

# Pupil premium strategy statement – St. Joseph’s RC Primary School 2024-2025

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	186
Proportion (%) of pupil premium eligible pupils	74% (138/186)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 – 2026 (Reviewed annually)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michelle Ashley (HT)
Pupil premium lead	Megan Boxwell (AHT)
Governor / Trustee lead	P. Thomas (Gov)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,960.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£187,960.00

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Early Years are lower for many pupils eligible for PP – this can have a negative impact on levels of progress throughout school years.
2	Many pupils eligible to receive PP funding are from a deprived background (low income family) and live in an area of inner-city Birmingham, with a high level of deprivation. Pupils may have had limited life experiences, which may limit their broader knowledge and understanding of the world around them – this means that pupils may experience social and emotional issues due to limited access to extra-curricular activities.
3	Many pupils eligible have fewer life experiences and a restricted vocabulary – this can have a negative impact on a pupil's understanding with more complex tasks, such as accessing different text types and contexts, especially within the broad curriculum subjects.
4	Many pupils eligible for PP receive less support with reading and spelling at home due to parents having English as an additional language – this can slow the progress made with reading, and the understanding and accurate use of phonics.
5	There are emotional and/or behaviour issues with some pupils, who are eligible for PP – this can have a negative impact on their academic progress and achievement.

## 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>That PP pupils make the same progress as non-PP pupils – Reading, Writing, Maths.</i>	Through assessment reviews and Pupil Progress Meetings, PP pupils will be identified as making the same (or better) as non-PP pupils.
To remove any barriers to learning that PP pupils may have.	Through high-quality teaching, planning and resourcing of lessons, PP pupils are able to access all areas of learning, in order to make good progress. Pupils will have access to the relevant experts, where necessary, in order to enhance their opportunities and achievements.
To provide a broad and rich curriculum to enhance the knowledge and life experiences of pupils.	Through thorough planning and high-quality teaching, pupils will be exposed to a curriculum, which offers wide variety of learning topics and experiences to develop their knowledge, understanding and skills, over a period of time.
To ensure that pupils are exposed to a culture of positive mental health and wellbeing, which will allow them more opportunity to achieve to the best of their ability.	Ensure that an action plan is constructed and a wellbeing 'team' is established in school, in order to improve staff and pupil happiness and wellbeing; and therefore progress and achievement also.

## 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: £10,223.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased CPD of teaching and support staff</i>	Signed up to National College to enable staff to update their knowledge / understanding of areas such as: SEN strategies; Subject leader roles and	3 / 4 / 6

