



Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium (and recovery 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	653
Proportion (%) of pupil premium eligible pupils	7% (45)
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tom Collins Headteacher
Pupil premium leads	Jennie Trimmer, Assistant Headteacher Pascale Mulreany
Governor / Trustee lead	Paul Napthine (Associate Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£69,690



Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's we are committed to ensuring each individual child's needs are met, irrespective of their background or the challenges they face. Staff have high expectations of all children. They set appropriate challenge to enable children to make good progress and achieve high attainment across all subjects regardless of their starting point. In order to support children with their progress, we act early to identify and address individual barriers to learning. High quality teaching is at the heart of our approach, with a clear focus on diminishing the difference in attainment between vulnerable groups and other pupils.

Vulnerable children have a high profile within the school with staff accountable for their academic progress and emotional well-being. We monitor, track and analyse progress through formative and summative assessment, enabling us to identify and address individual needs. Disadvantaged and SEN children have learning plans setting out desired outcomes.

The activities outlined in this statement are intended to support the needs of any vulnerable group, regardless of whether they are disadvantaged. We understand the social and emotional challenges which some of our vulnerable children encounter can have significant impact on their life experiences and wellbeing.

Our strategy sets out how we intend to raise the outcomes for disadvantaged children academically, socially and emotionally. Our overall aims include:

- Whole school approach to raising disadvantaged outcomes so they are in line with peers
- Ensuring high quality teaching and high staff aspirations
- Accurate assessment leading to early and high level intervention
- Treating every child as an individual and personalising the support and strategies used
- Ensuring children have good mental health and well-being through whole school high quality relational practice and pastoral support
- Supporting expected or higher attendance through whole school and personalised support
- Disadvantaged children leaving school as confident readers and mathematicians
- Children understanding their progress and what their next steps are
- Ensuring equal access to all enrichment opportunities
- Supporting the whole family of disadvantaged children



Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment and progress rate / additional academic barriers to learning</u> Attainment for disadvantaged children is lower than peers in most year groups for core subjects. Although all year groups need improvements in attainment for disadvantaged children, particular focus needs to be on years 4 and 5 for reading, years 3 and 5 for maths and year 5 for writing. Progress and attainment are impacted by the number of children who have additional barriers to learning. 36 % with SEN; 6 % with an EHCP
2	<u>Family engagement with learning</u> An increasing number of our disadvantaged families are not engaging with supporting their child's learning. These children are not having support at home with reading or completing homework. This is impacting their academic progress at school and increasing the gap. Parents are not engaging with completing specific activities linked to supporting their child catching up.
3	<u>Emotional resilience / Social, Emotional and Mental Health</u> It is evident that many of our disadvantaged children need additional support with emotional and mental health. This can be due to outside factors which impact their lives, family situations, possible neurodiversity or other reasons. Referrals for them to have pastoral support come from staff, children themselves, parents and outside agencies linked to the families.
4	<u>Wider family needs</u> A number of our disadvantaged families have wider family needs. They require ongoing and regular support from our headship and pastoral team. This includes support with learning and implementing positive parenting strategies; supporting their children with emotional well-being; individual family difficulties with outside agencies support.
5	<u>Cultural Capital</u> Due to the financial demands on many families they are not able to afford the enrichment opportunities available. It is important that children are able to access these activities so they are not further at social and academic disadvantage (e.g. clubs, trips, swimming, residential).

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
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To reduce the reading and maths academic gap in attainment between disadvantaged and non-disadvantaged children.	<ul style="list-style-type: none">• KS2 outcomes for disadvantaged children shows an increase in those meeting age related expectations for reading and maths• Quality first teaching is evident in every classroom, supporting children to make good progress in each lesson• Identifications of barriers are identified early and acted on by the class teacher and senior leaders• Interventions are timely, relevant to the individuals learning gaps and evidence based to ensure maximum progress. Staff delivering interventions are trained and effective• Learning outcomes and individual needs are appropriately planned for within the curriculum to ensure it is relevant and maximise progress• Monitoring, analysis and pupil progress meetings ensure a focus on disadvantaged children
To increase and sustain children's emotional literacy skills, mental health wellbeing and social communication skills.	<ul style="list-style-type: none">• Children have positive relationships with key staff and feel safe, understood and nurtured at school• Children show an increased ability to express their emotions appropriately at home and school• Children show increased resilience and growth mindset enabling them to focus on learning while at school• Staff and parents work together to understand children's well-being and put in support strategies at home and school• Parents engage with agencies they are signposted to• Children access emotional and mental health support appropriate to their needs via a range of means including, class wellbeing areas, relational practice activities, group sessions, individual work with an Emotional Literacy Assistant (ELSA)
To increase and sustain parental proactive engagement in children's academic learning.	<ul style="list-style-type: none">• Parents regularly attend meetings about their child• Parents actively support their child with reading and homework• Parents actively support good routines at home to support learning• Staff and parents work together with children to understand what they need to help them progress
To achieve equal participation for disadvantaged children in enrichment and wider school activities.	<ul style="list-style-type: none">• All disadvantaged children able to access trips, residential and swimming• Disadvantaged children have equal opportunities for wider activities such as district sports events• Staff know their disadvantaged children well, being aware of their interests and talents. Staff proactively target and support children to be part of extra curriculum clubs.• Year leaders take costs into account when planning activities. The needs of children considered when organising activities to ensure they provide enrichment opportunities.



