Our Lady † St Joseph
Catholic Academy

Our Lady & St Joseph Catholic Academy

Pupil Premium Spending Plan 2026/27

Pupil premium strategy statement

This statement details how we intend to use pupil premium and recovery funding, both in the short term- this academic year- whilst also indicating some challenges which are likely to take longer to address and so will be addressed by subsequent funding in future years.

School overview

Detail	Data
School name	Our Lady & St Joseph Catholic Academy
Number of pupils in school	487
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sinead Smith CEO
Pupil premium lead	Sara Chapman
Governor / Trustee lead	John Dyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,050
Pupil Premium Plus allocation this academic year (Service child)	£1,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,380
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**	£ 116,510

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady & St Joseph Catholic Academy, as part of St Raphael Catholic Multi Academy Trust, we are committed to ensuring every child is enabled to achieve their full God-given potential. While this includes securing strong academic progress and attainment from each child's starting point, our vision extends far beyond outcomes alone. We strive to develop confident, articulate, compassionate and ambitious young people who are equipped to flourish both now and in the future.

Rooted in our mission of '*Forming Christ-centred pilgrims with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice,'* we are committed to ensuring that all pupils, particularly those who are disadvantaged, can access an ambitious curriculum alongside the rich experiences and opportunities that enhance learning and personal development.

We know that high-quality teaching has the greatest impact on pupil achievement. Therefore, we invest significantly in professional development, coaching and collaboration to ensure staff have the expertise needed to meet the needs of all learners. Through adaptive teaching, effective assessment and evidence-informed practice, we seek to remove barriers to learning and ensure every pupil experiences success.

Language, communication and oracy are central to our approach. We recognise that strong speaking and listening skills underpin success across the curriculum and beyond. We are committed to developing pupils' vocabulary, confidence and ability to communicate effectively, enabling them to articulate their thinking, engage in meaningful discussion and access increasingly complex learning.

We recognise that disadvantage can present itself in many forms and that barriers to learning are often complex and individual. Through strong relationships with families, effective pastoral support and carefully targeted intervention, we take a holistic approach to supporting children and their families. We are committed to ensuring that financial hardship, attendance challenges, social and emotional needs, SEND or other vulnerabilities do not prevent pupils from accessing the full life of the school.

As a highly inclusive school, we continually review and adapt our provision to meet the changing needs of our community. Decisions regarding the use of Pupil Premium funding are informed by research, evidence and our deep understanding of pupils' needs. Funding is carefully targeted to ensure the greatest possible impact on both academic achievement and personal development.

To ensure our approach is effective, we will:

- Maintain the highest expectations for all pupils, including those who are disadvantaged.
- Deliver consistently high-quality adaptive teaching which enables all pupils to achieve success.
- Develop pupils' language, vocabulary and oracy skills across the curriculum.
- Identify barriers to learning early and respond swiftly with appropriate support and intervention.

- Promote excellent attendance and punctuality through strong partnerships with families.
- Ensure disadvantaged pupils can participate fully in enrichment opportunities and the wider life of the school.
- Foster a culture where all staff share a collective responsibility for securing the best possible outcomes for disadvantaged pupils.
- Continually evaluate the impact of our provision and use evidence-informed approaches to drive improvement.

Challenges

From assessment, observation, pupil voice, attendance information and our knowledge of pupils and families, we have identified the following key challenges and barriers which may negatively impact the achievement, wellbeing and life chances of some disadvantaged pupils.

