



# 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
<b>Total budget for this academic year</b>	<b>£229,395</b>

## 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 pupil's 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 <b>retrieval</b> practice, <b>modelling</b> 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.
<p>Booster tuition in groups for pupils who are not yet at the Expected Standard in English and Maths – Year 5 Maths 3 x weekly</p> <p style="padding-left: 40px;">Year 5 Comprehension x1 weekly</p> <p style="padding-left: 40px;">Year 6 Maths x 4 weekly</p> <p style="padding-left: 40px;">Year 6 English x 2 weekly</p> <p>Phonics Booster Sessions (25 mins 4 days per week) – Year 1 before school and Year 2 and Year 3 after school</p>
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
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Plus 1/ Power of Two – ditto but for Maths, supporting acquisition of place value/number facts/mental recall</li> <li>Nurture groups being delivered by support staff as needed</li> </ul>
<ul style="list-style-type: none"> <li>Additional EAL support from Class TAs</li> </ul>

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. <b>These include:</b> 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.