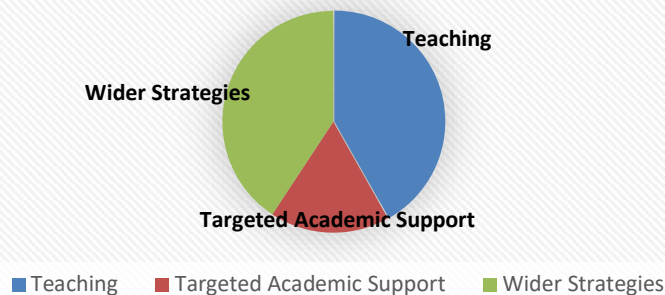


Pupil Premium Review 24/25 and Planned Expenditure 25/26

Pupil Premium Budget Expenditure 25/26



1. Summary information					
School	St Joseph's Catholic Voluntary Academy, Leicester				
Academic Year	25/26	Total PP budget	£76,518	Date of most recent PP Review	Advent Term 2025
Total number of pupils	215	Number of pupils eligible for PP	45/215 20.9%	Date for next internal review of this strategy	Lent 2026

	Pupils eligible for PP end of Academic Year 2025	Pupils not eligible for PP 2025
% achieving in reading, writing and maths	25.7%	63.6%
% making progress in reading	85.7%	86.0%
% making progress in writing	40%	72%
% making progress in maths	88.6%	88.8%

4.Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Poor attainment in the key core areas of reading, writing and maths. Poor Progress in Writing

B.	Poor Attendance and punctuality for all pupils.	
C.	Lack of self-esteem, resilience and vision restraining children from fully reaching their potential as learner of today and citizens of tomorrow.	
External barriers		
D.	Reduced parental involvement and engagement with the curriculum and all aspects of school life.	
2. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Pupils to make at least expected progress and at least comparable to non-Pupil cohort.</p> <p>Pupils leave EYFS achieving Early Learning Goals.</p> <p>All children leave KS1 as confident readers with the ability to decode texts.</p> <p>Children to leave KS2 as well-rounded readers able to apply their skills to a wide range of academic and real-life contexts.</p>	<p>Attainment and progress data will show levels of progress at least comparable to non- Pupil cohort.</p> <p>Pupils will demonstrate positive and improving attitudes to learning.</p> <p>Pupil Premium children to access all areas of the school's broad and balanced curriculum. Where there are barriers to learning, there are mechanisms in place to overcome these.</p> <p>All children to leave EYFS having reached their Early Learning Goals.</p> <p>100% of Pupil Premium children to pass phonics screening.</p> <p>Children leave KS2 as confident, capable readers with their attainment in line with non-Pupil Premium cohort.</p>
B.	<p>Children to be present at school consistently - Attendance to be above 95% per child.</p> <p>Children will attend school punctually.</p>	<p>Children will arrive at school on time.</p> <p>All children will have consistently high attendance and punctuality.</p> <p>High levels of interaction between school and the families of pupil premium children</p>
C.	<p>Improve emotional well-being and understanding so that children are resilient, confident and adaptable to face the challenges of today's modern society.</p> <p>Ensure that children are well supported in their social, emotional and behavioural needs.</p>	<p>Pupils respond positively to pupil voice questionnaires.</p> <p>90% of pupils to attend after school clubs and extra-curricular activities.</p> <p>Behaviour records show Pupil Premium children show positive behaviour in school. Where this is not the case, support is put in place.</p> <p>ELSA to support Pupil Premium children and their families.</p>
D.	<p>Develop parental engagement and home-school relations.</p>	<p>All Pupil Premium children have at least one parent attending parent's evening twice a year.</p> <p>Parents have positive perceptions of school reflected in parent's surveys and questionnaires.</p> <p>Parents attend school meetings to discuss incentives, events and curriculum discussions.</p> <p>Parents attend activities within school (open mornings, class assemblies, liturgies and mass)</p>