Challenge	Detail of challenge
1	Some disadvantaged pupils enter school with delayed language, communication and vocabulary development. This can impact their ability to access learning, articulate their understanding and develop confidence as learners.
2	A number of families face financial hardship which can create barriers to full participation in school life, including access to enrichment opportunities, educational visits, resources and wider learning experiences.
3	Some disadvantaged pupils have gaps in reading, phonics and early literacy skills which impact attainment across the wider curriculum, particularly in reading comprehension and writing.
4	Some disadvantaged pupils have gaps in knowledge, understanding and vocabulary across the curriculum. This can affect retention of learning, confidence and the ability to make connections between current and prior learning.
5	Some disadvantaged pupils experience social, emotional and mental health challenges which may affect engagement, resilience, confidence and readiness to learn.
6	Attendance and persistent absence among a small group of disadvantaged pupils remains a barrier to strong progress and attainment.
7	An increasing number of disadvantaged pupils present with additional learning, communication and SEND-related needs, requiring targeted support to enable them to successfully access an ambitious curriculum.
8	Some disadvantaged pupils have fewer opportunities to access wider cultural, sporting, leadership and enrichment experiences that support personal development, confidence and aspirations.
9	A small number of disadvantaged pupils require support to develop healthy lifestyles, physical wellbeing and participation in physical activity to ensure they are fully able to engage in school life.

Intended outcomes

By the end of our current strategy plan, we intend to achieve the following outcomes:

1. Language, Communication and Oracy

Intended Outcome

Language, communication, oracy and vocabulary skills among disadvantaged pupils will be significantly improved.

Success Criteria

Assessments, observations and pupil voice demonstrate improved oral language, communication and vocabulary development among disadvantaged pupils. Pupils can confidently articulate their ideas, explain their learning and engage in purposeful discussion across the curriculum. This is evident through lesson observations, book scrutiny and ongoing formative assessment.

2. Financial Barriers

Intended Outcome

Financial barriers will not prevent disadvantaged pupils from accessing learning, enrichment opportunities or achieving their full potential.

Success Criteria

Disadvantaged pupils fully participate in educational visits, enrichment activities, wider opportunities and curriculum experiences. Financial hardship does not act as a barrier to attendance, engagement or achievement.

3. Reading, Phonics and Early Literacy

Intended Outcome

Gaps in phonics, reading fluency and comprehension will diminish, leading to improved attainment in reading and writing.

Success Criteria

Formative and summative assessments demonstrate improved phonics knowledge, reading fluency and comprehension. A greater proportion of disadvantaged pupils achieve age-related expectations in reading and apply literacy skills effectively across the curriculum.

4. Achievement Across the Curriculum

Intended Outcome

Disadvantaged pupils will successfully acquire, retain and apply knowledge and skills across the curriculum, enabling them to achieve well from their starting points.

Success Criteria

Assessment information, pupil outcomes, lesson observations and book scrutiny demonstrate improved attainment and progress across the curriculum. Pupils are able to recall prior learning, make connections between concepts and use ambitious vocabulary accurately.

5. Wellbeing, Confidence and Inclusion

Intended Outcome

Social, emotional and wellbeing needs will not prevent disadvantaged pupils from succeeding academically or participating fully in school life.

Success Criteria

Sustained high levels of wellbeing demonstrated through:

- pupil and parent voice
- improved confidence, resilience and engagement
- reduced need for targeted pastoral intervention
- improved achievement and participation for disadvantaged pupils

- positive behaviour and readiness to learn

6. Attendance

Intended Outcome

Attendance for disadvantaged pupils will improve and be broadly in line with their peers.

Success Criteria

Sustained improvements in attendance demonstrated by:

- reduced absence and persistent absence among disadvantaged pupils
- attendance gaps between disadvantaged pupils and their peers continuing to narrow
- disadvantaged pupils attending regularly enough to fully access learning and achieve well

7. Access to an Ambitious and Inclusive Curriculum

Intended Outcome

Disadvantaged pupils, including those with additional needs, will successfully access an ambitious curriculum through high-quality adaptive teaching and targeted support.

Success Criteria

Assessment outcomes, learning walks and monitoring evidence demonstrate that disadvantaged pupils access the full curriculum successfully. Staff effectively adapt learning to meet pupils' needs and achievement gaps continue to diminish.

8. Enrichment and Personal Development

Intended Outcome

Disadvantaged pupils will access and benefit from the full range of enrichment, leadership, cultural, sporting and faith experiences available through the life of the school and St Raphael CMAT.

