

Pupil premium strategy statement: St Joseph & St Theresa 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	202
Proportion (%) of pupil premium eligible pupils	15.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ms I Walker (Headteacher)
Pupil premium lead	Ms I Walker
Governor / Trustee lead	Elaine IIsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,440
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£45,440

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph & St Theresa, we are committed to fostering in every child a love of learning within a nurturing environment where they feel safe, happy, and empowered to reach their full potential. We acknowledge that some children, irrespective of social background, may face external challenges that hinder their progress, and we are dedicated to providing the additional support necessary to help them achieve the expected standard.

Our priority is to ensure that all children - and particularly our vulnerable learners - feel secure, valued, and supported. We seek to identify individual needs and potential barriers to learning at the earliest opportunity. Vulnerable pupils are monitored through the school's tracking system throughout their learning journey, with timely interventions planned, implemented, and reviewed to secure sustained progress.

Our strategic plan highlights the importance of combining quality first teaching, underpinned by Rosenshine's Principles of Instruction, with targeted adult intervention and explicit teaching. This enables learning to be broken down into smaller, manageable steps, reducing cognitive load and supporting the transfer of knowledge into long-term memory. Alongside this, we draw on Chris Quigley's remembering strategies - such as dual coding, retrieval practice, and graphic organisers - which provide further opportunities for children to rehearse, connect, and consolidate new knowledge. Together, these approaches strengthen long-term retention and ensure that children not only acquire knowledge but are also able to recall and apply it with confidence.

While this approach is especially beneficial for vulnerable learners, we recognise that it enriches the educational experience of all children in our care.

At St Joseph & St Theresa, we believe every child deserves to flourish, regardless of background or circumstance. Our strategy is rooted in the conviction that by nurturing vulnerable learners and removing barriers to success, we can close the gap between disadvantaged and non-disadvantaged pupils while raising aspirations for all. We are committed to providing an education that not only secures strong academic progress but also enriches pupils' lives with opportunity, confidence, and joy in learning.

Our key objectives are to:

- Strengthen communication and language skills, including oracy, as a foundation for success across the curriculum.
- Embed a consistent, progressive approach to transcription skills - handwriting and spelling - to build fluency and accuracy.
- Provide a coherent, well-structured writing curriculum, supported by consistent approaches and resources that reduce cognitive overload, enabling all pupils to make secure progress.
- Broaden pupils' horizons by ensuring disadvantaged learners benefit from diverse extra-curricular activities and cultural capital experiences.
- Through this strategy, we aim to live out our Catholic values of dignity, aspiration, and service, ensuring every child feels valued, empowered, and equipped to fulfil their God-given potential.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that all children, particularly disadvantaged pupils and those with communication and interaction needs, are able to fully access the curriculum and are provided with a language rich environment within all curriculum areas. Some vulnerable pupils may struggle to engage with complex language, develop a rich vocabulary, or communicate confidently, which can limit participation, achievement, and the ability to express understanding across subjects.
2	Ensuring that all pupils from EYFS to the end of Key Stage 2 develop fluent, legible and automatic handwriting. Without this, pupils may struggle to express their ideas confidently in writing and may face cognitive overload that limits their ability to focus on composition across the curriculum. Ensure that children have developed strong fine motor skills to aid accurate transcription and stamina for writing.
3	Ensuring that pupils from Year 2 to Year 6 develop strong spelling proficiency and transcription fluency. Without this, pupils may struggle to apply accurate spelling in their independent writing, which can increase cognitive load, hinder writing fluency, and limit their confidence in expressing ideas across the curriculum.
4	Ensuring that all pupils become confident, competent, and motivated writers. Many pupils struggle to develop sentence mastery, purposeful composition, and the application of rich vocabulary across subjects, which can limit their ability to write with fluency, precision, and intent throughout the curriculum.
5	Supporting vulnerable children with cognition and learning needs, to ensure they can access and retain key curriculum concepts. These learners often struggle to make connections between new and prior knowledge, follow complex instructions, or consolidate understanding, presenting a barrier to achieving their full potential.
6	Ensuring that all pupils, particularly disadvantaged pupils, have equitable access to a wide range of extra-curricular and cultural capital opportunities. Without this, some pupils may miss out on experiences that enrich learning, broaden horizons and support personal development.

