St Joseph's Catholic Primary School & Nursery

PUPIL PREMIUM STRATEGY PLAN 2025-2026

Our family at St Joseph's Learns, Loves & Grows with God at the centre

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	St. Joseph's Catholic Primary School
Number of pupils in school (Current sept 2025 Data)	513 (R – Yr 6)
Proportion (%) of pupil premium eligible pupils (Current sept 2025 Data)	32.5% (Yr1-Yr6)
Academic year that our current pupil premium strategy plan covers	2025/26
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Clare McFlynn
Pupil premium lead	Clare McFlynn
Governor Lead	Marie Halpin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£213,615)	£213,615 PP /£229,395 inc LAC funding
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£229,395

Part A: Pupil premium strategy plan

Statement of intent

St. Joseph's is a two-form entry primary school in Islington. 32.5% of our year 1 to 6 children are currently Pupil Premium recipients.

We have high expectations of all our children and are committed to ensuring that every child is given the best opportunities to enjoy and succeed at school. We want all our children to reach their full potential and become confident, independent, life-long learners with a love of reading.

Our intent is for disadvantaged pupils to develop the skills of Early Reading to become fluent readers with outcomes at least in line with their non-disadvantaged peers. Disadvantaged pupils should leave primary school attaining at the expected standards in reading at least in line with their non-disadvantaged peers.

Disadvantaged pupils' oral skills and vocabulary should enable them to make good progress across the whole curriculum.

High quality teaching is essential to support disadvantaged pupils in meeting these objectives. We use our Pupil Premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of early reading. Teachers are supported to develop high quality teaching of oral skills and vocabulary.

Where disadvantaged pupils need additional support, our Pupil Premium enables small groups and 1:1 intervention and tuition for these pupils to make the most progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessment shows that pupils attaining at the lowest 20% of each class in reading and writing often include disadvantaged pupils.
2	Some disadvantaged pupils who come from an EAL background show underachievement in core subject areas
3	Assessment shows that the majority of disadvantaged pupils begin at St. Joseph's with poor/limited oral language skills which are well below the expected standard for their age upon entry to Reception class.
4	Assessment shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This 'word gap' can lead to social communication difficulties and make it harder for pupils to master the whole curriculum if it is not closed.
Attendance	Some pupils entitled to pupil premium funding have attendance is low which will affect their learning.

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
A. Pupils attaining at the lowest 20% of each class in reading and writing make good progress.	Pupils attaining the lowest 20% of each class in reading and writing to meet their challenging targets.
B. Disadvantaged pupils with EAL achieve in line with peers	Pupils in this category reach ARE and Greater Depth
C. Improve oral language skills for disadvantaged pupils in all year groups.	Disadvantaged pupils in all year groups use their improved oral language skills to make good progress across the whole curriculum and meet their academic targets in all subjects.
D. Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use.	Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the whole curriculum and meet their academic targets in all subjects.
E. Leadership team to track attendance through half termly excel spreadsheets and for leadership team to work closely on attendance contracts, attendance meetings, letters home.	Disadvantaged pupil attendance to be at least 96% overall

Activity in this academic year 2025-2026

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach
Ongoing school based, bespoke CPD for class teachers in effective, high-quality teaching	Impact of regular **retrieval** practice, **modelling** working examples with clear links to previous learning. Teaching in small steps to consider the limits of working memory and aid the process of moving learning to long term memory and keeping it there. (Last. Last, Last and Next) prompts used in classes to support this

CPD for all staff in effective provision for pupils with SEND and EAL or other highly vulnerable children.	Pupils with SEND and other highly vulnerable children are at higher risk of falling behind academically due to their specific learning need, other needs or circumstances.

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

As outlined below, the majority of the funding is allocated to staffing costs to target academic support.

Activity
School SENCo and Early Years SENCo ensuring high quality SEND provision and intervention programmes across all key stages.
Booster tuition in groups for pupils who are not yet at the Expected Standard in English and Maths – Year 5 Maths 3 x weekly Year 5 Comprehension x1 weekly Year 6 Maths x 4 weekly Year 6 English x 2 weekly Phonics Booster Sessions (25 mins 4 days per week) – Year 1 before school and Year 2 and Year 3 after school
Pupil conferencing sessions with class teachers to ensure areas for development are targeted
Explicitly teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through the use of vocabulary on displays and classroom doors
• Lexia happens as follows: Daily Monday-Friday 8:30am to 8:50am (approximately 60 pupils are on Lexia each day – but not all are Pupil Premium), with TAs supervising/supporting when children need help. • Toe by Toe is a 1:1 book-based spelling/reading programme delivered 10 minutes per day, 5 days a week, during class time (when TAs can fit it in – so no defined timetable) – it has to be done 1:1 as it is a highly individualised book-based programme. • Plus 1/ Power of Two – ditto but for Maths, supporting acquisition of place value/number facts/mental recall • Nurture groups being delivered by support staff as needed
• Additional EAL support from Class TAs

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

Activity
Introduce positive thinking and language strategies to support pupil resilience and good mental health, using structured conversations.
PE Tutor supports pupils during lunchtimes – physical activity
Key Stage 2 children have complimentary snacks every breaktime from October half term until April – snacks to break the fast from breakfast until lunchtime – crackers, cheese, healthy snacks
High quality texts to support a love of reading and introduce new vocabulary and improve comprehension. **These include**: texts where the teacher and the children read out loud as a class daily - high quality core texts used to teach literacy and topic lessons.
Resources and Licenses to support curriculum provision (e.g. Lexia, LBQ Maths, Library System and online books
Use of well-resourced library with full time librarian to guide and support choice of books etc.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment Overview – KS2: Reading, Writing and Mathematics