Success Criteria

Disadvantaged pupils participate fully in extracurricular activities, educational visits, leadership opportunities, liturgical experiences and wider enrichment programmes. Pupil voice demonstrates increased confidence, aspirations and sense of belonging within the school community.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted Cost: £41,750

Activity	Evidence that supports this approach	Challenge addressed
Embed a whole-school oracy and vocabulary strategy to improve speaking, listening, communication and vocabulary development across the curriculum.	Oral language interventions consistently show high impact on attainment, particularly for disadvantaged pupils.	1, 4
Continue to provide high-quality EYFS enrichment including Jo Jingles, Rugby Tots and NBLT to develop communication, language, physical development and school readiness.	Early language development and communication are strong predictors of future attainment. Reading comprehension approaches have a strong evidence base and support progress across all areas of learning.	1, 9 1, 3, 4
Invest in high-quality texts and curriculum resources to support		

reading, vocabulary acquisition, comprehension and writing across the curriculum.		
Sustain a rigorous approach to phonics through high-quality teaching, intervention and ongoing staff training in Monster Phonics.	Phonics approaches have a positive impact on early reading and literacy outcomes. High-quality teaching has the greatest impact on pupil outcomes and reducing disadvantage gaps. Effective professional development and instructional coaching improve teaching quality and pupil outcomes. Targeted support and inclusive provision enable pupils to access an ambitious curriculum successfully.	3 3, 4, 7 1, 3, 4, 7 5, 7
Deliver a comprehensive CPD programme focused on adaptive teaching, inclusion, assessment, writing and curriculum implementation to ensure consistently strong teaching across all classes.		
Provide release time for leaders and expert practitioners to monitor standards, coach colleagues and drive improvement in reading, writing, oracy and curriculum delivery.		
Continue to develop Joe's Place and inclusive provision for pupils with SEND and complex needs through specialist staffing, bespoke intervention and adaptive practice.		
Maintain a strong pastoral and wellbeing team to support pupils' emotional wellbeing, engagement and readiness to learn.	Social and emotional learning approaches can improve attainment, wellbeing and behaviour.	5, 6, 7
Develop the use of technology and AI-supported learning tools, including curriculum-linked chatbots, to strengthen communication, vocabulary, reading comprehension and pupil engagement.	Structured technology and feedback approaches can support learning and pupil independence.	1, 3, 4
Implement targeted strategies to increase the proportion of disadvantaged pupils achieving Greater Depth, particularly in reading and writing.	High expectations, challenge and targeted support improve outcomes for disadvantaged pupils.	3, 4

Cost Breakdown

Provision	Cost
EYFS Communication, Language and Physical Development Provision (Jo Jingles, Rugby Tots and NBLT)	£5,500
Whole School Oracy and Vocabulary Development Strategy	£4,500
Reading, Writing and Curriculum Resources	£5,000
Monster Phonics Resources and Staff Training	£2,500
Staff CPD Programme (Adaptive Teaching, Inclusion, Assessment, Writing and Oracy)	£8,000

Release Time for Leaders, Coaching and Curriculum Development	£6,250
Joe's Place and Inclusive Provision for Pupils with SEND and Complex Needs	£6,000
Pastoral and Wellbeing Support Programmes	£2,500
Educational Technology and AI Learning Tools	£1,500
Total	**£41,750**

Targeted academic support

Budgeted Cost: £27,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver a personalised programme of targeted academic intervention for disadvantaged pupils identified through assessment and pupil progress meetings.	Targeted one-to-one and small group tuition is shown to have a positive impact on pupil progress, particularly where interventions are carefully targeted to identified gaps.	1, 3, 4, 7
Provide targeted reading interventions to improve phonics, fluency, comprehension and reading stamina.	Reading comprehension strategies and phonics interventions have a strong evidence base and can accelerate progress for disadvantaged pupils.	1, 3
Deliver small-group writing interventions focused on vocabulary, sentence construction, editing and writing outcomes.	Small group tuition and targeted literacy support can help pupils close gaps in attainment more rapidly.	1, 3, 4
Deliver targeted oracy and communication interventions to develop speaking, listening, vocabulary and confidence in communication.	Oral language interventions have a high impact on learning and support progress across the curriculum.	1, 4
Use pre-teaching, precision teaching and overlearning approaches to support access to new learning.	Targeted support before and after lessons can improve understanding and retention of learning.	1, 4, 7
Allocate staffing to deliver intervention programmes for pupils with identified gaps in reading, writing and mathematics.	Small group tuition is most effective when delivered by trained staff in response to assessment information.	3, 4, 7
Continue to provide targeted pastoral intervention programmes and small-group wellbeing support.	Social and emotional learning approaches can improve engagement, behaviour and academic outcomes.	5, 6, 7
Maintain Learning Mentor support for vulnerable and disadvantaged pupils and families.	Effective parental engagement and family support can improve attendance, wellbeing and academic outcomes.	2, 5, 6
Provide targeted SATs support and booster sessions for disadvantaged pupils in Year 6.	Structured small-group tuition can support pupils to make accelerated progress in preparation for end of key stage assessments.	3, 4
Deliver programmes to develop confidence, resilience, self-esteem and aspirations for identified disadvantaged pupils.	Evidence suggests social and emotional learning approaches support both wellbeing and attainment.	5, 8

