

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) 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 RC Primary School, Shirebrook
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2026 2026-2027 2027-2028
Date this statement was published	1 st September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dani Seaman
Pupil premium lead	Dani Seaman
Governor / Trustee lead	Johnathan Cummins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,396.95
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,396.95

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all children, despite their economic background, have access to an ambitious curriculum designed to equip them with the knowledge and cultural capital they need to succeed in life.

Through our pupil premium strategy, barriers to learning are removed through carefully planned, precise interventions and support. As a result, our intent is that all pupils, particularly the most disadvantaged, consistently achieve highly and have the knowledge and skills needed for future learning and employment.

Despite timely interventions, pupils study a full curriculum that is not narrowed but allows them to broaden their understanding through a broad range of subject.

As a school, our intent is to consistently promote the extensive personal development of all pupils. Our disadvantaged pupils have access to a wide, rich set of experiences which support them to raise their aspirations and develop their interests and talents.

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem, combined with difficulty in managing emotions and behaviour impacts on pupils and the progress being made. Attitudes to learning are sometimes challenging.
2	Attendance of disadvantaged pupils is below whole school attendance at 94.4%
3	Low aspirations for personal development due to a lack of opportunities and experiences.
4	Fewer opportunities for pupils to read outside school, often a lack of positive role models for reading.
5	Communication and language difficulties impact on pupils' abilities to express themselves and develop their imaginative and creative aspects of writing. Pupils have a restricted vocabulary.
6	Knowledge of number sense and rapid recall are a barrier to success in maths.

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
For all children, particularly the most disadvantaged, have access to a wide range of rich experiences.	<p>Forest School lessons are planned for to include disadvantaged pupils.</p> <p>A wide range of experiences are planned and plotted throughout the school to ensure a wide range of opportunities for all children.</p> <p>All Key Stage Two children to have an opportunity to have access to a residential activity.</p> <p>A calendar of experiences outside school ensures that all pupils have a broad range of experiences available to them.</p> <p>A broad range of after school club opportunities, including drama and crafts, ensure that there are a number of opportunities for pupils to develop lifelong skills.</p> <p>Year 6 pupils have the opportunity to visit a place of higher education.</p> <p>Financial support is available to support disadvantaged pupils access out of school visits and after school clubs.</p>
Improved progress in reading and an improved culture and love of reading for all pupils throughout school.	<p>Pupil interviews confirm a greater enjoyment of reading and that they are aware of a wide range of texts and authors.</p> <p>Increase in proportion of pupils working at greater depth in reading.</p> <p>Phonics and reading catch up sessions ensure that disadvantaged pupils have access to targeted interventions.</p>

	<p>Weekly class reading cafes encourages parents to read with their children with staff modelling how to read quality texts.</p> <p>Parent workshops equip parents with an understanding and strategies of how they can support their child with reading at home.</p>
Attendance of disadvantaged pupils to be in line with the National Average	Attendance of disadvantaged pupils to be at least in line with national.
Improved self-esteem and ability to manage emotions in challenging situations.	<p>Children are able to identify strategies to deal with challenging situations.</p> <p>Tracking using Boxall Profile confirms improvements in pupils' emotional well being.</p> <p>Pupils are able to access learning as emotional barriers have been removed; they are ready to learn.</p> <p>Two members of staff trained as ELSAs so that they can deliver emotional support. Children are identified and assessed/ baselined using Boxall profile</p> <p>Training of all staff to ensures the development of whole school ethos of strengthening emotional literacy</p> <p>Two members of staff Forest School trained with whole class and intervention sessions planned throughout the year.</p>
<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils.</p> <p>Pupils' develop an increasingly expanded vocabulary.</p>	<p>Welcoms and ELKLAN assessments indicate improved levels in communication and language.</p> <p>The proportion of pupils working at or above age-related expectations in reading increase.</p> <p>Scrutiny of pupils' writing confirms they are using a wider range of and increasingly adventurous vocabulary.</p>

	<p>Lesson observations comment on a language rich environment in EYFS which promotes the development of languages through confident communicators techniques.</p> <p>Parent workshops ensure that parents are equipped with strategies to support communication and language at home.</p>
Knowledge of number sense and speed of recall are a barrier to maths understanding.	<p>Timely interventions to remove barriers to learning.</p> <p>Maths toolboxes available in all classes.</p> <p>TT Rock Stars and Numbots encourages rapid recall.</p> <p>Additional arithmetic lessons for Key Stage Two are planned into weekly timetables.</p> <p>Knowing and remembering more sessions timetabled using 10 minute Maths resources.</p>

