

Pupil premium strategy statement – St Joseph’s Catholic Primary

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	429
Proportion (%) of pupil premium eligible pupils	14%
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)	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Ann Cassidy-Jones
Pupil premium lead	Ruth Rogers
Governor / Trustee lead	Susie Carpenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,045.00
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>	£77,045.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim for our disadvantaged pupils at St Joseph's is that they will feel a sense of belonging, achieve and flourish.

Belong:

- To experience love, care and an unwavering belief that they are valued as unique individuals created in the image of God.
- To experience active inclusion in all parts of school life and the knowledge that their voices are heard.
- To feel safe and secure in a caring, nurturing environment; they understand their rights and responsibilities of belonging to the community.
- To experience positive mental health and well-being, including the ability to regulate their emotions.
- To experience positive relationships with staff and peers.
- To benefit from and make a positive contribution to our school community.

Achieve:

- To make rapid, sustained and meaningful progress from their individual starting points and develop the skills they need to be successful in life.
- To feel that there are no barriers to learning so that they can achieve their potential; they are able to learn without limits.
- To exceed their individual targets.

Flourish:

- To know that they have the right to feel safe and to have effective systems in place to protect them from harm.
- To have the opportunities to engage in a broad range of positive lived experiences through enrichment and extra-curricular provision.
- To develop the confidence, self-worth and resilience to believe they are capable of living positive, fulfilling lives; they do not place limits on their own future accomplishments, but believe that their dreams can come true if they work hard.
- To experience a sense of awe and wonder in all aspects of school life.

Our core principles:

- Our Mission Statement, 'Live, love and learn in a caring Christian community' is fundamental to ensuring all members feel a sense of belonging to a community in which they can thrive.
- Based on the firm belief that when pupils individually flourish through positive lived experiences, this forms the basis for academic, social and emotional success.
- Relationships form the basis of children flourishing – connection before correction.
- Reducing barriers / obstacles to achievement through highly effective adaptive teaching
- Children feel safe and secure when they experience a consistent approach to school life.
- Opportunities provided to children are equitable rather than equal to enable success both now and in later life.

Strategy:

- All relationships and interactions are underpinned by our Mission Statement, 'Live, love and learn in a caring Christian community.'
- To create a network of trusted adults.
- High-quality teaching for all, including OAP (universal).
- Ambitious curriculum that is designed to close gaps in the disadvantaged pupils.
- Effective adaptations for those requiring support beyond the OAP.
- Investing in staffing and resources
- Based on an effective assess-plan-do-review cycle, including regular monitoring.
- Evidence-informed practice to ensure the development of the whole child.
- Funding of enrichment and extra-curricular provision
- Therapeutic approach to behaviour management – understanding root causes of behaviour and plugging gaps
- Effective, accurate assessment of knowledge and skills allows teachers to identify gaps in learning, which are tackled quickly through keeping up focused interventions.
- Mental health and well-being are prioritised to enable readiness for learning and engagement in all aspects of school life.
- PPG pupils are given favourable opportunities for leadership positions within school, with roles being adapted to enable children to flourish.
- Working closely with families to offer support to ensure children receive a consistent approach between home and school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Parental capacity to support
3	Low-Attaining
4	Pupil Premium Children Experienced ACEs
5	Links between PPG and Significant SEND

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
Improve PPG attendance to 92%	- Actively engage with parents to offer support. - Referrals to external agencies (young carers, FSW and HCC) - Sharing of resources with families. - Engage with EBSNA framework.
Parents to feel upskilled to support their children	- Promotion of parent café, which includes support from external providers, such as FSW as well as networking opportunities with other parents in a safe environment, facilitated by SENCO. - Encourage PPG parents to attend academic workshops. - Engage parents in the life of the school through volunteering.
Accelerate progress of low-attaining PPG children from their starting points, with a focus on writing	- Accurate assessment of children's strengths and development areas at a granular level through B-Squared. - Gaps in foundational skills are identified and tackled quickly through targeted intervention and adaptive teaching. - PPG children are favourably represented in booster groups. - Resources shared with home to maximise learning opportunities.
Children who have experienced ACEs to develop effective coping strategies through co-regulation.	- Whole-school training on attachment and trauma. - Whole-school implementation of 'Zones of Regulation' with children having individual toolkits, when appropriate. - All staff to receive regular updates on therapeutic thinking training. - SENCo to lead protective behaviour sessions with individual children. - Two members of staff trained to deliver 'drawing and talking' therapy sessions. - Funding private therapy (art and play) sessions for individual pupils.
Increase opportunities for PPG children to actively participate in enrichment activities	- PPG pupil voice is favourably sought to gauge interest in extra-curricular opportunities. - All PPG children have one fully funded enrichment club each term. - Active advertising of clubs to parents of PPG children. - All PPG children's trips are fully paid for.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskilling staff on the EBSNA framework	- The targeted assess, plan, do review approach is more effective if teaching staff understand the underlying reasons for non-attendance. - Teaching staff fully engaged in the early identification of specific reasons for non-attendance before the levels of absence are concerning. - Having a strong support network is proven to be the most effective way to ensure long term success in improving school attendance, and teachers are a significant part of this.	1
Upskilling all staff to use B-Squared to inform adaptive practice through early identification of gaps in pupils' foundational skills	- "Embedding formative assessment creates a culture of continuous improvement in schools. - Staff understand pupil learning, identify areas for improvement and adapt teaching strategies to individual needs, thereby enhancing pupil attainment." Embedding Formative Assessment EEF	3
Upskilling all staff on cognition and learning, barriers to learning and strategies to support.	- Enabling teachers to identify barriers to learning such as socio-economic factors and SEN significantly improves pupil outcomes. Pupil Premium Strategy: We prioritise understanding our pupils' key barriers to learning – Teaching	3
Increase pedagogical knowledge	- Teachers are more confident in managing student learning, leading to improved pupil achievement. EEF Evidence on High-Quality Teaching Pedagogy, curriculum, teaching practices Evidence Brief	3
Upskill all staff on therapeutic thinking and trauma-informed practice	Significantly improves student mental health, attendance, and academic engagement. Staff understand needs in more detail therefore reducing exclusions, and fostering safer, more inclusive environments.	4 and 5