	<p>responsibilities; Challenging all pupils; Adaptive teaching.</p> <p><i>Updates (Spring 2025):</i></p> <p>National College is being used regularly as part of staff meeting training to help staff improve and update their knowledge.</p> <p>PSS has given 1:1 support to the KS1 staff on how to utilise adaptive teaching successfully in the classroom.</p> <p>Subject Leader Time given has been directed by SLT, so leaders have a clear focus each time on what evidence they need to collate. For example: Pupil Voice.</p> <p>Updates (Summer 2025)</p> <p>National College is a resource which is being used continuously throughout the year to support staff with teaching and leadership of subjects.</p> <p>In-house CPD on Reading and Writing to ensure that DfE recommendations are being followed, in order to improve teaching and learning of all pupils.</p> <p><i>Updates (Spring 2025):</i></p> <p>C.Caffrey has conducted staff meetings throughout the Autumn and Spring Term to help progress CPD within school. This has linked closely to the stages of teaching; to help improve the teaching and learning of all pupils.</p> <p>Updates (Summer 2025)</p> <p>SLT are focusing on the delivery of writing in SLT meetings. SLT will be planning an inset day focus on writing for September 2025. Stages of teaching are yet to be further embedded within the writing curriculum.</p> <p>CPD also delivered for new Mastery Maths strategy.</p> <p><i>Updates (Spring 2025):</i></p> <p>M. Boxwell has conducted staff meetings throughout the Autumn and Spring Term to staff utilise the White Rose Materials effectively. Training has also linked to how the stages of teaching can be used successfully in Maths delivery across school.</p> <p>Updates (Summer 2025)</p> <p>White Rose is being used consistently across school. M. Boxwell has been</p>	
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	<p>monitoring the use of PowerPoints used throughout lessons across school; teachers are using the stages of teaching to deliver the content and some teachers are spending more time on challenging contents.</p> <p>CPD refreshers are being delivered for the ELS Phonics scheme throughout the year.</p> <p>CPD will be delivered focusing on paediatric first aid to ensure all staff are able to treat any first aid emergencies in school. (Autumn 2024)</p> <p>Some staff will also receive the work place first aid training. (Spring 2025) – <i>Several members of staff did receive this Adult First Aid Training in February 2025.</i></p> <p>Updates (Summer 2025) First Aid Training has been embedded across school with now all staff members in school all day being able to administer first aid when needed.</p> <p>Going forward, there may be opportunities for additional SEND CPD – Speech and Language and CAT Team.</p> <p>Sensory Circuit Training (Autumn 2024) – <i>This training has been delivered to the Little Flower Room Staff.</i></p> <p>Updates (Summer 2025) C. Young has now taken over as acting SENCO. She is continuing to support and guided the LFR staff in delivering specialist and tailored lessons to the pupils. L. Gowen has also been supporting staff with regular check-ins throughout the week to ensure routines and timetables are being adhered to.</p>	
<p><i>Curriculum Subject Leader Development to ensure that school offers a knowledge-rich and skills based curriculum, that allows pupils to increases their experiences and make progress</i></p>	<p>All staff have been supported by SLT to develop their knowledge, understanding and ownership of their particular curriculum.</p> <p><i>Updates (Spring 2025): Staff have been allocated directed subject leader time throughout the Autumn and Spring Term. During this time, SLT have directed the leaders to</i></p>	<p>2 / 3</p>

	<p>focus on something specific. This seems to be having a positive impact on Subject Leader Time as SLT are now being informed more often about the curriculum areas across school.</p> <p>Updates (Summer 2025) Subject leaders have continued to have time allocated to lead and manage their subjects/</p> <p>CPD being delivered by School Improvement Partner Ben Taylor throughout the academic year. This is factored into our whole school budget.</p> <p><i>Updates (Spring 2025):</i> Ben Taylor has conducted KS1 and LKS2 Geography/History Support Drop Ins to help teachers embed the stages of teaching within their Theme Subjects. UKS2 drop-ins have been organised for the Spring Term.</p> <p>Updates (Summer 2025) Emily Hume has been into school to lead Twilights/staff meetings to all staff to help embed adaptive teaching strategies across school. She is continuing to work with staff across this half term; specifically focusing on adaptive teaching strategies within writing.</p>	
<i>External CPD provision to improve staff skills, knowledge and expertise</i>	<p>Teaching and support staff offered CPD via external agencies such as the Catholic Partnership, Birmingham Diocese (BDES) or Services for Education etc.</p> <p><i>Updates (Spring 2025):</i> Maths Leader Work groups (MB) RE Leader Work groups (CC)</p> <p>Updates (Summer 2025) Maths Leader Work groups (MB) RE Leader Work groups (CC)</p>	3 / 4 / 6
<i>Collaborative working partnerships to exploit the expertise of partner schools and share good practice</i>	<p>Working in partnership with other schools from the St Teresa of Calcutta MAC, and schools from the Caritas Christi In Urbe working group to develop collaborative and supportive</p>	1 / 2 / 3 / 4 / 5 / 6