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
<p>To consistently support for all children, especially disadvantaged pupils and those pupils with communication and interaction needs through whole-school use of visual supports, vocabulary-rich environments, and explicit language teaching. A culture of high expectations will foster active participation, achievement, and confident communication, using oral scaffolding like modelling, sentence stems, and talk frames across the curriculum.</p>	<ul style="list-style-type: none"> • Children with communication and interaction needs will demonstrate improved confidence and competence in speaking, listening, and interacting. • All pupils will access and use subject-specific vocabulary with increasing accuracy and independence. • Teachers will report increased engagement and participation from learners, particularly in oracy and collaborative tasks. • The school will develop a shared culture of high expectations for communication, ensuring inclusive teaching benefits all learners. • Pupils will leave each key stage as confident communicators, better prepared for the next stage of their education.
<p>To ensure all pupils from EYFS through to the end of Key Stage 2 develop fluent, legible, and automatic handwriting through consistent, explicit, and developmentally appropriate instruction—enabling them to free up cognitive resources for composition and confidently express their ideas in writing across the curriculum.</p>	<ul style="list-style-type: none"> • Pupils form letters accurately, develop handwriting fluency, and write with increased automaticity, reducing transcription as a barrier to composition. • Children show improved stamina and confidence when writing longer texts. • By the end of KS2, most pupils are able to write legibly, fluently, and at a pace that supports extended writing across all subjects. • Pupils take pride in their handwriting and understand its value as a tool for communication. • Assessment outcomes in writing improve, and pupils are better prepared for the demands of Key Stage 3 and beyond.
<p>To improve pupils' spelling proficiency and transcription fluency from Year 2 to Year 6 through the consistent implementation of the <i>Pathways to Spell</i> program, ensuring systematic, explicit teaching of spelling patterns, morphology, and etymology. This will enable pupils to apply accurate spelling within their independent writing, reduce cognitive load, and support overall writing fluency and confidence.</p>	<ul style="list-style-type: none"> • Pupils will demonstrate increased spelling accuracy in independent writing across the curriculum. • Children will become more fluent writers, with reduced transcription demands allowing greater focus on composition. • Improved spelling outcomes will be evident in internal assessments, monitored through spelling-specific tasks, writing moderation, and tracking of curriculum objectives. • Pupils will gain confidence in their writing ability, using spelling strategies independently and applying them across a range of genres and subjects.

	<ul style="list-style-type: none"> • By the end of Year 6, pupils will be equipped with the spelling knowledge and strategies necessary for success in secondary education and beyond.
<p>To ensure all pupils become confident, competent, and motivated writers by embedding a cohesive, evidence-based approach to writing instruction that emphasises sentence mastery, purposeful composition, rich vocabulary, and cross-curricular application—enabling pupils to write with fluency, precision, and intent across all subjects.</p>	<p>As a result of our approach, we expect:</p> <ul style="list-style-type: none"> • All pupils to make strong progress in writing, with an increasing number working at or above age-related expectations in composition. • Pupils to write with greater control, coherence and creativity, producing well-structured texts across narrative and non-fiction genres. • Improved sentence construction and grammar use, evidenced in writing books and assessment samples. • Enhanced vocabulary depth and application, including effective use of technical and figurative language. • Pupils to use writing as a tool for learning, demonstrating subject knowledge through coherent and purposeful writing across the curriculum. • Increased pupil engagement and ownership of writing, shown through pupil voice, voluntary writing and active participation in publishing, performance and real-world writing tasks. <p>We aim for our pupils to leave primary school as articulate, thoughtful communicators - writers who are ready for the demands of secondary education and beyond.</p>
<p>To effectively support children with cognition and learning needs through consistent use of high-quality inclusive teaching strategies, as outlined in the EEF's "5-a-day" principles —explicit instruction, clear goals, modelling and systematically linking new learning to prior knowledge - along with pre- and post-teaching to reinforce understanding and retention of key curriculum concepts</p>	<p>Children with cognition and learning needs will show improved understanding, confidence, and independence in lessons.</p> <p>All pupils will benefit from clear, structured teaching that helps them know more and remember more over time.</p> <p>Teachers will feel confident using strategies that make learning more accessible to all.</p> <p>Cognitive load is reduced and time is given within the curriculum for over learning.</p> <p>Progress for vulnerable pupils with SEND will improve, and children will be better prepared for each next stage in their learning journey.</p>
<p>To continue to provide a wide range of opportunities for all pupils, with disadvantaged pupils fully included in participation of extra-curricular and cultural capital opportunities.</p>	<p>Disadvantaged students to have access to a greater range of enrichment activities and engage with the wider curriculum.</p> <p>Increased pupil numbers participating in the activities and opportunities on offer (PP tracking)</p>

