘Gem Power’ Training and implementation. Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating 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)	5
Purchase of standardised diagnostic assessments.	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

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

Budgeted cost: **£11,598**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to improve Literacy and Numeracy.	Evidence shows that small group tuition is an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand EducationEndowment Foundation EEF	2
Provide social interaction support to enable children to fully engage in their learning. Provide counselling sessions to support emotional well-being of pupils.	Evidence shows that social and emotional learning (SEL) interventions help to improve pupils' decision-making skills, interaction with others and their self-management of emotions. This can then lead to children being more confident and engaged in their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3 5

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

Budgeted cost: **£18,030.85**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of enrichment opportunities eg. Outdoor pursuits, visiting authors, Forest School, theatre trips, music, art, visits, workshops, clubs,... etc.	Evidence shows that children can learn in a variety of situations beyond the normal classroom experience – through clubs, outdoor experiences, visits and trips - these enrichment approaches can directly improve pupils' attainment Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	2 3 4 5
Provision of Homework packs. Provision of Home Learning resources.	Children often state that they are unable to complete their homework because they do not have the correct stationery or resources at home to complete assignments. The provision of HW packs removes this difficulty.	3 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Promote 'Punctuality months' - rewards/incentives for good attendance. 100% attendance awards – prizes and certificates. Follow Durham LA attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 53,960.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

End of 2024-25 academic year.

RY language intervention programme – WellComm has been used by the school. WellComm programme was purchased and staff training delivered during this academic year.

The programme was used to assess pupils in EYFS/RYear across the year – identifying intervention groups etc.

However, 2024-2025 cohort of RYear children is very small, eleven children – no children in this cohort fall into the category of FSM.

Outcomes:

- Staff have been trained to deliver the WellComm programme
- WellComm has been used for all children in the cohort to support their language and communications skills
- Language and Communication skills have improved over the year and children are using a wider range of vocabulary
- children are now using more than one or two words to communicate with peers and adults.
- Some children have been referred for S&L assessment.

KS1 Phonics:

'Little Wandle Letters and Sounds' is embedded into the teaching of phonics in the school.

All KS1 and 2 staff have completed the 'Little Wandle Letters and Sounds' training and follow the synthetic phonics scheme.

See next page

Year 2 Phonics

Table showing Y2 Phonics results over the last 3 years with comparison between FSM and Non FSM children.

Y2 Phonics	2022-23 (Y2)	2023-24 (Y2)	2024-25 (Y2)
All	89.3%	93.3%	100%
FSM	25%	100%	100%
Non-FSM	87.5%	92.8%	100%

Data shows improvement over the last 3 years with the school's cohorts being over the National Average (NA) for *working at the Phonics standard* and with FSM children achieving well above the NA in Phonics over the last two years.

Year 1 Phonics 2023 to 2025

Y1 Phonics	2022-2023	2023-2024	2024-2025
All	72.7%	73.3%	96%
FSM	83.3%	75.0%	75%
Non-FSM	68.75%	72.7%	100%

National Average: 80% Wa and 17% Wt

Data shows improvement compared to the previous two years – with the 2024-25 cohort performing well over the NA.

Further intensive Phonic lessons and interventions are planned for the next academic year 2025-26 for the FSM children who did not reach the standard in Phonics in 2025. (In 2025 only 4 children FSM – $\frac{3}{4}$ achieved the Phonics standard).

KS1 (Y2 2025) results:

KS1 %	Reading		Writing		Maths		SPaG	
	*Exp+	*GD	Exp+	GD	Exp+	GD	Exp+	GD
All (14)	92.9%	42.9%	64.3%	21.4%	85.7%	42.9%	85.7%	50.0%
NA	68%	19%	60%	8%	70%	16%		
FSM (3)	100%	0%	66.7%	0%	100%	33.3%	100%	33.3%
Non-FSM (11)	90.9%	54.5%	63.6%	27.3%	81.8%	45.5%	81.8%	54.5%

Data shows that the Y2 cohort performed above the NA in achieving the Standard in Reading, Writing and Maths. FSM pupils performed better than Non FSM children re achieving the ARE but below in achieving Greater Depth. This may be attributed to very small cohort numbers.

Enrichment opportunities played a significant part in developing language and writing skills across Key Stage 1 and children could enthusiastically talk and write about their experiences. Trips, workshops and learning beyond the classroom helped children to develop their knowledge and experiences – providing enrichment and extending vocabulary this was reflected in their writing.

The use of 'I'm a Clever Writer' has also significantly improved standards in Writing.

Providing Morning Maths sessions to consolidate arithmetic and opportunities to use maths beyond the classroom, engaging children in real life problem solving has improved engagement for disadvantaged pupils and improved outcomes.

A considerable amount of language intervention and opportunities to support emotional well being has been necessary over the 2024-25 academic year.