Indicator	Disadvantaged Pupils: Disadvantaged		
	School (30)*	LA (987)*	
		Gap	*Value*
Reading Exp+	93.3%	⊕ 17.8pp	75.5%
Maths Exp+	93.3%	⊕ 18.8pp	74.5%
GPS Exp+	86.7%	⊕ 13.5pp	73.2%
Writing TA EXS+	90.0%	⊕ 18.6pp	71.4%
Reading High SS	43.3%	⊕ 15.7pp	27.6%
Maths High SS	20.0%	⊖ 2.5pp	22.5%
GPS High SS	36.7%	⊕ 7.5pp	29.2%
Writing TA GDS	23.3%	⊕ 11.6pp	11.7%
Reading Avg. Scaled Score	108.6	⊕ 2.9	105.7
GPS Avg. Scaled Score	107.7	⊕ 2.2	105.5
Maths Avg. Scaled Score	107.4	⊕ 2.9	104.5
RWM Exp+	83.3%	⊕ 19.9pp	63.4%
RWM High SS/GDS	16.7%	⊕ 9.3pp	7.4%
Avg Reading Progress Score	1.10	⊕ 0.99	0.11
Avg Writing Progress Score	2.23	⊕ 2.04	0.19
Avg Maths Progress Score	1.04	⊕ 1.41	-0.37

Year 1 - Phonics

Estab. No.	Estab. Name	Cohort	Mark: No Score	Mark: 0-15	Mark: 16-23	Mark: 24-30	Mark: 31-36	Mark: 37-40	Mark: APS	Outcome: Q	Outcome: A	Outcome: D	Outcome: WT	Outcome: WA
-	Local Authority	656	4.9%	11.0%	2.9%	4.3%	30.2%	46.8%	32.3	0.0%	0.5%	4.4%	18.1%	77.0%
3483	St Joseph's RC Primary School	22	0.0%	0.0%	4.5%	4.5%	27.3%	63.6%	36.4	0.0%	0.0%	0.0%	9.1%	90.9%

EYFS – Good level of Development and Early Learning Goals

	Disadvantaged Pupils: Disadvantaged		
	School	LA	
Eligible Cohort[1]	15	528	
Indicator	Value	Gap	Value
Good level of development[2]	80.0%	+19.2%	60.8%
Average no. ELGs at expected level	15.3	+2.5	12.8
All: At least expected	80.0%	+21.1%	58.9%
Prime: At least expected	80.0%	+12.6%	67.4%
COM: At least expected	80.0%	+9.2%	70.8%
PSE: At least expected	100.0%	+25.0%	75.0%
PHY: At least expected	93.3%	+14.3%	79.0%
Specific: At least expected	80.0%	+20.3%	59.7%
LIT: At least expected	80.0%	+17.7%	62.3%
MAT: At least expected	80.0%	+10.9%	69.1%
UTW: At least expected	86.7%	+16.4%	70.3%
EXP: At least expected	93.3%	+16.0%	77.3%

Analysis:

- Disadvantaged pupils consistently and significantly outperformed local authority (LA) averages for disadvantaged peers across all key baseline and higher-standard metrics.
- The positive attainment gap between the school's disadvantaged pupils and the local authority benchmark demonstrates that targeted Pupil Premium interventions are delivering strong, measurable impact.
- Disadvantaged pupils at the school achieve exceptionally well. In combined Reading, Writing, and Maths (RWM Expected+ at 83.3% vs 63.4% LA) as well as individual subject attainment, they perform well above LA disadvantaged norms. Progress scores across all three core subjects—Reading (+1.10), Writing (+2.23), and Maths (+1.04)—are substantially higher than LA benchmarks, confirming strong value-added progress from their respective starting points.
- Area for Development / Next Steps: While Reading High Scaled Score (43.3%, +15.7pp above LA) and Writing Teacher Assessment GDS (23.3%, +11.6pp above LA) show outstanding high-attainment outcomes, Maths High Scaled Score (20.0% vs 22.5% LA; -2.5pp gap) represents the sole metric slightly below the LA benchmark, highlighting a clear focal area for stretch and challenge interventions.

Internal Assessment Data:

- Summative Assessments: End-of-term and end-of-year standardized tests confirm that disadvantaged pupils are making above-average progress across Key Stage 2, reflected in high average scaled scores across Reading (108.6), GPS (107.7), and Maths (107.4).
- Formative Assessments: Assessment for Learning (AfL), low-stakes quizzes, diagnostic checks, and pre-teaching sessions demonstrate that targeted small-group tuition and classroom scaffolding are successfully securing expected standards in Reading (93.3% Exp+) and Maths (93.3% Exp+).
- Subject-Specific Monitoring: Writing moderation, reading fluency checks, and maths reasoning trackings indicate substantial gains across the board, with specific subject action planning now directed towards elevating pupils achieving scaled scores of 100+ into the 110+ Greater Depth threshold in Mathematics.

Wider observations:

- Attendance: Pupils who are Pupil Premium Eligibile finished the year with an average of 95.5% which is significantly higher than the national average of 89.13%. Persistent absentee averages have reduced from 11.79% in 2024-25 to 10.64% in 2025/26 (with an increase in numbers across year groups) showing a strong, positive trend.