	Trauma Informed Schools UK (TISUK)	
Annual refresher training for Therapeutic Thinking tutors.	Skills are updated in supporting positive behaviour. Knowledge is refreshed on trauma-informed practices, and relational approaches, ensuring consistency across the school. Therapeutic Thinking	4
Annual refresher training for Drawing and Talking practitioners.	Practitioners are better equipped to help children and young people process deep-seated emotional pain in a safe, non-intrusive way. Health Care Page - Drawing and Talking	4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for pupils whose attendance is low	- Universal approaches to teaching, learning, behaviour, relationships and communication with families will not meet the needs of all pupils, who may need a more personalised approach to support their attendance and engagement." Deliver targeted interventions to supplement universal provision EEF	1
Disadvantaged Pupils' Plans for each class, with itemised time spent with each PP child.	Individual, targeted intervention meets the needs of children, for example, low-attaining pupils receive daily support with reading.	3
All PP children are part of academic booster groups and clubs which focus on the foundational skills.	Structured support led by experienced teachers has a positive impact on pupil outcomes.	3

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

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with EBSNA framework	- Provides strategies to support attendance through a targeted assess, plan, do review approach. - Early identification of specific reasons for non-attendance before the levels of absence are concerning. - Building a support network around the education setting and family has proven to be the most effective way to ensure long term success. - Collaboration between all stake-holders in an accessible way using a systematic, transparent and holistic approach. ebsna-framework-june2025	(1)
Hosting parental workshops and cafes and sharing resources to improve attendance and achievement	- There is a positive correlation between effective parenting and outcomes for pupils, including levels of attendance. - Providing a network for parents, facilitated by school staff promotes parental confidence through an enabling, safe space.	1 and 2
Signposting parents to appropriate external support organisations	- Creating a network around the child, which offers a plethora of expertise in order to maximise outcomes for pupils. - Supporting the well-being of parents which is proven to have a positive effect on the well-being of children.	1 and 2
Opportunities for parents to volunteer in the school	- Parents immersed in the school environment and have opportunities to learn from positive interactions between school staff and children. - Positive correlation between parent involvement in the school and attendance.	1 and 2
Whole school refresher of the principles of Zones of Regulation	A whole-school approach provides a consistent, neutral language for emotional regulation, enhancing positive classroom climates and fostering better overall emotional and academic outcomes. The Zones of Regulation Framework and Curriculum	4

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Total budgeted cost: £17,200.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following data is from Summer 2026:

100% of PPG pupils passed the Phonics Screening Check.

67% of PPG pupils in Year 2 met the expected standard in reading and maths.

75% of PPG pupils in Year 6 met the expected standard in reading and maths.

- Employment of a trained speech and language therapist as a teaching assistant, who works closely with PPG children to improve communication and language skills.
- Attendance for disadvantaged pupils improved from 94.5% to 94.9%.
- All pupils accessed extra-curricular activities through funding.
- All pupils attended trips as a result of funding.
- Pupils in receipt of PPG have funded specialist counselling and therapy in order to support their mental health and wellbeing. All these pupils showed an increase in engagement in class activities, maximising progress.
- Funding for drawing and talking training for staff – PPG children are prioritised; pupil voice indicates that they feel safer and happier.

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
Counselling and Empowerment sessions Family support	ASPECTS
Play therapy	Stortford Therapy Space
Educational Psychology Assessment funded by school	Ceri Roberts – Educational Psychologist
Art therapy and counselling	Safe Space
Understanding Me and My Autism	Space Hertfordshire

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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.