

Pupil Premium Strategy Statement 2025-2026 – St Joseph's Harrogate Catholic Voluntary Academy

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	5.2%
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- 2025, 2025-2026, 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gillian Delahay Headteacher
Pupil premium lead	Gillian Delahay Headteacher
Governor / Trustee lead	Helena Young Parent Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£13, 835

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is that all pupils - regardless of background, starting points or barriers - make strong progress and achieve well across the curriculum. High-quality teaching is central to our approach, supported by targeted interventions and wider strategies that address social, emotional and attendance needs.

Given our small, disadvantaged cohort, individual outcomes can disproportionately affect headline data. For this reason, our strategy combines:

- Whole-school approaches that benefit all pupils and strengthen universal provision.
- Targeted support where assessment identifies specific learning gaps.
- Individualised approaches for pupils with complex learning, social or emotional needs.

Our work is guided by four core principles:

1. High expectations and a belief in every child's potential.
2. High-quality teaching as the most powerful lever for improvement.
3. Early, accurate identification of need, supported by appropriate assessment and staff insight.
4. A whole-school culture of collective responsibility where every member of staff contributes to the success of disadvantaged pupils.

This strategy directly aligns with our School Development Plan priorities around writing, pedagogy, behaviour for learning and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment and uneven progress across subjects Disadvantaged pupils show weaker outcomes in writing compared with reading and maths. Barriers include limited writing stamina, transcription accuracy, SPaG application and inconsistent transfer of reading knowledge into writing. These weaknesses impact results across the wider curriculum.
2	Targeted CPD to develop staff expertise in writing and mathematics and to ensure consistently high-quality teaching for all pupils.
3	Oracy and vocabulary

	Gaps in language and vocabulary, from EYFS through KS2, limit pupils' comprehension, ability to articulate ideas, writing fluency and mathematical reasoning.
4	Behaviour for learning, self-regulation and metacognition Some disadvantaged pupils struggle with concentration, self-regulation, and metacognitive strategies. Dysregulation reduces learning time, impacts independence, and affects progress—especially in extended writing and reasoning tasks
5	Wellbeing, emotional readiness and resilience Disadvantaged pupils, including Service Children, may experience emotional stressors (e.g., deployment, separation, family pressures) which affect readiness to learn, confidence, resilience, and relationships.
6	Attendance and persistent absence Some disadvantaged pupils have lower attendance and higher persistent absence than peers. Missed learning time has a disproportionate effect on outcomes and continuity of 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
High-quality teaching, CPD, and closing subject-specific gaps (Writing, Maths) - Disadvantaged pupils make accelerated progress in core subjects. - Targeted CPD strengthens teaching and subject knowledge. - Adaptive teaching and assistive technology enable all pupils to access the curriculum	- Attainment/progress gaps narrow termly and annually. - CPD improves classroom practice. - Interventions show measurable gains in 6–10 weeks. - Pupils using assistive tech access tasks more independently
Oral language and vocabulary - Pupils develop stronger speaking, listening and vocabulary skills through high-quality teaching and targeted support - Oral language and vocabulary gaps reduce across EYFS–KS2.	- Teacher assessments show accelerated language progress. - Increased use of subject vocabulary in lessons. - EYFS/KS1 language gaps narrow each year
Behaviour for learning, focus and self-regulation (classroom-based) - Pupils improve their ability to concentrate, follow routines and work independently. - Metacognitive strategies are used to plan, monitor and evaluate learning.	- Reduction in behaviour incidents for disadvantaged pupils. - Observations show improved engagement and independence. - Pupil voice indicates increased resilience and confidence.
Wellbeing, mental health and readiness to learn (pastoral) Improved emotional wellbeing and readiness to learn for disadvantaged pupils.	- Improved wellbeing survey outcomes - Reduction in pastoral/safeguarding concerns for disadvantaged pupils. - Increased engagement and positive social interactions