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: £14,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching to enable inclusive teaching for all children, including continued CPD Chris Quigley INSET, high quality CPD opportunities (cascaded to all staff) in core and non-core subject and SEND updates.</p> <p>Retention of experienced staff through consideration of workload & prioritisation of high-quality teaching & CPD</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF: High Quality Teaching EEF 5 a day principle</p> <p>High-quality teaching has a disproportionately significant impact on disadvantaged pupils, who gain, on average, 1.5 years of learning over a school year from very effective teachers, compared to half a year with poorly performing teachers. The report emphasized that good teaching is the most crucial factor for improving all pupils' achievement, especially those from disadvantaged backgrounds, and that improving the quality of teaching for these students is vital for transforming England's education performance.</p> <p>The Sutton Trust: Improving the impact of teachers on pupil achievement in the UK</p> <p>All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects.</p> <p>Teacher Feedback to Improve Pupil Learning – Guidance Report</p>	2, 3, 4, 5
Teacher resources to support quality first teaching and curriculum support English:	Guidance for teachers in planning a progressive curriculum that enables pupils to write fluently, with clarity and purpose, across different genres and	2, 3, 4, 5

	<p>subjects, ensuring they meet national standards and are prepared for further education.</p> <p>The Writing Framework – Dfe</p>	
<p>SENDCo to attend Chirs Quigley 5-a-day CPD, then disseminate to all staff.</p> <p>SENDCo to provide coaching to support staff in the implementation of the principles and how to make reasonable adjustments for vulnerable/SEND pupils</p>	<p>Ensuring every teacher is knowledgeable and skilled to effectively support and delivering high-quality education to SEND pupils, to achieve the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF: Supporting High Quality Teaching for Pupil with SEND</p> <p>EEF 5 a day principle</p>	1, 5

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

Budgeted cost: £25,113.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Afl to identify any misconceptions that have been highlighted during the day to allow for same-day targeted intervention to address mathematics, reading & writing foci.</p> <p>Use of pre and post-teaching as a mechanism to increase confidence in less able achievers, making them the experts, so they can fully participate in whole class quality first teaching. Post teaching is used as a strategy for over learning and to help reduce cognitive load and build cognitive schemas.</p> <p>Employment of an extra TA to support targeted children within</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>EEF Targeted Academic Support</p>	<p>2, 3, 4, 5</p> <p>Cost of TA</p>

intervention groups across the school for phonics, handwriting, key mathematical facts acquisition and fluency, reading & comprehension		
<p>NELI and/or Early Language Intervention program to be used to support children with delayed speech, language and communication skills</p> <p>Accelerating reading (EP materials) interventions for targeted children to improve oral fluency.</p> <p>Accelerating reading (EP materials) interventions supporting children in Y1/Y2 based on research completed by the EP service.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Staffordshire-Literacy-Guidance-2021.pdf</p> <p>Education should focus on the following skills that provide the foundation for learning to read. A wide vocabulary (knowledge of words and their meaning) – this can be encouraged by talking about the different vocabulary in the books that are being shared and using this vocabulary in discussions with the children. Phonological awareness this can be encouraged by playing oral word games listening to the sounds and state the word [synthesis] and what are the sounds (listen to the word and state the sounds [segmentation]).</p> <p>Early identification and intervention for literacy difficulties with young children have to date been shown to be more effective than interventions for older children (Denton & Vaughn, 2010).</p>	1, 5

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

Budgeted cost: £5,898.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Self-esteem & Emotion Coaching groups	<p>Maslow's hierarchy of need shows that children will need these needs met before attempting learning.</p> <p>Emotion Coaching training - when children are heightened and within their 'emotional brain' their learning brain is not connected and so no learning will take place.</p> <p>Investigation into the Effectiveness of ELSA in Schools</p>	1-6

Trips, educational visitors/workshops and extra-curricular activities subsidised.	To support the financial position of families within school, to ensure fully inclusive opportunities	6
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Total budgeted cost: £45,440.96

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Successful outcome for 2022-2025 Pupil Premium Strategy Plan

Challenge 1 & 3: Starting points for many pupils in EYFS were below age-related expectations, particularly in communication and language, which limited early attainment.

We have embedded thorough transition support for Nursery and Reception starters. Parents now receive clear guidance on preparing children for school, including self-care, emotional wellbeing, independence and early learning, so support begins before children enter our setting. Once in school, our language-rich environment and communication-focused teaching ensure vulnerable learners are actively supported. Carefully planned play partnerships allow children to rehearse and embed key vocabulary, while programmes such as Early Language Intervention and Little Wandle Foundations to Phonics provide secure foundations for Reception learning.

As a result, children are increasingly well-prepared for their school journey, with improved readiness and early language development. However, communication and language remains a common area for development on entry, and this continues to be prioritised within our new Pupil Premium Strategy Plan. The persistence of this challenge is likely influenced by the impact of Covid, with current cohorts having experienced reduced socialisation and interaction opportunities in their early years.