Activity in this academic year

Teaching

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote a reading culture across school which enable the children to develop a love of reading.</p> <p>Ensure that teaching of reading and phonics is high quality.</p> <p>Provide high quality texts across the school to promote a love of reading.</p> <p>High quality refresher training for staff.</p>	<p>Evidence from OECD found that reading enjoyment is far more important for children's educational success than their family's socio-economic status. (2002)</p> <p>Recent studies suggested that reading to children, at any age will encourage a love of reading and will develop their vocabulary. By the time a child is 5 if they're never read to, they'll have heard 4,662 words.</p> <p>If they're read to 1-2 times per week, they'll have heard 63,570 words.</p> <p>If they're read to 3-5 times per week, they'll have heard 169,520 words.</p> <p>If they're read to daily, they'll have heard 296,660 words.</p>	4
<p>Develop communication and language through a vocabulary rich curriculum across school.</p> <p>Provide CPD</p> <p>Provide quality resources.</p>	<p>Evidence from EEF Toolkit confirms that on average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.</p> <p>Some pupils require targeted support to catch up. This is a recognised programme which key members of staff have received training to deliver.</p> <p>EEF Toolkit identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact.</p>	5

Provide high quality resources for teaching of maths including retrieval activities, arithmetic and rapid recall of number facts.	<p>: Education Endowment Foundation (EEF), “Improving Mathematics in Key Stages 2 and 3”</p> <ul style="list-style-type: none"> • Recommends securing fluency in key facts, especially times tables and number bonds. • Highlights the importance of balancing conceptual understanding with memorisation of key facts. <p>Practical strategies suggested:</p> <ul style="list-style-type: none"> • Daily practice • Low-stakes quizzes • Retrieval practice <p>EEF recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day.</p> <p>It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers.</p>	6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools	<p>Forest schools supports the development of self-regulation and taking risks.</p> <p>The EEF Toolkit supports that metacognition and self-regulation</p>	1 and 3

	<p>approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Forest schools interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	
<p>High quality provision supports social and emotional development.</p> <p>Drawing and Talking CPD Lego Therapy CPD Development of sensory integration (indoors and outdoors) Forest Schools ELSA</p> <p>High quality provision of interventions through resources and CPD.</p>	<p>The EEF Toolkit identifies that Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months additional progress on average).</p>	<p>1 and 3</p>
<p>Interventions to close the gap in reading writing and maths.</p>	<p>Research supports that targeted interventions informed by assessment helps to narrow the gap between pupils.</p> <p>The EEF identifies that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>The EEF identifies that teaching writing composition strategies through modelled and supported practice and transcription and sentence construction practice is key to improving pupils' writing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p>	<p>4, 5 and 6</p>

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

Budgeted cost: £30, 845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthen attendance award systems</p> <p>Strengthen monitoring of absence, particularly persistent absentees</p>	EEF Toolkit identifies parental involvement adds an additional 3 months impact.	2
<p>Ensure a wide, rich range of experiences for all children including creative and arts skills.</p> <p>Subsidy to support parents with the cost of experiences including residentials and after school activities.</p>	The EEF toolkit states that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds (+ 3 months additional progress)	3
Provide high quality resources and intervention spaces to support pupils and to narrow the gap across the curriculum.	<p>EEF research shows that schools can reduce the primary disadvantage gap by up to 38% if disadvantaged pupils achieve the average outcomes of their “family” of similar schools—demonstrating the power of evidence-informed school improvement and targeted curriculum practice.</p> <p>The EEF Teaching & Learning Toolkit highlights small-group and one-to-one interventions as effective for closing gaps, particularly when delivered in protected intervention spaces by skilled staff.</p>	1, 4, 5 and 6

Total budgeted cost: £77,396

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 2024 to 2025 academic year.

Attendance for disadvantaged pupils has increased from 92.49% to 94.47% for the academic year 2024-25. Although currently below whole school attendance, this is above the national attendance figures.

All children in key stage two had the opportunity to go on a residential visit which resulted in an increase in self esteem and promoted independence for pupils. In addition, all pupils were able to access a wide range of activities and experiences outside of the classroom which raised their cultural capital and allowed them to showcase talents and increase knowledge of the world and exposure to new environments.

All disadvantaged pupils had access to free breakfast club and subsidy to after school provision. This resulted in increased attendance and ensured that children had a 'soft start' to the day which resulted in increased participation and attainment.

64% of disadvantaged pupils achieved reading, writing maths combined at the expected standard at the end of Key Stage Two. This is above the national figure for RWM combined for all pupils.

83% of disadvantaged EYFS pupils achieved a Good Level of Development at the end of Reception. This is above the national figure for all pupils.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Trip subsidy, after school clubs and activities, SEMH interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Increased opportunities for pupils to access outside of the classroom

	activities. Additional support for pupils particularly when parents are deployed.
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Further information

We have taken account of a wide range of information including data, book scrutiny, discussions with class teachers, Boxall Assessments, conversations with ELSA staff and parents to identify the challenges faced by disadvantaged pupils. Forest schools has directly impacted on pupils ability to self regulate and to face challenging activities with a range of strategies. This has formed a significant part of the support offered to our youngest children and to those identified as having significant emotional and well-being challenges.