Activity in this academic year

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Read Write Inc</u> INSET CPD days for staff and additional sessions so all staff trained. Purchase of RWI materials for school and home reading. Reading lead observing, supporting and assessing the implementation and progress of RWI lessons and tutoring. Writing lead leading handwriting and spelling aspects across the school.	'The EEF considers synthetic phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. The DfE's Early Career Framework, ... says that SSP is the most effective approach for teaching pupils to decode. Schools should therefore be confident in the rationale for teaching SSP as part of their teaching of reading. https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf	1
<u>SaLT/ Wellcomm / The Nest</u> The Nest provision staffing and resources for the room and provisions needed. Outreach training for key staff. Planning time for provisions within the Nest. SaLT/Wellcomm staffing and ongoing CPD.	'Communication and language approaches typically have a very high impact and increase young children's learning by seven months.' https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1
<u>Surrey Nurturing School Programme</u> The SENCO completing the nurturing schools programme over 18 months of CPD. Assistant Head completing part of the CPD sessions. Leadership release for training and follow up activities included in the programme. <u>Trauma informed</u> Year 1 staff receiving trauma informed CPD.	Nurturing practice enables children to have positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. It improves attendance, behaviour and attainment, and ensures every child is able to learn. (NurtureUK) Staff being trauma informed supports them understanding the child and being able to use the appropriate strategies when working with them.	1,3,4
<u>Emotional and Mental Health wellbeing</u> Rainbows Support Programme – training for pastoral team and set up costs to start the programme.	Pastoral staff provide essential knowledge and skills to support a range of emotional needs. Their ongoing development through CPD and supervision by an educational psychologist ensures they can continue to	1,2,3,5



Contribution to the ongoing cost of our Pastoral team which includes the pastoral lead and further ELSA. Costs include their CPD (e.g. Drawing and Talking Advanced), supervision, delivering CPD, resources, meetings, etc.	provide the best for children. Outcomes show that ELSA support increases out children's ability to recognise, understand and manage their emotions, it supports their resilience, independence and wellbeing.	
<u>Maths</u> Power Maths to be embedded. Continued CPD on Maths, scaffolding and adapting for learners. Observations and feedback by SLT and curriculum lead.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1
<u>10:10 curriculum</u> Targeted Support - Use Life to the Full Plus (TenTen) to address social, emotional, and spiritual needs of pupils, fostering resilience and wellbeing. Parental Engagement - Provide materials for parents to strengthen home-school partnership, particularly for families of PP pupils. Monitoring and Impact -Track engagement and progress of all including PP pupils in RSE and PSHE sessions; evaluate impact on confidence, relationships, and emotional literacy. Whole-School Approach - Embed Life to the Full and Ten Ten across curriculum, ensuring consistency and inclusion for all pupils.	Inclusive Access for Disadvantaged Pupils - Pupil Premium funding supports equitable access to high-quality RSE and PSHE resources, ensuring vulnerable pupils benefit fully.	1
<u>Writing Framework and Mastering Transcriptions skills</u> CPD for all staff in the framework and how to use the evidence based approach to sequence the writing structure well and limit the demands on the working memory. CPD on teaching handwriting atomicity. Release for subject leads to observe, monitor and coach staff. Resources purchased.	Writing Framework https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf 'Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being. ^[footnote 1] While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds' https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	1

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Quality First Teaching</u> -staff focus on disadvantaged children during QFT, ensuring they have the support and strategies appropriate -timely interventions put in place to prevent gaps forming -regular feedback during lessons to enhance learning -pupil progress meetings focus on disadvantaged children to ensure they a priority	Access to high quality teaching is the most important lever schools have to improve outcomes form their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Providing feedback is well evidenced and has a high impact on learning outcomes. Studies of verbal feedback show slightly higher impacts overall (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
<u>Reading Interventions</u> -1:1 RWI tutoring -1:1Toe by Toe programme -Literacy Gold reading and spelling online programme -Master readers pre-teach	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
<u>Maths Interventions</u> -Plus 1 -Power 2 -Teacher led same day intervention	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows ... between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
<u>SEMH Interventions</u> Boxall assessment informed activities	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,4



[evidence/teaching-learning-toolkit/social-and-emotional-learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)

