

Pupil premium strategy statement 2024-2027

St Joseph's Catholic Primary School Droitwich

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	185 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	20%
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)	2024-2027
Date this statement was published	31.12.2024
Date on which it will be reviewed	01.09.2026 Strategy statement for 26-27 Published on school website by 13.11.26
Statement authorised by	St. Joseph's LGB
Pupil premium lead	Mr A Carry (Principal) Until 31.8.2026 Mrs E.Brocklesby Principal from 1.9.26
Governor / Trustee lead	Mr F Walker (Chair of Governors) until 31.8.26 Mrs B Tasker Chair from 8.10.26

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,040
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>	£43,040

Part A: Pupil premium strategy plan

Statement of intent

- It is our intention 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.
- We aim to offer an inclusive education for all where no child feels singled out for their needs.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those looked after. The work we are doing at St Joseph's is intended to support their needs, regardless of whether they are considered to be disadvantaged or not.
- High quality teaching is at the heart of our work, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefitting the non-disadvantaged pupils in our school. It is important at St Joseph's that the attainment of all pupils is sustained and improved regardless of whether they are disadvantaged or not.
- Our approach will be responsive to common challenges as well as individual needs following diagnostic assessments. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective, we will:
 - Ensure disadvantaged pupils are challenged in the work they are set.
 - Act early to intervene once the need is identified.
- Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and have high expectations on what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral skills and vocabulary gaps in many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions have indicated there is a gap in phonics knowledge for our disadvantaged pupils which impacts their development as readers.
3	Our analysis of pupils accessing a wider curriculum (music sessions and after school activities) indicates that there is not a good uptake of PP children in these activities.
4	Our attendance data over the last two years indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils.
5	Our monitoring and discussions with pupils suggest that PP children are not reading with their parents at home.

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
1.Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils i.e. through focussed small group interventions.
2. Improved spelling and phonics outcomes	Diminish the difference in spelling and phonics outcomes between disadvantaged pupils and others.
3. All pupils feel valued as part of the St Joseph's community and are able to participate fully in school life in line with their peers	Increase in participation in enrichment activities, particularly among disadvantaged pupils. Increased wellbeing demonstrated by: Qualitative data from surveys/pupil voice
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for all pupils to be at least in line with national and for the gap to diminish between disadvantaged and non-disadvantaged pupils.

5. Improved reading attainment among disadvantaged pupils.	Increase in disadvantaged pupils making at least expected progress and achieving age-related expectations.
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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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality support in all lessons; preteaching, reteaching, vocabulary enrichment etc.	Structured professional development programme in place delivered through in-house and external support (including across Emmaus CMAC) Appraisal targets for all teaching staff centred around the key principles of high-quality teaching (Barak Rosenshine's Principles of Instruction) To deliver high quality lessons/sessions where all pupils are included and can make at least expected progress. Targeted interventions: EAL Phonics Handwriting Fine motor skills	1, 2, 5

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

Budgeted cost: 36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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High quality TA support in all lessons; preteaching, reteaching, vocabulary enrichment etc.	To deliver high quality lessons/sessions where all pupils are included and can make at least expected progress. Targeted interventions: EAL Phonics Handwriting Fine motor skills	1, 2, 5
Pupils to have regular (3 times a week) access to Reading Plus online intervention.	Reading Plus data	5

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

Budgeted cost: £ 3,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional well-being support worker - 1-2-1 with LAC child £1,000	Research led by University of Roehampton (Jan '21) https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext	1
Encourage all pupils to participate in wider life of the school; funding for trips/residential s/ music tuition £3,000	Pupil questionnaires Parental feedback from music concerts	3, 4
Dog Mentor support for children with SEMH needs £240	Dog Mentor UK School case studies	4

Targeted social skills and decompression sessions £300	Internal monitoring i.e. behaviour	3, 4
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Total budgeted cost: £43,040

Part B: Review of the previous academic year 2025-26

Outcomes for disadvantaged pupils

The school is committed to ensuring that all pupils, regardless of background or circumstance, have equitable access to high-quality teaching and learning opportunities. In line with our Public Sector Equality Duty, we will continue to focus on improving outcomes for disadvantaged pupils and reducing differences in attainment and progress between Pupil Premium and non-Pupil Premium pupils.

Analysis of 2025-26 outcomes identified several areas requiring targeted improvement. Whilst outcomes in the Early Years Foundation Stage were strong, with 100% of Pupil Premium pupils achieving a Good Level of Development, attainment gaps remain evident in phonics, reading, writing and multiplication fluency. As a result, these areas will form a key part of the school's improvement strategy for 2026-27.

By July 2027, the school will improve academic outcomes for disadvantaged pupils and reduce attainment gaps through the following measurable actions:

- Increase the percentage of Pupil Premium pupils achieving the expected standard in the Year 1 Phonics Screening Check from 20% in 2026 to at least 70% in 2027.
- Ensure that at least 80% of pupils who did not achieve the expected standard in phonics in 2026 successfully meet the expected standard following rescreening in 2027.
- Increase the proportion of pupils achieving the expected standard in the Year 4 Multiplication Tables Check from 13% in 2026 to at least 60% in 2027, through targeted intervention and daily retrieval practice.
- Maintain strong mathematical progress, ensuring that at least 90% of Pupil Premium pupils continue to make expected or better progress in mathematics across the academic year.
- Reduce the attainment gap between Pupil Premium and non-Pupil Premium pupils in reading and writing by implementing targeted intervention programmes, high-quality adaptive teaching and regular pupil progress reviews, with the aim of reducing identified gaps by at least 10 percentage points by July 2027.
- Ensure all disadvantaged pupils are identified promptly and receive timely support through evidence-based interventions which are reviewed at least termly for impact.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
My Maths	My Maths
Literacy Shed	Literacy Shed
Nessy	Nessy Learning
Numbots	Maths Circle
TT Rockstars	Maths Circle
Phonics Play	Phonics Play
Reading Plus	Dreambox Learning