IMPACT REVIEW 2024/2025																															
Academic year		2024/25																													
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.																															
i. Quality of teaching for all 24/25																															
Action	Intended Outcome	What is the evidence and rationale for this choice?	IMPACT																												
Quality First Teaching for all Teacher knowledge and understanding of the personal targets of Pupil Premium children. Development of whole school strategies and effective, targeted CPD. £4,125 Provide training for all staff to ensure assessments are interpreted and administered correctly. Improve the quality of social and emotional learning (SEL). Immediate and continual oral feedback during or immediately after lessons to correct misconceptions. Use of NFER papers to accurately assess in reading and maths to provide accurate gaps analysis. £3,333 Pupil Progress Meetings modelled on EEF tiered approach. School analysis of internal data Arbor	Pupil Premium children to make accelerated progress and achieve higher attainment in the core skills areas of reading, writing and maths. Quality and targeted CPD. Quality feedback day to day for each child Pupils display positive opinions about their work, progress and the school. Attendance for all pupils above 95%	EEF recognises great teaching as an essential leveller in improving outcomes for pupils. Ensuring every adult is supported and prepared is essential in achieving the best outcomes for pupils. Each teacher knows their children and their educational targets. Individualised Instruction EEF +4, Parental Engagement EEF +4 Teaching and Learning Tool Kit It is well documented that verbal feedback during or immediately after lessons is the most effective feedback. Feedback EEF +6 Teaching and Learning Tool Kit The school recognises that effective assessment is integral to supporting great teaching. 'Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by head teachers to support students when school reopens for all pupils.' Teacher Trapp	<div>Whole school reading attainment comparison</div> <table><tr><td>Pupils eligible for PP end of Academic Year 2025</td><td>Pupils not eligible for PP 2025</td></tr><tr><td>54.3%</td><td>79.4%</td></tr></table> <div>Whole School Writing attainment comparison</div> <table><tr><td>Pupils eligible for PP end of Academic Year 2025</td><td>Pupils not eligible for PP 2025</td></tr><tr><td>54.3%</td><td>79.4%</td></tr></table> <div>Whole school Maths Comparison</div> <table><tr><td>Pupils eligible for PP end of Academic Year 2025</td><td>Pupils not eligible for PP 2025</td></tr><tr><td>45.7%</td><td>74.8%</td></tr></table> <div>Year on Year Expected Standard comparison (Year 6)</div> <table><tr><td></td><td>2024</td><td>2025</td></tr><tr><td>Reading</td><td>40%</td><td>50% ↑</td></tr><tr><td>Writing</td><td>60%</td><td>33% ↓</td></tr><tr><td>Maths</td><td>30%</td><td>58% ↑</td></tr></table> <div>Impact of 1:1 Tuition / Intervention</div> <div>Attendance PP Year on Year comparison PA</div> <table><tr><td>2024</td><td>2025</td></tr><tr><td></td><td></td></tr></table> <div>Persistent absence of PP group is improving Year on Year</div>	Pupils eligible for PP end of Academic Year 2025	Pupils not eligible for PP 2025	54.3%	79.4%	Pupils eligible for PP end of Academic Year 2025	Pupils not eligible for PP 2025	54.3%	79.4%	Pupils eligible for PP end of Academic Year 2025	Pupils not eligible for PP 2025	45.7%	74.8%		2024	2025	Reading	40%	50% ↑	Writing	60%	33% ↓	Maths	30%	58% ↑	2024	2025		
Pupils eligible for PP end of Academic Year 2025	Pupils not eligible for PP 2025																														
54.3%	79.4%																														
Pupils eligible for PP end of Academic Year 2025	Pupils not eligible for PP 2025																														
54.3%	79.4%																														
Pupils eligible for PP end of Academic Year 2025	Pupils not eligible for PP 2025																														
45.7%	74.8%																														
	2024	2025																													
Reading	40%	50% ↑																													
Writing	60%	33% ↓																													
Maths	30%	58% ↑																													
2024	2025																														
Total budgeted cost			32,583																												

