



Pupil premium strategy statement – St Joseph's Catholic Primary School, Jarrow

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Anthony Kennedy / Ailine Gibson
Pupil premium lead	Anthony Kennedy - Headteacher
Governor / Trustee lead	Ailine Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£54,540



Part A: Pupil premium strategy plan

Statement of intent

Our intention is 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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

While the immediate impact of the pandemic has lessened, its long-term effects on learning and wellbeing remain evident. These challenges are not limited to pupils identified as disadvantaged; all learners may have gaps in knowledge, confidence, and social-emotional development. Careful consideration and targeted planning are essential to ensure that every child has the opportunity to catch up and make sustained progress—academically, socially, and emotionally.

As a Catholic school, we strive to develop the full potential of all young people investing in the education of the whole person. Our pupil premium strategy will allow us to offer an exciting, challenging and inspiring characteristics based curriculum with our core values and Catholic Social Teaching at the heart of all we do. We highlight with all staff and pupils, the importance of each individual's significance, within our community. In doing, strive to ensure that all children are given opportunities to thrive, achieve their goals and become the best they can be. Our intention is that our pupils, irrespective of the challenges they face, will make good progress and achieve. The school aims to effectively and efficiently use its resources to have the maximum impact on the outcomes of disadvantaged pupils.



As part of Bishop Chadwick Catholic Education Trust, we commit to the approach that potential is rooted in the belief that every child can achieve, and deprivation is seen as a barrier, not an excuse.

The evidence-informed approach we adopt at St Joseph's is rooted in tackling educational disadvantage in the classroom. Our three-year strategy will allow us to continually monitor, evaluate and adapt our plans to best meet the needs of our children and families. This is in line with the EEF guidance, 'Putting Evidence into work – A School's guide to implementation'.

In 2025- 2026 our main areas of focus will be:

- Improve classroom pedagogy by providing targeted support and supporting whole school adaptive teaching strategies- this enables us to act early to intervene at the point where need is identified.
- Pupils are well supported on entry into school with language development and oracy skills and a focus on Early writing (Writing framework 2025)
- Ensure that progress of disadvantaged pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.
- Ensure that ALL pupils, including our disadvantaged, are challenged in the work they are set with high expectations and aspirations.
- Strive towards closing the attainment gap. Build on success of reading/writing with a particular focus on Maths.

Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of 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	Limited oral language and communication skills for many children entering school, including pupil premium children. Limited communication on entry impacts on Phonics, Reading, Writing and Maths progress in subsequent years.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non- disadvantaged pupils.
3	Some pupils struggle to attend regularly, and some are persistently absent. Our current attendance data among disadvantaged pupils has been lower than for non-disadvantaged pupils
4	Some pupils eligible for pupil premium also have other factors such as SEND, EAL, adverse childhood experiences etc. This can impact on 'readiness to learn' and therefore overall attainment, progress and successes at school.
5	Social, emotional issues and mental health needs that affect learning behaviours and resilience.
6	Not all pupils have additional enriching opportunities, outside of school, to acquire the knowledge and cultural capital they need to succeed in life.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Maths attainment among disadvantaged pupils.	KS2 reading outcomes in 2028/29 show that more than 75% of disadvantaged pupils met the expected standard.



To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Reduce persistent absence and improve overall attendance among disadvantaged pupils so that it is at least in line with non-disadvantaged peers.
Ensure that pupils eligible for Pupil Premium who also face additional challenges (such as SEND, EAL, or adverse childhood experiences) are fully supported to be 'ready to learn'.	Through targeted interventions, inclusive classroom strategies, and strong pastoral care, these pupils will develop resilience, confidence, and engagement in learning. This will lead to improved attainment and progress across the curriculum, enabling them to experience success academically, socially, and emotionally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant reduction in negative behaviour a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To increase the numbers of disadvantaged families attending school supportive activities and workshops	Increase attendance from disadvantaged families and ensure there is a higher than proportionate number of families attending events.

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. (Test Base)	When used effectively, diagnostic assessments can indicate areas for	1, 2, 3,



Training for staff to ensure assessments are interpreted and administered correctly.	development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Talk Boost Programme (South Tyneside)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF Talk Boost	1
Continue to subscribe to and resource DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Sounds Write	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF Sounds Wright	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Engage in trust initiatives including Stepping Stones and Winning with number to enhance teaching of mathematics and close gaps in learning. Subscription to White rose Maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Stepping stones (Year 6) Metacognition and problem solving Winning with number (EYFS- Y6) Structured approach that builds small steps of understanding, helping disadvantaged pupils access concepts without cognitive overload.	3



	Its emphasis on concrete, pictorial, and abstract representations supports closing attainment gaps by reinforcing number sense and problem-solving skills.	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>PACE approach and trauma informed pedagogy. Training for all staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>We use the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) to strengthen Social Emotional Learning for pupils facing multiple barriers. By creating a safe and supportive environment, PACE helps pupils regulate emotions, build resilience, and develop positive relationships. This improved readiness to learn supports academic progress and ensures disadvantaged pupils can access the curriculum confidently and successfully.</p> <p>PACE approach</p>	4

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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have	2