Challenge 2: Phonics and phonological awareness, including access to high-quality reading material

The introduction of Little Wandle Letters & Sounds programme has provided a highly structured and consistent approach to the teaching and learning of phonics and early reading. Staff now demonstrate fidelity to the programme, supported by a highly effective leader who ensures rigour and high standards, including the planning of timely keep-up & catch-up interventions, ensuring all children access high-quality teaching and support.

This has raised expectations and outcomes in early reading and led to a significant narrowing of the attainment gap between pupil premium and non-pupil premium children. Year 1 Phonics Check outcomes show sustained improvement over time:

Y1 Phonics Check	All children	Non- PP	PP
2021-22	66% (20/30)	76% (19/25)	50% (2/4)
2022-23	87% (27/31)	92% (23/25)	67% (4/6)
2023-24	90% (26/29)	92% (22/24)	83% (5/6)
2024-25	93% (28/30)	93% (26/28)	100% (2/2)

The trend demonstrates strong, sustained progress with disadvantaged pupils, evidencing the effectiveness and equity of our phonics strategy.

Significant investment in high-quality texts, including 'Library Loan' bags, the KS2 library and Little Wandle Fluency books, has had a strong impact on pupils' enjoyment of reading and broadened their exposure to a diverse range of literature. In addition, the introduction of StoryTime magazine—accessed in school by all pupils and at home by pupil premium children—has further promoted a love of reading and strengthened engagement beyond the classroom.

Challenge 4: Pupil Premium children who are also in another vulnerable group

Although the numbers of disadvantaged pupils, and particularly disadvantaged pupils with SEND, are small, the data indicate that attainment for both groups is consistently strong.

End of KS2 Standardised score averages:

	Reading			Writing			Maths		
All	106 (30)	106 (29)	108 (27)	102	102	101	105	106	104
N-PP	107 (27)	107 (25)	110 (20)	103	99	101	106	106	107
PP	96 (3)	109 (4)	101 (7)	91	100	99	95	106	95
Dis SEND	97 (1)	108 (1)	101 (3)	91	103	103	97	98	95

2022-23 2023-24 2024-25

Overall, attainment for PP and PP SEND pupils is strong, with many making accelerated progress relative to their starting points. Year-on-year trends show that PP pupils are increasingly closing gaps with their non-PP peers, particularly in reading and writing. Despite small cohort sizes causing some fluctuations, the data demonstrate that targeted support and high-quality, personalised teaching are having a measurable impact. SEND pupils are also benefiting from this approach, with some able to exit the SEND register during KS2, highlighting the effectiveness of interventions and scaffolding strategies.

Challenge 5 & 6: Emotional Literacy and Social Emotional Support

The introduction of the *My Happy Minds* programme has established a consistent, whole-school, proactive approach to emotional literacy. Pupils now have a better understanding of how their brains work and why they react as they do in heightened emotional states. Coupled with practical strategies for regulating emotions, this has begun to positively impact children's mental wellbeing. The programme, alongside our Catholic Social Teaching principles, has been central to the development of our new Behaviour Regulation and Positive Relationships policy.

In addition, the number of trained ELSAs has increased from one to three, enabling targeted early intervention for pupils experiencing emotional or social difficulties. These sessions have proven highly effective in supporting pupils' wellbeing and resilience, ensuring that interventions are timely and responsive to individual needs.

Challenge 7: Attendance

For Pupil Premium children with high SEMH needs that impacted school attendance, before-school activities were introduced to support their emotional wellbeing and ease their transition into the school day. These strategies have been effective in improving attendance for pupils with historically low rates, with measurable increases where families engaged with the support provided.

In addition, all Pupil Premium pupils were offered the opportunity to participate in extra-curricular activities. Where necessary, financial support was provided to ensure full access to clubs, in-school enrichment days, trips, and residential experiences, helping to promote inclusion, engagement, and a sense of belonging.

End of KS2

	Reading			Writing			Maths			Combined		
All	73% 22/30	83% 24/29	74% 20/27	80% 24/30	66% 19/29	74% 20/27	73% 22/30	76% 22/29	67% 18/27	67% 20/30	59% 17/29	63% 17/27
N-PP	79% 22/27	80% 20/25	85% 17/20	86% 24/27	64% 16/25	80% 16/20	79% 22/27	76% 19/25	75% 15/20	71% 20/27	60% 15/25	75% 15/20
PP	0% 0/3	100% 4/4	43% 3/7	0% 0/3	75% 3/4	57% 4/7	0% 0/3	75% 3/4	43% 3/7	0% 0/3	50% 2/4	29% 2/7
SEND	0% 0/1	100% 1/1	33% 1/3	0% 0/1			0% 0/1			0% 0/1		

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

Further information (optional)

My Happy Minds continuing to support children's mental health and wellbeing moving forward.

Little Wandle phonics programme and early reading foci continue to be a focus to maintain high expectations and outcomes for all pupils.