KS2 results 2025:

Year 4 MTC:

Year 4 children (28 pupils) participated in the MTC:

- the average score for the school was 23.93 – the National Average was 20.2 out of 25 (2023).
- 19 children out of 28 (67.85%) achieved full marks (NA 2022-23 was 29%).
- 92.9% scored above 20 out of 25 (26/28)
- 4 of the children were PP and their average score was 24.8. (National Average for PP 2022/2023 was 18.3)

The Pupil Premium children in 2024-25 cohort achieved well above the National Average. This can be attributed to intervention strategies such as TimeTable Rock Stars which the children fully engaged with as well as individual one to one support.

Year of MTC	Average Score			Percentage achieving 20+ marks			Percentage achieving 25 marks		
	All	PP	NonPP	All	PP	NonPP	All	PP	NonPP
2024	23.9	24.3	23.9	95.5	100	94.4	68.2	50.0	66.7
2025	23.9	24.8	23.8	92.9	100	91.7	67.8	75.0	66.7

Over the last two years the school has performed above the National Average and PP children have performed statistically better than Non PP children except in 2024 where the non PP % achieving 25 marks was higher than for PP.

The school continues to work hard to ensure that all children are provided with strong foundations in arithmetic.

KS2 %	Reading		Writing		Maths		GPS		RWM	
	*AS+	*HS	Exp+	GD	AS+	HS	AS+	HS	AS+	HS
All (24)	87.5%	29.2%	79.2%	12.5%	76.0%	12.5%	75.0%	20.8%	70.8%	0%
NA	74%	29%	72%	13%	73%	24%	72%	32%	61%	8%
FSM (4)	50%	0%	50%	0%	50%	25%	50%	25%	50%	0%
Non-FSM (20)	95%	35%	85%	15%	80%	10%	80%	20%	75%	0%

KS2 2025 cohort's data shows FSM (PP) children performing below the NA for AS+

in Reading, Writing and Maths - this may be due to the very small number of PP children in the cohort – 4 (this is not statistically significant). However, the % of FSM achieving the HS in Maths and GPS is higher than the Non FSM children in the school.

The school will continue to use Pupil Premium money to narrow the gap between FSM and Non-FSM children – addressing Reading, Writing and Maths across the school since data shows the work being carried out in the school has been effective.

The school provided a variety of outdoor opportunities such as cross curricular orienteering which has helped the children to consolidate their learning. This allowed children to take their learning beyond the classroom as well as supporting their well-being and resilience.

A variety of workshops and trips took place during 2024-25 which provided all children with new experiences and supported their learning. In addition, quality resources were purchased to engage and motivate pupil's both in school and at home. The school continued to ensure that every child had the necessary materials to learn effectively at home eg. Homework packs and work books – thus ensuring that every child had equal access to home learning.

Purchase of LbQ (Learning by Questions) has helped teachers to identify gaps in learning and use this to support planning and interventions.

Attendance:

Attendance	2021-2022	2022-2023	2023-2024	2024-2025
All	92.54%	95.32%	95.74%	96.60%
FSM	89.3%	94.55%	93.98%	94.64%
NonFSM	92.3%	95.52%	96.39%	96.65%
Gap (difference between FSM and Non FSM)	3.0	0.97	2.41	2.01

School continues to work hard to promote good attendance and reduce the % of persistent absenteeism. From the data absence among disadvantaged pupils was higher than their peers over the last three years, however, the gap between FSM and NonFSM children has narrowed over the three years.

Attendance by Year groups.

2024-25	RY	Y1	Y2	Y3	Y4	Y5	Y6	All
All	96.66%	96.99%	96.67%	96.60%	97.23%	95.78%	96.26%	96.60%
FSM		93.26%	95.17%	97.02%	95.01%	92.72%	94.63%	94.64%
NonFSM	96.66%	97.79%	97.05%	90.44%	97.82%	96.86%	96.65%	96.65%

Incentives have been effective and the school will continue to implement initiatives and incentives and have attendance as a focus of our current plan. The school works

hard to promote the importance of good attendance and children are generally happy in our school.

To improve the % of FSM children who achieved 95+% attendance:

Attendance Year	% of FSM children achieving 95+% attendance
2023-24	45.16%
2024-25	60.87%

A significant increase in the percentage of FSM children who achieved 95+% attendance in 2025 compared with the previous year (2024). This indicates that the actions of staff and attendance incentives and rewards are helping to improve attendance.

Generally, pupil behaviour has been at least good and children enjoy in school. However, there has been an increase in the number of parents requesting support for their child's emotional well-being and mental health. Consequently, part of the Pupil Premium funding has been allocated to employ a school counsellor. This will continue in the 2025-26 Pupil Premium Plan. However, all children are generally happy in school and the majority are well-motivated. (This was recognised by Ofsted – May 2023.)

Externally provided programmes

Programme	Provider
WellComm	WellComm - GL Assessment
Learning by Questions (LbQ)	Learning by Questions LbQ

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