	<p>been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	
<p>Purchase of the Talk boost programme, including additional training and resources</p> <p>Early identification of PP pupils with poor S&L in Nursery (or on entry to Reception if they didn't attend our Nursery). Referrals made immediately to S&L team.</p> <p>Work alongside S&L team with individual PP pupils and carry out follow up activities, including BLAST and ECAT programmes</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Whole staff training in self-regulation and Executive functioning.</p>	<p>Developing pupils' self-regulation and executive functioning skills is a key part of our Pupil Premium strategy because these abilities help disadvantaged learners overcome barriers to learning. By improving focus, emotional control, and planning, pupils are better equipped to engage with lessons and achieve sustained progress. This targeted support directly contributes to closing attainment gaps and fostering long-term academic success.</p> <p>EEF – executive functioning</p>	

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

Budgeted cost: £ 14,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all pupils have access to high quality emotional wellbeing support through our Child Wellbeing Lead. This is</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at</p>	



through individual, group and class intervention, as well as after school provision	school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Improve the quality of social and emotional mental health of pupils (SEMH), especially those pupils who have anxieties and worries during COVID. This will include the continuation of a MHWB lead who will manage and work alongside pupils who need support, as well as guidance for staff. Also need to purchase appropriate resources (including books, intervention material, physical resources) to support the delivery of MHWB interventions	Having a dedicated Mental Health and Wellbeing Lead in a primary school provides a whole-school approach to emotional health, enabling early identification and intervention for pupils' needs. This role is particularly impactful for disadvantaged pupils, as good mental health underpins attendance, engagement, and academic achievement—key priorities for closing the attainment gap. Evidence from the Department for Education and the Education Endowment Foundation highlights that supporting social, emotional, and mental health is an essential strand of effective Pupil Premium strategies, improving resilience and learning outcomes for vulnerable learners. EEF improving SEL in schools DfE support of Mental health and wellbeing work in schools	
Disadvantaged pupils have limited opportunities to develop life and cultural experiences. Greater opportunities identified for pupils	There is evidence showing that providing extra-curricular activities and opportunities, including social action, can help at school, behaviour and relationships with peers.	



Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £54,540



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

All pupils – End of KS2

School and subject results - AS+%				Average scaled scores		
English Reading	English Writing	Maths	RWM combined	Maths	English Reading	EGPS
76.7%	80.0%	70.0%	50.0%	101.87	103.83	103.17
National: 75.0% (+1.7%)	National: 72.2% (+7.8%)	National: 74.0% (-4.0%)	National: 62.1% (-12.1%)	National: 105 (-3.13)	National: 106 (-2.17)	National: 105 (-1.83)

Although Reading and writing were slightly higher than national level, Maths results fell below national. This data was lower than expected and highlighted maths as a priority area of need for all pupils.

Non- Disadvantaged – End of KS2

School and subject results - AS+%				Average scaled scores		
English Reading	English Writing	Maths	RWM combined	Maths	English Reading	EGPS
75.0%	83.3%	70.8%	50.0%	102.75	103.88	103.33
National: 75.0% (+0.0%)	National: 72.2% (+11.1%)	National: 74.0% (-3.2%)	National: 62.1% (-12.1%)	National: 105 (-2.25)	National: 106 (-2.13)	National: 105 (-1.67)

Disadvantaged – End of KS2

School and subject results - AS+%				Average scaled scores		
English Reading	English Writing	Maths	RWM combined	Maths	English Reading	EGPS
83.3%	66.7%	66.7%	50.0%	98.33	103.67	102.50
National: 75.0% (+8.3%)	National: 72.2% (-5.5%)	National: 74.0% (-7.3%)	National: 62.1% (-12.1%)	National: 105 (-6.67)	National: 106 (-2.33)	National: 105 (-2.50)

The data demonstrated outcomes for disadvantaged pupils was particularly strong in reading. However, this was not the case for writing or Maths where gaps in attainment were clear.

There was also a drop in attainment from the previous year 23/24 data where disadvantaged pupils achieved higher than non-disadvantaged in both reading and writing (100% / 87.5%)

6 pupils of the year group were identified as Disadvantaged, meaning it is very difficult to compare national figures. However – the data does highlight the importance of a writing and maths focus throughout the school.



Phonics

In the Year 1 phonics screening check, **83.3%** of non-disadvantaged pupils reached the expected standard. Only **66.7%** of disadvantaged pupils met the expected standard. Although this was only 6 pupils, it highlights the importance of early identification of support for early reading and phonics. The inability to read to the expected standard creates problems and challenges in accessing the wider curriculum.

Attendance

Attendance of non-disadvantaged pupils for the academic year 24/25 was **96.53%**.

Attendance of disadvantaged pupils for the academic year 24/25 was **92.20%**

This equates to approximately 8 days less in school for disadvantaged pupils.

Externally provided programmes

Programme	Provider
Sounds Write Phonics	Sounds Write
Times Tables Rockstars	Maths Circle Ltd
Letter Join	Green and Tempest Ltd
White Rose Maths	White Rose Education



Further information (optional)

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils. We will continue to adapt and develop our Marking and feedback policy.
- Continue to Offer a wide range of high-quality extracurricular activities to boost wellbeing, 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.
- Build upon foundations of the Character curriculum and make links with external agencies, further education and industry to offer 'real life' perspectives, opportunities and experiences.

Demography and School Context

St Joseph's Catholic Primary School is located in the Fellgate area of Jarrow and is part of the Bishop Chadwick Catholic Education Trust (BCCET). We are a one-form entry school, with a 26 part time place Nursery (though we offer 30h provision).

The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to. The school is identified in the 50% most deprived areas of the UK