Provide parental workshops on reading, phonics, writing and mathematics to strengthen learning at home.	Parental engagement approaches have a positive impact on pupil outcomes, particularly for disadvantaged pupils.	2, 3
Offer parental support sessions linked to attendance, wellbeing, online safety and supporting learning at home.	Positive engagement with families helps remove barriers to learning and improves attendance and achievement.	2, 5, 6
Commission specialist assessments and external agency support where required to identify barriers and inform provision for disadvantaged pupils with additional needs.	Early identification and targeted support ensure interventions are appropriate and effective.	5, 7

Cost Breakdown

Intervention	Cost
Reading, Phonics and Fluency Interventions	£5,500
Writing Interventions and Vocabulary Support	£3,500
Oracy and Communication Intervention Groups	£3,500
Additional Intervention Staffing (small group and precision teaching)	£6,500
Learning Mentor Provision and Family Support	£3,500
Pastoral Intervention Programmes	£2,500
Year 6 Booster Sessions and Targeted SATs Support	£1,500
Parent Workshops and Family Engagement Programmes	£430
Total	**£27,430**

Wider strategies

Budgeted Cost: £47,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver a personalised programme of targeted academic intervention for disadvantaged pupils identified through assessment and pupil progress meetings.	Targeted one-to-one and small group tuition is shown to have a positive impact on pupil progress, particularly where interventions are carefully targeted to identified gaps.	1, 3, 4, 7
Provide targeted reading interventions to improve phonics, fluency, comprehension and reading stamina.	Reading comprehension strategies and phonics interventions have a strong evidence base and can accelerate progress for disadvantaged pupils.	1, 3

Deliver small-group writing interventions focused on vocabulary, sentence construction, editing and writing outcomes.	Small group tuition and targeted literacy support can help pupils close gaps in attainment more rapidly.	1, 3, 4
Deliver targeted oracy and communication interventions to develop speaking, listening, vocabulary and confidence in communication.	Oral language interventions have a high impact on learning and support progress across the curriculum.	1, 4
Use pre-teaching, precision teaching and overlearning approaches to support access to new learning.	Targeted support before and after lessons can improve understanding and retention of learning.	1, 4, 7
Allocate staffing to deliver intervention programmes for pupils with identified gaps in reading, writing and mathematics.	Small group tuition is most effective when delivered by trained staff in response to assessment information.	3, 4, 7
Continue to provide targeted pastoral intervention programmes and small-group wellbeing support.	Social and emotional learning approaches can improve engagement, behaviour and academic outcomes.	5, 6, 7
Maintain Learning Mentor support for vulnerable and disadvantaged pupils and families.	Effective parental engagement and family support can improve attendance, wellbeing and academic outcomes.	2, 5, 6
Provide targeted SATs support and booster sessions for disadvantaged pupils in Year 6.	Structured small-group tuition can support pupils to make accelerated progress in preparation for end of key stage assessments.	3, 4
Deliver programmes to develop confidence, resilience, self-esteem and aspirations for identified disadvantaged pupils.	Evidence suggests social and emotional learning approaches support both wellbeing and attainment.	5, 8
Provide parental workshops on reading, phonics, writing and mathematics to strengthen learning at home.	Parental engagement approaches have a positive impact on pupil outcomes, particularly for disadvantaged pupils.	2, 3
Offer parental support sessions linked to attendance, wellbeing, online safety and supporting learning at home.	Positive engagement with families helps remove barriers to learning and improves attendance and achievement.	2, 5, 6
Commission specialist assessments and external agency support where required to identify barriers and inform provision for disadvantaged pupils with additional needs.	Early identification and targeted support ensure interventions are appropriate and effective.	5, 7