IMPACT REVIEW 2024/2025Targeted Support 24/25									
Action	Intended Outcome	What is the evidence and rationale for this choice?	IMPACT						
Commando Joe £2000	Children will participate in activities aimed to build resilience, inspire and motivate young people to maximise their full potential.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	All children participate in commando Joe Activities to build resilience. Resilience demonstrated in class. Lessons in perseverance – can do attitude instilled children demonstrate determination						
Accelerated Reader £3032	All children to leave as confident, well-rounded readers.	Reading Comprehension Strategies EEF +6 Teaching and Learning Tool Kit	Progress GAP between the two groups PP/Non PP has closed. This needs to be accelerated to improve attainment outcomes						
Additional Reading Books £500									
NESSY £600		Teaching Assistant Interventions EEF +4 Teaching and Learning Tool Kit	Nessy intervention supports spelling in writing Although attainment and progress are below reading and maths						
Additional phonics support £300		Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF +5 Teaching and Learning Tool Kit	100% of PP children meet expectations in Phonics screen						
Teaching Assistant £3000									
SENCO Support £ Central Cost Cost for Ed Psychologist Payment of PP children that have SEND diagnosis- TA support	Children with SEND needs supported in all aspects of school life. All children are supported, able to fully access lessons and challenged.	Social and Emotional Learning EEF +4 Teaching and Learning Tool Kit Individualised Instruction EEF +4 Teaching and Learning Tool Kit	Children in both groups making progress 100% of PP children are at or above their target grade set						
NELI	Children’s language and early literacy improve in EYFS.	Oral language intervention EEF +6 Teaching and Learning Tool Kit	Children make good language progress which supports reading and writing <table><tr><td></td><td>NELI</td></tr><tr><td>2024</td><td></td></tr><tr><td>2025</td><td></td></tr></table>		NELI	2024		2025	
	NELI								
2024									
2025									
Catch Up Tutor £5623	To improve progress and attainment of pupils in upper KS2 Focus on Maths Progress	Academic Mentoring EEF +2 Teaching and Learning Tool Kit Small Group Tuition EEF +4 Teaching and Learning Tool Kit Action: Maths intervention Focus (Year 6)	<table><tr><td>Maths</td><td>30%</td><td>58% ↑</td></tr></table>	Maths	30%	58% ↑			
Maths	30%	58% ↑							
Total budgeted cost			£15,055						

IMPACT REVIEW 2024/2025 Other approaches															
Action	Intended Outcome	What is the evidence and rationale for this choice?	IMPACT 2025												
Extra-Curricular activities provided £9000 (Warning Zone)	Children are given a rich variety of opportunities for music, sport and extra-curricular activities. Pupils to attend school residential excursions Year 6 children to all attend the warning zone	All children are provided rich life experiences to aid classroom learning and support emotional development. All children in year 6 to gain a greater understanding of life and how to stay safe – programme delivered by Leicestershire fire and rescue service.	All children participating in all extra curricular lessons PP children receiving additional music lessons Greater independence and resilience Residential and extra curricular experiences have had a positive impact on Pupil Premium pupils by increasing confidence, resilience, and independence. Pupils developed stronger social skills, built lasting friendships, and engaged in activities they may not otherwise access. The experience has supported wellbeing, reduced barriers to participation, and enhanced engagement in learning by linking classroom knowledge to real-world contexts. Staff noted improved readiness for learning, participation in lessons, and aspiration levels following the visit.												
School Uniform and resources £200 £880(Fresh Fruit)	Children have school uniform. All children adhere to the school's uniform policy. All children have resources required to support with activities within school and any additional costs.	Children feel fully included in school life and are not seen to be visibly disadvantaged to their peers.	Children look the same and there is a strong sense of belonging Children receive fruit – important for good physical development/ life learning / good diet												
Morning Club £5130	Children attend morning club improving attendance and punctuality.	Children arrive to school punctually.	Attendance from PP groups (Small fraction) High number of children attend Nessy – Morning Intervention												
Parent Workshops Parent Forums £411	The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.	Parental Engagement EEF +4 Teaching and Learning Tool Kit	Parents attending Forums and Parent evenings – Increased understanding / Value												
Healthy Schools £159	Children have a good variety of food provided at lunch Children are aware of the importance of a balanced diet.	Nutrition Matters for the early years 0118.pdf (hscni.net) Nutrition for children - British Nutrition Foundation	Work with Healthy Schools has supported Pupil Premium pupils in developing healthier lifestyles, improved emotional wellbeing, and greater readiness to learn. Pupils have benefited from increased physical activity, better understanding of healthy choices, and targeted wellbeing support. This has led to improved concentration, engagement in lessons, and confidence, while ensuring equality of access to health and enrichment opportunities.												
Home learning resources £200	Children have access to homework resources SATS revision Guides	Ensure that pupils have full support at home and access to any home learning expected	<table><tr><td></td><td>2024</td><td>2025</td></tr><tr><td>Reading</td><td>40%</td><td>50% ↑</td></tr><tr><td>Writing</td><td>60%</td><td>33% ↓</td></tr><tr><td>Maths</td><td>30%</td><td>58% ↑</td></tr></table>		2024	2025	Reading	40%	50% ↑	Writing	60%	33% ↓	Maths	30%	58% ↑
	2024	2025													
Reading	40%	50% ↑													
Writing	60%	33% ↓													
Maths	30%	58% ↑													
Test Base £300	Children to understand GAPs in their knowledge- to support and inform the teacher of children's GAPS. Resources to support home learning	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit													