	<p>working parties. Develop staff working parties for different subject and responsibility areas eg: SENDCO leads, DSLs, English leads etc.</p> <p><i>Updates (Spring 2025):</i>  Subject leaders have had opportunities to meet with the Caritas leaders to discuss their subject action plans throughout the Autumn and Spring Term.</p> <p>Some staff meetings have been taking place for Maths, English and Science through the St. Teresa of Calcutta MAC to help share good practice and ideas across the schools/leaders.</p> <p><i>Updates (Summer 2025)</i>  Same actions as above.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £124,651.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Language support / Interventions</i>	<p>Welcomm Language support intervention delivered in Reception class and Year 1. Two LSAs have been trained and are delivering this to identified pupils (after baseline / re-assessment).</p> <p><i>Updates (Spring 2025):</i>  EYFS and KS1 staff are continue to run the WELLCOMM language support interventions throughout the week, targeting those children who need specific and bespoke targets.</p> <p><i>Updates (Summer 2025)</i>  Same actions as above.</p> <p>Flash Academy Language support tool has been purchased, in order to help with language acquisition and building pupil knowledge of the English language.</p> <p><i>No evidence of this happening in school currently – Need to discuss with SB.</i></p> <p><i>Updates (Summer 2025)</i>  Y4 and Y5 pupils are currently using flash academy daily to help support early reading and language acquisition. These children will need to continue using flash academy in the next year groups they move to. Class</p>	1 / 2 / 3 / 4 / 6



	<p>teachers for next Y4 cohort will need to identify further children who may need support.</p> <p>Speech therapy – half a day per week provided by West Midland Speech Therapy Services. Assessment and individual plans for targeted children. Training for teaching assistants for follow up language support in class work. 1 S&amp;L therapists in school, who is targeting high level of needs in EYFS and KS1.</p> <p><i>Updates (Spring 2025):</i> S&amp;L therapist has been coming in for one half day per week.</p> <p><i>Updates (Summer 2025)</i> Same actions as above.</p> <p>NHS speech and language therapist – free through the NHS as appointments can now be in school and do not have to be in clinics.</p> <p><i>Updates (Spring 2025):</i> S&amp;L therapist provided by the NHS has been in touch with school to arrange appointments.</p> <p><i>Updates (Summer 2025)</i> Same actions as above.</p>	
<p><i>Maths and Reading support / interventions</i></p>	<p>One:One reading intervention using the Toe-by-Toe scheme, for pupils with specific needs / traits linked to Dyslexia.</p> <p>Small group 'catch up' teaching in phonics and reading (Y2)</p> <p>Y5 and Y6 Maths and Reading Booster groups.</p> <p>Small group 'catch up' pre-teaching time in Ks1 and Ks2.</p> <p>Catch up groups to be delivered live within lessons by the class teacher.</p> <p><i>Updates (Spring 2025):</i> Class teachers are now responsible for organising and planning any bespoke interventions, boosters, pre/post teaching sessions with the pupils who need this support.</p>	<p>1 / 2 / 3 / 4 / 6</p>

	<p>Updates (Summer 2025) Same actions as above.</p>	
<p><i>Small group teaching support</i></p>	<p>DHT/SENCO working in Y5/Y6 to teaching each morning.</p> <p><i>Updates (Spring 2025):</i> L.West has continue to work in Y6 to support Maths Teaching for the Spring Term. C.Caffrey is teaching the Maths and English in Y5 daily. C.Caffrey is also supporting the boosters for Maths in Y6 after school.</p> <p>Updates (Summer 2025) L.West – currently on maternity leave. C. Young who has taken over as acting SENCO already has classroom responsibilities. C. Caffrey – has been in Y5 all morning for the last 2 terms teaching Maths and English daily.</p> <p>Extra staff deployed in REC / Y1 to support pupils learning, especially those with specific and challenging needs.</p> <p><i>Updates (Spring 2025):</i> LFR (Little Flower Room) staff are running their daily provision with the support of the SENCO to help support those children with specific needs. L.Gowen is also now supporting in the Little Flower Room to ensure consistency throughout the week.</p> <p>Updates (Summer 2025) Same actions as above.</p>	<p>1 / 3 / 6</p>

