

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Joseph's Catholic Primary School, Wallasey
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	58.2%
Academic year/years that our current pupil premium strategy plan covers	2025/2026, 2026/2027, 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Maria Hollis. Headteacher
Pupil premium lead	Maria Hollis. Headteacher
Governor / Trustee lead	Brian Sharp. Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2025/2026	£135,155
Total budget for this academic year	£135,155

Part A: Pupil premium strategy plan

Statement of intent

Our primary aim at St Joseph's Catholic Primary School is to enable all children to access all aspects of the school's provision in order to achieve the highest standards of achievement and progress possible in relation to their individual starting points.

The Premium funding is used in a variety of ways at St Joseph's. For example, it is used to support disadvantaged pupils in their learning on a one-to-one basis, or in small groups supported by intervention teachers or teaching assistants. It is also used to enhance curriculum provision to support accelerated progress for pupils and to assist them financially so that they can take part fully in school life in matters such as school trips, activities and clubs. The key principle is that it will diminish the disadvantage difference by addressing inequalities, removing barriers to learning and raising the attainment and progress of pupils in order for all pupils to reach their potential. This report provides information about how the Pupil Premium funding has been budgeted at St Joseph's Catholic Primary for the current school year, 2025-2026 with the aim to focus on the areas identified over a three year period.

This Pupil Premium strategy is closely matched to our school development plan.

Challenges

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

Challenge number	Detail of challenge
1	Assessments have shown that non-disadvantaged pupils continue to outperform disadvantaged pupils. This is across reading, writing and mathematics in the large majority of classes.
2	Our recent observations, discussions with families and pupil's voice have shown that SEMH, particularly for our disadvantaged pupils, continues to be an area of concern. Referrals for support and parent requests for additional support have continued to rise.
3	Attendance for disadvantaged pupils continues to be a concern as a three year trend. There has been relative improvement over the past year, this needs to be a continued focus in order to positively impact the three year trend and have a direct impact on outcomes overtime. The number of disadvantaged pupils that are classed as persistent absenteeism continues to be a concern. This has a direct impact on their outcomes.
4	The IDSR shows that, overall, performance of disadvantaged pupils is lower over a three year trend than that of other disadvantaged pupils nationally in Reading, Writing and Maths.
5	Parental engagement with school remains a concern, in relation to attending meetings, workshops and other events to support their children.

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 higher percentage of disadvantaged pupils will achieve ARE R,W and M at the end of KS2.	<p>The attainment gap between non-disadvantaged and disadvantaged pupils narrowed to bring it in line with local and national data.</p> <p>An increase in disadvantaged pupils outcomes in R,W and M.</p>
Vulnerable pupils with SEMH needs will be well supported which will have a positive impact on their progress and attainment.	<p>Pupils will use taught strategies to support their emotional needs.</p> <p>Less pupils, will need support from outside agencies.</p> <p>Parents will understand known strategies, which will ensure consistent approaches between home and school.</p> <p>Improved outcomes from pupil wellbeing questionnaires.</p>
To improve attendance data to bring it in line with local and national. To diminish the difference between disadvantaged and non-disadvantaged.	<p>To have improved attendance data by 2025/2026, including a diminished difference between disadvantaged and non-disadvantaged pupils and a sustained improvement.</p> <p>Fewer numbers of families falling under the persistent absence category.</p> <p>Evidence of positive Attendance 360 reports.</p>
Partnerships will be strengthened between home and school, taking every opportunity to encourage parents to engage with school in relation to their child's academic outcomes, emotional needs and attendance.	Parents' engagement with school will improve. Evidenced in participation registers, meeting attendance records, parental questionnaires participation and CPOMS logs.