ELSA £3000 EWO £4800 Faith In Families £5000	Children feel emotional well supported in school. Families of vulnerable children feel supported. Rates of attendance and punctuality improve.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit Ensure that pupils have high levels of attendance.	PP children and their families are fully supported – they attend school and attendance rates have improved Persistent absence rates have decreased.
Total budgeted cost			£29,080

Planned expenditure 25/26					
Academic year	£62,446				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
ii. Quality of teaching for all 2025/2026					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Quality First Teaching for all Teacher knowledge and understanding of the personal targets of Pupil Premium children. (Pupil Progress Meetings)</p> <p>Development of whole school strategies and effective, targeted CPD. £2000</p> <p>Provide training for all staff to ensure assessments are interpreted and administered correctly.</p> <p>Improve the quality of social and emotional learning</p> <p>Immediate and continual oral feedback during or immediately after lessons to correct misconceptions.</p> <p>Use of NFER papers to accurately assess in reading and maths to provide accurate gaps analysis. £3,333</p> <p>Pupil Progress Meetings modelled on EEF tiered approach. School analysis of internal data Arbor</p> <p>Retain class teacher to target specific year group with increased PP cohort £20,776</p>	<p>Pupil Premium children to make accelerated progress and achieve higher attainment in the core skills areas of reading, writing and maths. With a high degree of uncertainty as to whether the school year will be interrupted further by Covid-19, the school has ensured it has a robust and high-quality remote learning package.</p> <p>Quality and targeted CPD.</p> <p>Quality feedback day to day for each child</p> <p>Pupils display positive opinions about their work, progress and the school.</p> <p>Attendance for all pupils above 95%</p> <p>Impact: Retaining a class teacher reduces pupil-teacher ratios, allowing targeted support for Pupil Premium pupils. This enables personalised feedback, stronger relationships, and accelerated progress in reading, writing, and maths, helping to close the attainment gap and build confidence.</p>	<p>EEF recognises great teaching as an essential leveller in improving outcomes for pupils.</p> <p>Ensuring every adult is supported and prepared is essential in achieving the best outcomes for pupils. Each teacher knows their children and their educational targets. Individualised Instruction EEF +4, Parental Engagement EEF +4 Teaching and Learning Tool Kit</p> <p>It is well documented that verbal feedback during or immediately after lessons is the most effective feedback. Feedback EEF +6 Teaching and Learning Tool Kit</p> <p>The school recognises that effective assessment is integral to supporting great teaching.</p> <p>‘Assessment’ was identified as the top priority by head teachers to support students</p> <p>Retaining a class teacher reduces pupil-teacher ratios, enabling more personalised teaching and immediate feedback. This supports accelerated progress in reading, writing, and maths, helping to close the attainment gap. Stronger relationships and consistent support also improve confidence and engagement. EEF evidence: Individualised Instruction (+4 months), Feedback (+6 months), Small Group Tuition (+4 months).</p>	<p>Regular monitoring of teaching and learning (weekly)</p> <p>Analysis of Target Track Data.</p> <p>Regular scrutiny of pupil’s work.</p> <p>Regular Pupil Voice questionnaire and interviews.</p> <p>Monitoring of online content.</p>	HT SLT	Termly Reviews and Ongoing
Total budgeted cost					£26,109