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

Budgeted cost: £53085.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support</i>	<p>Father Hudson's family support worker to provide for family support, behaviour and emotional wellbeing – one day per week.</p> <p><i>Updates (Spring 2025):</i>  <i>Support worker from Fr Hudson's is continuing to come in once per week.</i></p> <p><i>Updates (Summer 2025)</i>            Same actions as above. However, there is currently a question mark about whether this service will be able to continue next year due to pupil numbers and school budget.</p>	2 / 3 / 5 / 6
<i>Pupil support</i>	<p>Educational Psychologist to work with identified pupils, when required (18 hours paid for). Training / advice given to staff throughout the year.</p> <p><i>Updates (Spring 2025):</i>            EP has been in school regularly, carrying out statutory assessments and additional services, which are paid for.</p> <p><i>Updates (Summer 2025)</i>            Same actions as above.</p>	1 / 2 / 3 / 4 / 5 / 6
<i>Behaviour and attendance incentives</i>	<p>Continued incentives for behaviour and reward strategy to encourage good behaviour and attendance in school – own clothes day for winning house group each half term. Extra playtime on a Friday for class with highest attendance. End of year reward for overall winning house group and other rewards throughout the year e.g. certificates, stickers, bowling etc.</p> <p><i>Updates (Spring 2025):</i>            Attendance Winners – being identified monthly. Other rewards are ongoing within school.</p>	2 / 3 / 5

	<p>Updates (Summer 2025) Same actions as above.</p>	
<i>Emotional support</i>	<p>Nurture programme for identified pupils to support language development and social and emotional development. Learning Mentor support with Social and Emotional well-being of pupils, who are identified as most in need of support. Additional / supporting resources for use as part of mentoring / mental health interventions and support initiatives.</p> <p><i>Updates (Spring 2025):</i> LC and LG are currently running the Rainbow Programme 1-2 per week for Ks1 and Ks2 pupils. Emotional 1:1 coaching is also taking place with C.White twice per week.</p> <p>Updates (Summer 2025) Same actions as above.</p>	1 / 5 / 6
<i>Extra-curricular provision</i>	<p>Opportunities for underprivileged pupils to gain life experiences. Subsidising costs for disadvantaged pupils. Helping pupils to develop self-esteem and life skills. Increasing the social skills of pupils in different situations. –PGL trip with Caritas schools.</p> <p><i>Updates (Spring 2025):</i> Residential PGL trip has gone ahead again this year for the disadvantaged pupils in Y4 and Y5.</p> <p>Updates (Summer 2025) Same actions as above.</p>	2 / 3 / 5 / 6

**Total budgeted cost: £187,960.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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

KS1 SATs	Reading 2025			Writing 2025			Mathematics 2025		
	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
St J									
Nat									
Bir									

KS2 SATs	Reading 2025			Writing 2025			SPaG 2025			Mathematics 2025		
	/28			/28			/28			/28		
	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
St J												
Nat												
Bir												

Table below shows the percentage of Pupil Premium children making **expected or better than expected progress (Summer 2025)**.

Class	Reading	Writing	Maths
Reception (12/19)			
Year 1 (14/23)			
Year 2 (19/30)			
Year 3 (19/30)			
Year 4 (19/29)			
Year 5 (24/31)			
Year 6 (18/29)			

Table below shows the percentage of Pupil Premium children **achieving at or above the expected standard (attainment) (Summer 2025):**

Class	Reading	Writing	Maths
Reception (12/19)			
Year 1 (14/23)			
Year 2 (19/30)			
Year 3 (19/30)			
Year 4 (19/29)			
Year 5 (24/31)			
Year 6 (18/29)			

See tables on subsequent pages for results of Intervention sessions.

- *Health for Life programme is fully up and running in school – award was received in 2022-2023*
- *Wellbeing Champions and Lunchtime Games Buddies (pupils) are up and running effectively, so children have an input into the wellbeing of others and themselves. Learning Mentor is currently overseeing these groups, so they have a positive whole school impact on Mental Health and Wellbeing.*

Welcomm Language Intervention Data 2024-2025:

Children who have made expected or above progress when working on an intense language support programme in EYFS and Y1.

2 sections (expected)

3 or more sections (more than expected progress)

Progress made	Reception	Y1
Expected progress (1 year)		
Better than expected progress (13 months or more)		
Expected or above progress combined		