

Pupil premium strategy statement - St. Joseph's Catholic Primary School, Billingham

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	192
Proportion (%) of pupil premium eligible pupils	38%
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	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Stuart McGee
Pupil premium lead	Angela Birrell
Governor / Trustee lead	Judith Waugh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,132
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>	£104,132

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged children is **equity**.

Our school serves an area of deprivation where 72% of our pupils fall in IDACI bands A-F which is classed as the most deprived.

We want to ensure that our disadvantaged pupils have the same opportunity to succeed academically, socially and personally, as those children classed as non-disadvantaged. At St. Joseph's Catholic Primary school, we provide our disadvantaged children with the support and guidance they require to ensure they are not further disadvantaged in their education. We aim to do this by:

Ensuring disadvantaged pupils achieve academic **outcomes** in line with their peers, with a particular focus on reading, writing, oracy and maths.

Ensuring that disadvantaged pupils have access to tailored support for their **emotional wellbeing**, enabling them to fully engage with their learning.

Improve their '**life**' **trajectory**, equipping disadvantaged pupils with the skills, aspirations and experiences necessary to thrive socially and professionally in their lives - promoting resilience, self-belief, confidence and responsibility.

The Pupil Premium Strategy Plan supports these objectives by:

Outcomes

Quality first teaching is essential to provide disadvantaged children with the necessary high quality, supportive and scaffolded teaching required to succeed academically and socially. There is a relentless focus on ensuring our disadvantaged children receive high quality, engaging, inclusive teaching practices and staff create an environment where children can thrive. When required, we provide tailored academic support through small group interventions: NELI, keep-up phonics, targeted readers, after-school keep-up sessions and Talk Through Stories whole class intervention.

Staff Training: We provide ongoing professional development for teachers and support staff on best practices for supporting disadvantaged pupils, ensuring that staff are equipped with the knowledge and skills to help close the attainment gap.

Emotional Wellbeing

We have appointed Parents Support Advisor and a large proportion of her time is dedicated to supporting disadvantaged children and their families, identifying social, emotional, behavioural challenges that are

impacting learning in the classroom. The PSA works closely with families and offers targeted interventions for children to support their emotional wellbeing and other barriers to learning.

This year we are working with Stockton-on-Tees Team Around the School Service (TASS) Transformation Programme. The council transformation programme examines our early intervention and prevention offer. The main areas relating to the TASS model are:

- early intervention and prevention services, including access to support
- whole system and or cross-organisational change through workforce development
- collaboration and partnership working across the organisation and with communities
- data, insights and intelligence for planning and targeting of interventions

‘Life’ Trajectory

To broaden the educational experience of disadvantaged pupils and to promote aspirations, we offer opportunities for cultural enrichment, including school trips, residential, theatre trips, musical experiences, extracurricular activities, and access to clubs or societies that might otherwise be financially inaccessible.

Key Principles of the Strategy Plan:

Our strategy is grounded in research and proven interventions that have a demonstrated impact on improving outcomes for disadvantaged pupils. We continuously evaluate the effectiveness of interventions and adapt our approach based on data.

We maintain high expectations for all pupils, believing that all children, regardless of background, can succeed and make outstanding progress. Our approach is one of inclusivity, with tailored support that fosters an environment of aspiration.

Our strategy takes a holistic approach to addressing the needs of disadvantaged pupils. We focus on emotional wellbeing, personal development, and social engagement as integral elements of their success.

Sustainability: We aim to build long-term sustainable improvements for disadvantaged pupils. This includes not just addressing immediate academic needs but providing lasting changes that ensure pupils' success in later stages of education and beyond.

The success of this strategy relies on collaboration between staff, parents, carers, and external partners. By working together, we can create a consistent and supportive environment for our disadvantaged pupils both in and outside the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged attainment in KS2 reading , the gap to national other pupils is 43% and the in-school gap is 33%.
2	Disadvantaged attainment in KS2 maths , the in-school gap in maths in 2024 was at 83% and 50% gap to national other pupils.
3	Children's starting points on entry to Nursery are often lower than their peers, this is particularly evident in oral language skills. GLD disadvantaged attainment is lower than other pupils, both nationally and at St Joseph's.
4	Referrals for support around social, emotional, mental health and resilience through both internal school support and external support of disadvantaged pupils is higher than those classed as non-disadvantaged.
5	Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils is more likely to be in the persistent absentees' category. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress.

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
Improved attainment in reading at the end of KS2.	KS2 disadvantaged attainment in reading inline or above national.
Improved attainment in maths at the end of KS2.	KS2 disadvantaged attainment in maths inline or above national.
Improved performance of disadvantaged at GLD.	GLD disadvantaged attainment inline or above national.
Improved emotional wellbeing and emotional resilience.	Children can engage positively in their learning and make good progress in all aspects of school life.