Cost Breakdown

Provision	Cost
Educational Visits, Residentials and Enrichment Opportunities	£12,000
Financial Support Fund (Trips, Resources, Uniform and Equipment)	£5,000
Extra-Curricular Clubs and Sports Participation	£5,000
Breakfast Club Provision	£4,500
Music Tuition and Creative Opportunities	£2,500
Mental Health and Wellbeing Programmes	£5,000
Pastoral Team Support and Family Engagement	£7,000
OLSTJ Family Bank and Family Support Provision	£1,500
Attendance Support and Intervention Strategies	£2,830
OPAL and Inclusive Play Development	£2,000
Total	**£47,330**

Overall Pupil Premium Budget

Area	Cost
Teaching	£41,750
Targeted Academic Support	£27,430
Wider Strategies	£47,330
Total Budgeted Cost	**£116,510**

Part B: Review of outcomes in the previous academic year

Outcomes at EYFS and Key Stage One were:

Reception	GLD (All)	GLD (National 2025)	GLD (Disadvantaged)	Disadvantaged (National 2025)
GLD	74%	68%	33%	51%

Year 1 Phonics	All (School)	All (National 2025)	Disadvantaged (School)	Disadvantaged (National 2025)
Phonics Screening	81%	80%	82%	67%

Outcomes at Key Stage Two were:

Key Stage Two	All (school)	All (National 2026)	Disadvantaged (School)	Disadvantaged (National 2025)
Achieving the expected standards in Writing	81%	73%	83%	59%
Achieving the expected standards in Maths	93%	75%	93%	61%
Achieving the expected standards in SPAG	87%	74%	85%	60%
Achieving the expected standards in Reading	81%	75%	83%	63%
Achieving the expected standards in RWM	77%	63%	83%	47%
Achieving the higher standards in Writing	9%	13% (2025)	0%	7%
Achieving the higher standards in Maths	46%	26% (2025)	17%	15%
Achieving the higher standards in SPAG	51%	30% (2025)	38%	19%
Achieving the higher standards in Reading	41%	33% (2025)	17%	21%
Achieving higher in RWM	7%	8% (2025)	0%	4%

Evaluation of Support Provided in 2025/26

TEACHING (£41,380)

Challenge number(s): 1, 3, 4, 5, 7

• Continued provision of Jo Jingles, Rugby Tots and NBLT in EYFS to support communication, language and physical development.

Children in EYFS benefited from regular enrichment experiences which promoted communication, language acquisition, physical development and confidence. Staff observed increased use of vocabulary within continuous provision and improved engagement in group activities. Disadvantaged pupils particularly benefited from opportunities to develop listening, turn-taking and speaking skills in structured and enjoyable contexts. End of year assessments showed most disadvantaged pupils made good progress from their starting points in Communication and Language.

• Continued delivery of pastoral support and wellbeing provision across the school.

The pastoral team provided targeted support for identified pupils and families throughout the year. Children receiving support demonstrated improved engagement in learning, increased confidence and greater emotional resilience. Pupil voice and parent feedback indicate that access to timely support has reduced barriers to learning and contributed positively to wellbeing and attendance.

• Investment in high-quality texts and reading resources.

The purchase of high-quality texts enhanced reading provision and increased opportunities for rich vocabulary instruction across the curriculum. Teachers reported improved engagement in reading lessons and pupils demonstrated greater confidence discussing texts. Reading attainment for disadvantaged pupils remained broadly in line with previous strong outcomes, with an increased number working at Greater Depth.

• Development of oracy through curriculum approaches and technology.