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: £ 6,910

Activity	Evidence that supports this approach	Budget 25/2
Purchase of a subscription for SATS companion	This test base will allow teachers to identify areas of development and create questions and work to address these gaps over time.	1, 4
RWI support days	RWI CPD will continue to be delivered through regular training and monitoring sessions from Ruth Miskin, RWI. These sessions will identify gaps and next steps for pupils, which will also identify the progress and attainment of disadvantaged pupils. EEF Phonics	1, 4
Curriculum Leaders CPD and School	Curriculum leaders termly briefings: School Improvement Liverpool and School virtual training.	1,2 & 4
Maths materials and training	Power Maths updated materials, across F to yr 6 and training/online materials. Maths lead CPD days	1,4
NTS Assessments	NTS assessments Yr1-Yr6	1,4

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

Budgeted cost: £119,207

Activity	Evidence that supports this approach	Budget 24/25
Counselling Support	Support from external agencies to support SEMH. EEF Social and Emotional Interventions	1-4
Maintain additional support for pupils (including pupil premium) working below ARE in reading across KS1 and KS2.	Interventions and differentiated approaches will be carefully planned for in Pupil Progress meetings. Teachers and TAs will continue to deliver these interventions and approaches through class and group work, in order to raise progress and outcomes of all pupil groups including disadvantaged pupils. To include interventions and Nessy. EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2	1, 2 & 4

Continue to purchase subscriptions to support pupils' home learning(Spelling Shed, TT Rockstars etc)	The purchase of programmes such as TT Rockstars, Spelling Shed and KIDS via Classroom Secrets, will engage all pupils during home learning, including disadvantaged pupils. EEF Support Resources for Schools and Parents EEF Working with Parents to Support Children's Learning	1
Purchase additional support for SALT.	Speech and language development intervention groups to improve progress and outcomes. Continue to implement NELI intervention groups. EEF Oral and Language Interventions	1,2 & 4
Smaller class/intervention groups for enhanced pupil focus	Smaller class sizes across KS1. Smaller RWI intervention groups.	1, 4
Continue to implement RWI in class and RWI interventions.	One to one and group RWI intervention support delivered to identified pupils. Evidence to support this approach: EEF Phonics	1 & 4
Intervention groups to support progress in R,W and M.	TAs and Teachers to continue to deliver intervention groups to focus on accelerating the progress of disadvantaged pupils. Evidence to support strategy: EEF guidance also states that supporting pupils with structured one to one or small group interventions is one of the most effective ways to gain good impact. EEF Teaching Assistant Interventions	1 & 4
Part funding for SENCO	Some pupils that are identified as having SEND needs are also eligible for Pupil Premium funding, both pupil groups require additional support. The SENCO will be part funded to support the identified needs of our disadvantaged pupils. Evidence to support this: EEF SEND	1 & 2
SEN 1-1 Support	Some pupils are identified as having SEND needs which require 1-1 support.	1, 2 & 4

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

Budgeted cost: £ 9,038

Activity	Evidence that supports this approach	Budget 24/25
<i>Pastoral support</i> To deepen understanding of the needs of vulnerable pupils with emotional,	Pastoral interventions and delivery will enhance pupils' SEMH. The intervention will support pupils to understand their emotions and to use strategies to self-regulate. Areas of concerns will	1 - 4