Improved attendance and persistent absence.	Attendance and persistent absence inline or above national.
To ensure that identified children have access to wider opportunities both in school and out of school.	Children are prioritised for wider opportunities and school removes barriers for attendance at ASC. School subsidises school visits and ensures that all children have at least two offsite visits per year.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in applying metacognitive strategies in the classroom with a focus on Maths, working with Archimedes Maths Hub.	EEF suggests + 7 months impact	1, 2
CPD in teacher feedback to improve pupil learning.	EEF suggest + 6 months impact	1, 2, 3
Accelerated Reader introduced from Y2 – Y6.	To promote a love of reading.	1
Communication and language approaches through The Vocabulary Project for Y3 & 4 and NELI for Early Years.	EEF suggest + 7 months impact	3, 4
CPD for all class-based staff on phonics and reading fluency with RWInc.	EEF suggest + 5 months impact	1, 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Phonics Intervention with Y3, 2, 1	EEF suggest + 5 months impact	1, 2, 3
NFER assessments purchased for Y3 – 5 to identify gaps in learning.		1, 2
NELI in the Early Years	EEF suggest + 3 months impact	1, 2, 3
Y6 small group tuition after school	EEF suggest + 5 months impact	1, 2
Parental engagement with a focus on reading & maths	EEF suggest + 4 months impact	1, 2, 4, 5

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

Budgeted cost: £69,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Worker & Wellbeing Lead employed for 20 hours a week.	An invaluable role that allows us to form good relationship with vulnerable families and support safeguarding and wellbeing.	4, 5
Future Steps	Future Steps is a specialist occupational therapy service, dedicated to supporting children with sensory and motor challenges.	4, 5
Bungalow Project	Highly qualified and experienced Play Therapists, Psychotherapists, Counsellors and Family Mentors provide a wide range of therapeutic support for those experiencing periods of uncertainty, distress and anxiety.	4, 5
Attendance Lead	DFE guidance: Working together to improve school attendance	4, 5

Breakfast	We are part of the National School Breakfast Programme, to provide a free breakfast for all children.	4, 5
Subsidy of school trips, residentials and enrichment visits	We commit to wider experiences in the local area and beyond. We do not make this cost prohibitive.	5
TVMS	All children receive singing and music lessons taught by specialist music teacher. Children will have opportunity to join an afterschool choir.	3
Uniform	Disadvantaged children are given school uniform and PE uniform.	4
Enrichment	All staff provide after school enrichment clubs.	1, 2, 3
Parental engagement	EEF suggest + 4 months impact	4, 5
Rainbows and sunbeams bereavement intervention	Small group intervention supporting the emotional wellbeing of children who have suffered any kind of loss.	4, 5
Alliance Psychological Services	Whole class, small group or 1:1 support focussing on wellbeing and resilience.	4, 5
Team Around the School Service(TASS) Transformation Programme	Education, Inclusion and Achievement Service within Children's Services. As part of the Powering our Futures transformation project across the local authority.	3, 4, 5

Total budgeted cost: £104,132

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of the 2024. • Improved attainment in reading at the end of KS2. • KS2 disadvantaged attainment in reading inline or above national. • Improved attainment in maths at the end of KS2. • KS2 disadvantaged attainment in maths inline or above national. • Improved performance of disadvantaged at GLD. • GLD disadvantaged attainment inline or above national.
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- Improved emotional wellbeing and emotional resilience.
- Most children can engage positively in their learning and make good progress in all aspects of school life.
- Improved attendance and persistent absence.
- Attendance and persistent absence inline or above national.
- Identified children have access to wider opportunities both in school and out of school. Children are prioritised for wider opportunities and school removes barriers for attendance at ASC. School subsidises school visits and ensured that all children have at least two offsite visits per year.

Impact of the 2021 – 24 strategy.

Achieving GLD Disadvantaged: attainment is down on 2023, which has resulted in the gap to other pupils, both nationally and at St Joseph's, continuing to open.

Y1 Disadvantaged: all disadvantaged pupils in Year 1 passed the screening, which has closed the gap other pupils, both nationally and at St Joseph's.

Y2 Disadvantaged: attainment is up 22% on 2023, which has closed the gap other pupils, both nationally and at St Joseph's.

Disadvantaged: attainment is down 3.8 on 2023, which has opened the gap to other pupils, both nationally and at St Joseph's. Disadvantaged attainment is also back below their national counterparts. 63% of 2023-24 Y4 were disadvantaged.

KS2 Combined Disadvantaged: attainment is down 33% since 2022 with the gap to other pupils, both nationally (at 58%) and St Joseph's (at 60%), continuing to open. Disadvantaged pupils also continue to attain below their national counterparts.

Disadvantaged attainment has improved by 6% on 2023 in Reading, which has reduced the gap to national other pupils to 43% with in-school gap now at 33%.

Disadvantaged attainment continues to decline in both Writing and Maths, opening the gap to other pupils, both nationally and at St Joseph's.

The in-school gap in Maths is now at 83%, with Writing at 65%. In both subjects, other pupils are outperforming their national counterparts.

KS2 Disadvantaged: gap to national other pupils has opened in 2024, although the in-school gap remains closed with no pupils at St Joseph's reaching a higher standard in RWM.

KS2 Higher Standard Combined Disadvantaged: attainment remains similar to 2023 in both Writing and Maths, with the in-school gap remaining closed. However, the gap to national other pupils has slightly increased to 7% in Writing and 11% in Maths.

No disadvantaged pupil achieved a higher standard in Reading, which has further opened the gap to national other pupils to 33%.

Attendance for 2023 -24 was below national by 0.3%

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
Accelerated Reader	Renaissance
The Vocabulary Project	FFT
NELI	OxEd and Assessment
RWInc	Ruth Miskin Literacy

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

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