Teachers increasingly embedded opportunities for purposeful talk, discussion and vocabulary development across the curriculum. The use of technology and AI-supported learning opportunities enabled pupils to articulate ideas and develop confidence when discussing learning. Pupil voice demonstrated that children felt more confident sharing opinions, reasoning and explaining their thinking.

• Staff CPD focused on adaptive teaching, inclusion and high-quality teaching.

Staff engaged in a comprehensive programme of professional development throughout the year. Monitoring evidence demonstrated that adaptive teaching strategies were increasingly embedded across the school. Learning walks, book scrutiny and pupil outcomes showed disadvantaged pupils were accessing learning successfully and making progress alongside their peers.

• Release time for subject leaders and curriculum development.

Subject leaders were provided with opportunities to monitor provision, coach colleagues and support curriculum development. This has ensured consistency in curriculum implementation and strengthened

provision for disadvantaged pupils. Outcomes across the curriculum remained strong and pupil voice indicated high levels of engagement and enjoyment.

• Continued delivery of Monster Phonics and targeted phonics support.

Phonics outcomes remained strong. Staff training ensured consistency in delivery and intervention programmes were carefully matched to need. The majority of disadvantaged pupils reached the expected standard in phonics and those requiring additional support received tailored intervention which resulted in accelerated progress.

• Development of Joe's Place provision.

Joe's Place continued to provide highly personalised support for pupils with additional and complex needs. Disadvantaged pupils accessing this provision demonstrated improvements in engagement, regulation and access to learning. Families reported high levels of satisfaction with the support provided.

TARGETED ACADEMIC SUPPORT (£27,060)

Challenge number(s): 1, 3, 4, 5, 7

• Personalised intervention programme for disadvantaged pupils.

Interventions were carefully matched to identified need and reviewed regularly through pupil progress meetings. Assessment information demonstrated that the majority of pupils receiving support made good or accelerated progress from their starting points.

• Reading and phonics interventions.

Targeted reading interventions successfully improved fluency, accuracy and comprehension for identified pupils. School assessment data demonstrates that gaps between disadvantaged pupils and their peers continued to narrow.

• Small-group writing interventions.

Writing interventions focused on vocabulary development, sentence construction and editing skills. Monitoring evidence, including work scrutiny and assessment outcomes, showed increased confidence and improved writing outcomes for disadvantaged pupils.

• Communication and language interventions.

Language interventions supported pupils with limited vocabulary and communication needs. Staff reported improvements in speaking and listening skills, classroom participation and confidence. Assessment information reflected positive progress for targeted pupils.

• Learning mentor and family support provision.

The Learning Mentor worked effectively alongside children and families to overcome barriers to learning. This support contributed positively to attendance, engagement and wellbeing outcomes for vulnerable pupils.

• Pastoral interventions and small-group support.

Targeted interventions focusing on emotional wellbeing, self-esteem and resilience supported pupils successfully. Most pupils receiving support demonstrated improved readiness to learn and increased confidence within the classroom.

• Year 6 booster provision.

Additional support before SATs helped pupils consolidate learning and increase confidence. Disadvantaged pupils were well prepared for end of key stage assessments and outcomes reflected strong progress from starting points.

• Parent workshops and family engagement.

Workshops supported parents in understanding phonics, reading and wellbeing. Although attendance varied, those families who engaged reported increased confidence in supporting learning at home.

WIDER STRATEGIES (£46,950)

Challenge number(s): 2, 5, 6, 8, 9

• Educational visits, residentials and enrichment opportunities.

Disadvantaged pupils accessed the full range of educational visits, enrichment opportunities and residential experiences available during the year. Financial support ensured no child was excluded due to cost. Participation rates for disadvantaged pupils remained high.

• Provision of extra-curricular clubs and sports activities.

A wide range of clubs continued to be available throughout the year. Uptake from disadvantaged pupils remained strong, with many participating in sporting, creative and leadership opportunities which enhanced confidence and personal development.

• Breakfast Club support.

Breakfast Club provision supported attendance, punctuality and readiness to learn. Targeted pupils attended regularly and staff reported positive impacts on wellbeing and classroom engagement.

• Music tuition support.