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

Budgeted cost: £14,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Parental support</u></p> <p>Ensuring parents engage with school in positive interactions about their child and the support available</p> <ul style="list-style-type: none"> -inclusion coffee mornings with specialist speakers -parents evenings and additional teacher meetings -welcome and year meetings -Pastoral Lead and SENCO clinics and signposting to further agencies -Leadership support 	<p>Parental engagement has a positive impact on average of 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Having high expectations of parents engaging with school supports the value we feel these strong links have on a child's education and wellbeing. School and home discussions enables us to fully understand the child and support them and the family. Providing opportunities for parents to have further guidance and be signposted to agencies support specialist knowledge, giving the best opportunities for outcomes.</p>	1,2,3,4,5
<p><u>Emotional and Mental Health wellbeing</u></p> <ul style="list-style-type: none"> -ELSA interventions, strategies and postbox support -LSA led emotional interventions -wellbeing classroom areas -lunchtime leadership support -nurturing informed school strategies used including interventions -trauma informed support whole school but specifically within reception - relational and restorative practice used by all school staff within all activities to support children to feel safe, heard and be reflective of their own behaviours e.g. check in and out sessions, restorative conversations, problem solving -Inclusion team working with parents on strategies 	<p>The average impact of successful SEL (social and emotional learning) interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>When children have good mental health and are able to use strategies to sustain their mental health it gives them higher life opportunities.</p> <p>Staff being trauma informed supports them understanding the child and being able to use the appropriate strategies when working with them.</p> <p>Relational and restorative practice has been shown to reduce the amount of behaviour incidences. It improves children's ability to reflect and restore relationships.</p>	1,3,4



<p><u>Enrichment</u></p> <ul style="list-style-type: none">-financial support with school uniform, PE kits, dress up day clothing-resources such as study books-ensuring disadvantaged children have places in clubs-supporting with transport to ensure disadvantaged children can attend extra curriculum activities such as district sports-financial support for trips, swimming, residential, clubs	<p>Being fully involved in school life supports a child's confidence and self-esteem. It supports their positive sense of belonging to the school community.</p> <p>Attending trips, swimming, residential and additional education activities supports their understanding of the wider curriculum, providing enrichment development.</p> <p>Attending clubs supports their development of new skills and develops talents as well as supporting overall physical and mental wellbeing.</p>	<p>5</p>
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Total budgeted cost: £



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome for academic year 2024-25

	Area	% meeting expectation	Last year for same cohort
EYFS	GLD	33%	
Year 1	Reading	50%	GLD 50%
	Maths	50%	
	Writing	50%	
Year 2	Reading	83%	100%
	Maths	33%	75%
	Writing	50%	50%
Year 3	Reading	50%	50%
	Maths	70%	38%
	Writing	40%	50%
Year 4	Reading	63%	43%
	Maths	75%	57%
	Writing	63%	57%
Year 5	Reading	57%	33%
	Maths	57%	17%
	Writing	43%	17%
Year 6		SATS	
	Reading	88%	50%
	Maths	88%	83%
	Writing	63%	50%
	GPS	88%	
Y1 phonics		75% (3)	

Relational and Restorative Practice

Whole school training was continued through weekly briefing and in CPD sessions. All staff understand the importance of relational practice and we have seen positive outcomes with how this has supported in the classroom and getting children into school. Restorative practice is used daily across the school. Staff and children understand the process and engage well with it. Prompt resources and stations for break and lunchtime use are in place. It has led to children resolving difficulties more effectively.

Reading

Reading has shown continued progress with all year groups maintaining or increasing their percentage of disadvantaged children attaining expected. The ELS phonics interventions were successful in supporting this progress. ELS videos were shared with parents to make it more straightforward for parents to engage with extra support for their children at home. A homework club ran in KS1 which enabled more children to complete homework. The Master Readers supported disadvantaged children increase their vocabulary knowledge and structured support in understanding how to answer comprehension questions.

Maths



Maths has shown continued progress with all year groups except the current year 3 maintaining or increasing their percentage of disadvantaged children attaining expected. The introduction of Power Maths has supported the structured approach to each lesson. It is very visual and scaffolded and reduces the other elements of cognitive overload. The arithmetic sessions also provide modelled and guided sessions leading to independent practice.

Equal enrichment opportunities

Financial support was given to families who needed it for swimming, trips, extracurricular events and residentials so that no disadvantaged child was left out due to financial difficulties.

School uniform and PE kits were provided for some children ensuring they had the correct uniform. Financial support was also given for school shoes.

Where disadvantaged children had not signed up for clubs, they were approached and offered clubs linked to their interests. All disadvantaged children were offered clubs. Funds were given to support where there were club costs. Free places were given to disadvantaged children by an outside run club who support building resilience and confidence.

District sports and school teams included disadvantaged children. Staff supported with helping ensure disadvantaged children had transport so they could attend events.

Pastoral support from the pastoral and leadership team

Families have been supported by the pastoral lead and leadership team through meetings, follow up support and signposting or referrals to further agencies. Parents have given positive feedback of the support which has been given. This has shown with some families an improvement of family strategies and reduced behaviour challenges at home and school.

Coffee mornings have been successful this year, having outside speakers such as Surrey L-SPA, Autism Outreach, Primary Mental Health Worker. Parents have again given positive feedback on the sessions and how useful they have found the services or strategies.

Wellbeing areas have been revamped within classrooms. Staff have received update training in Zones of Regulation and its use is embedded throughout the school. Children are able to use appropriate language for their emotions and know how to seek support. The pastoral team (ELSAs) have supported a vast number of children, including disadvantaged children through intervention and post box support. Through child and staff evaluations a high impact has been measured in the effectiveness of this support. This has led to higher resilience, self-confidence and wellbeing in children.