• Earlier identification and support reduce ongoing pastoral concerns. All disadvantaged pupils access enrichment activities to build cultural capital, aspiration and social confidence.	100% disadvantaged pupils access at least one enrichment activity annually. • Pupil voice shows increased confidence, belonging and aspiration.
Attendance and persistent absence • Attendance for disadvantaged pupils improves • Persistent absence reduces significantly.	• Attendance moves closer to or above national figures. • Persistent absence reduces term on term. • Improved punctuality from baseline

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: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff access high quality CPD to ensure teaching meets the needs of all children. (BWCAT, CLG, National College, NYES)	The EEF states that high-quality teaching is the most important factor in improving outcomes for disadvantaged pupils (<i>EEF: Effective Professional Development, 2021</i>). Effective CPD improves teacher subject knowledge, pedagogy, and adaptive practice, enabling staff to meet diverse learning needs (<i>EEF: SEN in Mainstream Schools</i>). Training that strengthens metacognition, routines and classroom practice supports improved behaviour for learning and pupil independence (<i>EEF Teaching & Learning Toolkit</i>).	1, 2, 3,4
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.	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:	1,2,3

	Improving Mathematics in Key Stages 2 and 3	
Purchase of standardised diagnostic assessments/screening tools. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3,4
Training for staff to ensure interventions are interpreted and administered correctly.	Guidance from EEF on communication and language approaches Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
Early Years CPD for early phonics, speech, language and communication. (e.g. Training to implement Verbo speech and language intervention)	EEF – communication and language approaches	1,2,3
Improve the quality of SEMH provision. Training to embed routines, emotional literacy, positive relationships and classroom environments that promote focus and independence.	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): Improving Social and Emotional Learning in Primary Schools EEF	3,4,5
Use assistive technology to ensure children can access work regardless of their reading or writing ability.	Using Digital Technology to improve learning EEF	1,3,4

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. (e.g. Dynamo Maths and phonics Interventions, after school Maths club)	Instruction targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 3

Additional TA staffing, where high numbers of children are struggling with SEMH issues.	EEF guidance on <i>Improving Behaviour in Schools</i> and <i>Social and Emotional Learning</i> shows that timely, targeted adult support helps pupils regulate emotions, reduces disruption, and improves engagement. Additional trained adults can deliver in-the-moment intervention, support co-regulation, and minimise the impact of dysregulation on whole-class learning. (EEF: <i>Behaviour Interventions</i> ; SEL; <i>SEN in Mainstream Schools</i>).	4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£1,835**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on understanding and supporting children with their social and emotional development with the aim of further developing our school ethos.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5
Access to extra-curricular activities/educational visits	EEF – Teaching and Learning Toolkit	3,5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working Together to Improve School Attendance	5,6
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

Total budgeted cost: £13,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. Overall, disadvantaged pupils continued to benefit from sustained improvements in teaching, pastoral support and targeted intervention.

End of year data July 2025 indicates that outcomes for disadvantaged pupils show strong attainment in Reading, Maths and Phonics, but significant weaknesses remain in Writing and RWM Combined, mirroring national patterns for disadvantaged groups. A small number of pupils achieved Greater Depth, demonstrating potential for higher attainment where challenge is sustained.

However, many disadvantaged pupils are making good or better progress from their starting points and therefore the provision in place for these pupils is effective.

Reading ARE or above	Writing ARE or above	Maths ARE or above	SPaG ARE or above	RWM Combined ARE or above	GLD	PSC
8/10 80%	5/10 50%	7/10 70%	7/10 70%	4/10 40%	No PP	2/2 100%
5/10 50% working at greater depth	2/10 20% working at greater depth	4/10 40% working at greater depth	2/10 20% working at greater depth	1/10 10% working at greater depth		

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
N/A	N/A

Service pupil premium funding (optional)

*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***

We received £1,400 and this was pooled together with the total PP funding allocation.
The impact of that spending on service pupil premium eligible pupils
Reading: 100% (4/4) EXS or above Writing: 75% (3/4) EXS or above Maths: 100% (4/4) EXS or above RWM: 75% (3/4) EXS or above