<p>social or mental health needs and how to support them more effectively</p>	<p>be identified and planned for, e.g. by using 'Next Steps' cards</p> <p><u>EEF Improving Social and Emotional Learning</u></p>	
<p>Funding to support the attendance assistant to identify families of concern and work with these families to improve attendance.</p> <p>Embedding principles of good practice</p>	<p>Attendance intervention developed to improve attendance across all pupils, including disadvantaged pupils.</p> <p>Inclusive attendance training – Tracy Thornton</p> <p><u>EEF Attendance Interventions</u></p> <p><u>EEF Working with Parents to Support Children's Learning</u></p>	1-5
<p>To part fund pupils to provide a wider range of enrichment opportunities,</p>	<p>Disadvantaged pupils will have the opportunity to engage in part funded activities, to enrich their extra activity opportunities. This will support and develop the whole child, which should enhance learning in the classroom.</p> <p><u>EEF Life Skills and Enrichment</u></p>	2
<p>To support parental engagement through our EYFS Family Matters Programme.</p>	<p>Funding will be used to further develop our Family Matters programme. This programme works with families to support the social and emotional well-being of their child. Continue to extend to provide support for families of children in our two year old provision and nursery classes to ensure support is targeted where need is greatest. In addition it shares teaching approaches for language and literacy enabling parents to feel more confident in supporting their child at home.</p> <p><u>EEF Life Skills and Enrichment</u></p> <p><u>EEF Working with Parents to Support Children's Learning</u></p>	2, 5
<p>Pupils to receive breakfast daily</p>	<p>Research shows that children accessing a breakfast club supports their concentration, behaviour and academic achievement. New DfE initiative – Early Adopters to be implemented</p> <p><u>EEF Breakfast Club</u></p>	2 & 3
<p>Ten Ten subscription</p>	<p>PSHE and RSE</p>	2 & 3

Total budgeted cost: £ 135,155

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using summative assessments for each year group and KS2 performance data, phonics check results.

School performance data should be considered alongside a range of other information about the school, which could include looking at school websites, reading Ofsted reports, and speaking to the school directly. Conclusions should not be drawn on data alone.

Data from tests and assessments suggest that gaps remain between disadvantaged pupils' and non-disadvantaged pupils' outcomes. Despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024-2025 is below our expectations. It has been identified that some cases of underperformance were due to pupils being absent from school too often, which caused gaps in their learning.

Challenges in relation to wellbeing and mental health for disadvantaged pupils continue to be a concern. However, we have started to see the impact that mental health and wellbeing interventions are having on disadvantaged pupils. This is evidenced through a rise in scores on completed wellbeing questionnaires and positive 'My Happy Mind' outcomes. These mental health and wellbeing interventions will be built upon in 2025.2026 in order to support disadvantaged pupils further.

In comparison to national outcomes for disadvantaged pupils in RWM KS2 combined, the three year trend is now close to average. The gap over the last two years has continued to narrow.

In reading, the outcomes between disadvantaged pupils and disadvantaged pupils nationally, as a three year trend, continues to be below average. The outcomes in 2025 show that the gap is narrowing and outcomes for disadvantaged pupils in comparison to disadvantaged pupils nationally has improved and are above average, which is positive.

In writing in KS2, the three year trend is now close to average. The gap has narrowed since 2024.

In maths, the three year average for disadvantaged pupils is close to average in comparison to disadvantaged pupils nationally. The gap narrowed again from 2024 outcomes.

Our analysis continues to suggest that one particular area of concern and an area identified as a reason for gaps in disadvantaged pupils learning, continues to be due to the barriers of learning related to poor attendance.

There is nothing to report about KS1 outcomes as KS1 assessments were not statutory in 2025.

Year 1 phonics outcomes, show that disadvantaged pupils out performed non-disadvantaged pupils. EYFS outcomes show that non-disadvantaged pupils has widened from 2022/2023, however, this is insignificant data due to pupil numbers in each group.

Partnerships will continue to be strengthened between home and school, taking every opportunity to encourage parents to engage with school in relation to their child's academic outcomes, emotional needs and attendance. Parents will understand that pupils should attend school every day that school is open, as this will give pupils the opportunities needed to achieve their potential.

Absence among disadvantaged pupils is now improving, however we recognise that attendance needs to be a continued area of focus. This is to ensure that gaps continue to narrow and attendance continues to improve over time for disadvantaged pupils.

We have reviewed our statement from 2024-2025 plan and made changes to how we intend to use some of our budget this academic year, in order to improve outcomes for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc.	Ruth Miskin Phonics
Power Maths	Pearson

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Continue to offer a wide range of high-quality extracurricular activities to boost well-being, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- My Happy Mind has been implemented for 2024/2025