Targeted Support 2025/2026					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Commando Joe £2000	Children will participate in activities aimed to build resilience, inspire and motivate young people to maximise their full potential.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Monitoring of teaching and learning during activities. This will have an impact on number of times children seek behaviour interventions	HT	Termly Reviews and Ongoing
Accelerated Reader £3000	All children to leave as confident, well-rounded readers.	Reading Comprehension Strategies EEF +6 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator. Pupil Voice questionnaires. Pupil Progress meetings and Target Track Progress data.	HT RA	Termly Reviews and Ongoing
NESSY £600		Teaching Assistant Interventions EEF +4 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator and SENCO. Pupil Progress meetings and Target Track Progress data.	RA SS	Termly Reviews and Ongoing
Additional phonics support Teaching Assistant		Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF +5 Teaching and Learning Tool Kit	Monitoring by literacy co-ordinator. Pupil Voice questionnaires. Pupil Progress meetings and Target Track Progress data.	HT RA	Termly Reviews and Ongoing
SENCO Support £ Central Cost Cost for Ed Psychologist Payment of PP children that have SEND diagnosis- TA support £2000 SEMH LA support	Children with SEND needs supported in all aspects of school life. All children are supported, able to fully access lessons and challenged.	Social and Emotional Learning EEF +4 Teaching and Learning Tool Kit Individualised Instruction EEF +4 Teaching and Learning Tool Kit	Scrutiny of provision maps and IEPs by SENCO. Parental engagement. Pupil Progress meetings and Target Track Progress data.	SS	Termly Reviews and Ongoing
NELI	Children's language and early literacy improve in EYFS.	Oral language intervention EEF +6 Teaching and Learning Tool Kit	Regular Monitoring by staff. Children achieving Early Learning Goals	HT RA	Termly Reviews and Ongoing
Catch Up Tutor £5308	To improve progress and attainment of pupils in upper KS2 Focus on Maths Progress	Academic Mentoring EEF +2 Teaching and Learning Tool Kit Small Group Tuition EEF +4 Teaching and Learning Tool Kit Action: Maths intervention Focus (Year 6)	Pupil Progress meetings and Target Track Progress data.	HT	Termly Reviews and Ongoing
Total budgeted cost					£10,908

Other approaches 2025/2026					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?
Extra-Curricular activities provided £8000 (Warning Zone)	Children are given a rich variety of opportunities for music, sport and extra-curricular activities. Pupils to attend school residential excursions Year 6 children to all attend the warning zone	All children are provided rich life experiences to aid classroom learning and support emotional development. All children in year 6 to gain a greater understanding of life and how to stay safe – programme delivered by Leicestershire fire and rescue service.	Priority given to Pupil Premium children. Monitor levels of attendance of Pupil Premium children at extra-curricular activities to ensure they are consistently high. Parental engagement. Pupil voice questionnaire.	HT	Termly Reviews and Ongoing
School Uniform and resources £500 £880(Fresh Fruit)	Children have school uniform. All children adhere to the school's uniform policy. All children have resources required to support with activities within school and any additional costs.	Children feel fully included in school life and are not seen to be visibly disadvantaged to their peers.	Ongoing monitoring of school uniform. Regular family engagement.	HT	Termly Reviews and Ongoing
We Create Music £9772					Termly Reviews and Ongoing
Morning Club	Children attend morning club improving attendance and punctuality.	Children arrive to school punctually.	Attendance analysis. Parental engagement.	HT	Termly Reviews and Ongoing
Parent Workshops Parent Forums	The school communicates well with parents fully engaging them at all levels of school life maintaining positive relationships.	Parental Engagement EEF +4 Teaching and Learning Tool Kit	Parental engagement. Analysis and scrutiny of parent feedback. Improving attendance at future meetings.	HT	Termly Reviews and Ongoing
Healthy Schools £300	Children have a good variety of food provided at lunch Children are aware of the importance of a balanced diet.	Nutrition Matters for the early years 0118.pdf (hscni.net) Nutrition for children - British Nutrition Foundation	Monitoring pupil premium lunches to ensure that they are having a balanced diet Working with foodforlifeco.uk	HT and SS	Termly Reviews and Ongoing
Home learning resources £100	Children have access to homework resources SATs revision Guides	Ensure that pupils have full support at home and access to any home learning expected	Parental engagement forums and feedback questionnaires	HT	Termly Reviews and Ongoing
Test Base £300	Children to understand GAPs in their knowledge- to support and inform the teacher of children's GAPs. Resources to support home learning	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit	Teachers in yer 5 and Year 6 to use the resource and direct it's use to parents and children	MM and SS	Termly Reviews and Ongoing
ELSA EWO Faith In Families £6757	Children feel emotional well supported in school. Families of vulnerable children feel supported. Rates of attendance and punctuality improve.	Metacognition and Self-Regulation EEF +7 Teaching and Learning Tool Kit Ensure that pupils have high levels of attendance.	Regular ongoing DSL meetings. Parental engagement. Scrutiny of attendance data.	HT DSL	Termly Reviews and Ongoing
Total budgeted cost					£25,429