Financial support enabled disadvantaged pupils to participate in music tuition. Pupils developed confidence, performance skills and opportunities to represent the school through musical activities.

• Mental Health and Wellbeing programme.

The school's wellbeing programme continued to support pupils' personal development effectively. Pupil surveys indicated that children feel safe, supported and know where to seek help when needed. Wellbeing remains a significant strength of the school.

• Family Bank provision.

The Family Bank was used regularly throughout the year. Families accessed clothing, uniform, food and household essentials as required. This discreet support enabled families to overcome financial barriers and ensured children were well prepared for school.

• Attendance support and family engagement.

The pastoral team worked closely with families to improve attendance through meetings, home visits and personalised support plans. Attendance for disadvantaged pupils improved throughout the year and persistent absence reduced for a number of identified pupils.

• Embedding DfE attendance guidance.

Robust attendance systems continued to be implemented across the school. Regular monitoring, early intervention and strong communication with families contributed to improved attendance outcomes.

OVERALL IMPACT

Pupil Premium funding has enabled the school to provide a comprehensive range of academic, pastoral and enrichment opportunities that have reduced barriers to learning for disadvantaged pupils. Outcomes indicate that disadvantaged pupils continue to make good progress academically whilst also benefiting from strong support for attendance, wellbeing, personal development and inclusion. The school remains committed to ensuring every child flourishes academically, socially, emotionally and spiritually through its mission of forming Christ-centred pilgrims with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

Further Information

Additional Activity

As part of **St Raphael Catholic Multi Academy Trust**, we are committed to ensuring that disadvantaged pupils receive the highest quality provision and support. Whilst Pupil Premium funding provides an important contribution towards this work, we recognise that meeting the needs of disadvantaged pupils is a whole-school responsibility and extends beyond the use of this funding alone.

Additional provision which is not funded directly through Pupil Premium includes:

- Cross-Trust collaboration, support and quality assurance to strengthen teaching, learning and leadership across schools within St Raphael CMAT.
- Professional development opportunities, coaching and curriculum development work that contribute to improved outcomes for all pupils, including disadvantaged pupils.
- Shared expertise and specialist support across the Trust to enhance provision for pupils with additional needs.
- Additional enrichment opportunities, leadership experiences, faith development activities, cultural visits, performances, sporting events and residential experiences which extend beyond the funding available through the Pupil Premium allocation.
- Opportunities for pupils to participate in wider Trust initiatives, events and projects which support personal development, aspiration and achievement.

Planning, Implementation and Evaluation

At Our Lady & St Joseph Catholic Academy, we are committed to continually evaluating and refining our approach to supporting disadvantaged pupils.

In planning our spending, we consider the individual needs, strengths and barriers faced by each pupil. Leaders maintain a detailed understanding of disadvantaged pupils and use a range of evidence, including assessment information, attendance data, pastoral information, pupil voice and engagement data, to ensure funding is targeted effectively.

Our approach is informed by educational research, evidence-informed practice and our knowledge of what works best for our pupils and families. We use the Education Endowment Foundation (EEF) guidance to support planning, implementation and evaluation of our strategy, ensuring that resources are focused on approaches most likely to improve outcomes.

Regular review points throughout the academic year enable leaders to evaluate the impact of funding and make adjustments where necessary. This ensures that support remains responsive to emerging needs and delivers the greatest possible benefit for disadvantaged pupils.

Through our partnership within St Raphael CMAT, we also benefit from external challenge, professional dialogue and collaborative evaluation of impact. This helps ensure that our strategy remains ambitious, evidence-informed and focused on continuous improvement.

Whilst many of our intended outcomes are long term, we remain committed to taking swift and effective action where barriers are identified. We recognise that disadvantage can take many forms and that pupils' needs can change over time. Therefore, we continually review our provision to ensure that disadvantaged pupils are supported academically, socially, emotionally and spiritually, enabling them to flourish as confident, successful and Christ-centred learners.

This strategy reflects our commitment to our mission of **'Forming Christ-centred pilgrims with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice'**, ensuring that every child is given the opportunity to achieve their full potential and participate fully in the life of the school and wider community.