

St Joseph's Catholic Primary School



Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Joseph's Anderton
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils 16 FSM 7 PP	13%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	K Berry D Butterworth (Chair of Gov's)
Pupil Premium lead	K Berry
Governor	D Butterworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<p>£24,240 (16 FSM -£1515)</p> <p>£ (5 Post LAC - £1710 = £8550)</p> <p>£ (3 Current LAC £2630 x 2 + £1710 = £6970)</p> <p>£39, 760</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
	Total: £39,760

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Primary School, we intend to develop every child's academic, physical, social and emotional wellbeing.

We aim to:

- Ensure all children are able to reach their full potential in an engaging, stimulating and challenging environment
- Provide pastoral support to pupils and families
- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to diminish differences between pupil premium children and others by removing barriers to learning: adapt these as necessary to meet the needs of our pupils.
- Create an overall package of support aimed to tackle the range of barriers including; basic needs of the child (food/appropriate clothing) especially in the aftermath of COVID 19, attendance, behaviour, external factors, professional development focusing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of literacy and numeracy skills
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
- Ensure that no child is excluded from any activities and opportunities available in school because of deprivation
- Analyse reasons for areas of underachievement or attainment gaps and target support in these areas
- Frequently monitor and evaluate the impact of interventions and techniques and make adjustments to optimise the results achieved
- Ensure the funding is used effectively with due regard for achieving value-for-money
- Demonstrate the impact of each aspect of spending on the outcomes for the children
- Ensure there is robust monitoring and evaluation in place to account for the use of Pupil Premium by the school and governing body
- Recognise the fact that Pupil Premium pupils are not a homogenous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account
- Understand the importance of ensuring that all day-to-day teaching and learning meets the needs of each child
- Use high quality teaching and learning as the preferred way to narrow gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way
- Have a clear and robust performance management system for all our staff, and include discussions about pupils eligible for the Pupil Premium in performance management meetings

- Ensure that class and subject teachers know which pupils are eligible for pupil premium funding so that they can take responsibility for accelerating their progress
- To use specialist consultancy support to develop staff teaching strategies for targeted support - Make sure that all staff are highly trained and understand their role in helping children to achieve their potential
- Use the Pupil Premium for all year groups
- Encourage parents to apply for free school meals and pupil premium funding if they are eligible in a supportive and sensitive manner, removing potential barriers and eliminating stigma

The majority of our work through Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. Initially this will be socially and emotionally which will then impact upon the academics.

Effective Pupil Premium provision includes:

- Supporting the social, emotional and mental well-being of all children.
- Providing specialist support including ELSA and nurture groups
- Carefully targeted programmes of work in small groups or 1:1
- Support for children in class
- Ensuring that interventions are regularly monitored and the children's progress is assessed to inform future planning
- Ensuring that the maximum numbers of children benefit from the resources in each class, this could mean allowing children with similar needs to attend sessions with pupil premium children, or pupil premium children feeding back their learning to their peers
- Providing a range of exciting and stimulating opportunities for the children regardless of their age or stage and use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- Providing support where necessary by means of signposting and making resources available to parents of pupil premium children

Challenges

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

Challenge number	Detail of challenge
1	Increased risk of poor attendance, persistent absenteeism and poor punctuality with a group of our disadvantaged pupils.
2	Observations, contextual data and pupil voice suggest that the behaviour and readiness for learning is not as strong in disadvantaged pupils as it is in non-disadvantaged pupils. Passive learning behaviours combined with a lack of

	aspiration are prevalent - some pupils lack self-belief, motivation, ambition and resilience.
3	<p>Some pupils demonstrate increased need for emotional and pastoral support:</p> <ul style="list-style-type: none"> - underdeveloped social and emotional skills and receptive and expressive language leading to inappropriate behaviour choices. - increased risk of well-being or mental health concerns. - SEMH appears to be a large barrier to the majority of our disadvantaged children. More families are being referred for external service, children are displaying behaviours demonstrating a lack of emotional resilience, self-regulation and poor self-efficiency. Challenges in relation to emotional health and well-being, for families, still remain significantly high. The impact on disadvantaged pupils, and families, have been significant and in many cases have had a negative impact on academic outcomes for children.
4	Standards of attainment and progress for some of our disadvantaged pupils in early reading and phonics, writing and maths can create barriers for learning across the curriculum; lack of confidence and lack of self-efficacy. Contextual data suggests that after school clubs are not as well attended by the disadvantaged pupils as in the non-disadvantaged pupils.
5	Language assessments on entry to school reveal underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils, including pastoral support for families to break the cycle of reasons behind poor attendance	<ul style="list-style-type: none"> • An increased number of PPG children will have sustained attendance of 96% or more. • Persistent absenteeism will reduce for PPG pupils. • Overall attendance of PPG pupils will be in-line with that of all children. • Robust systems are in place to ensure we are narrowing the gap between pupil premium children's attendance and all children.
Pupils will demonstrate good learning behaviours and independent engagement during lessons.	<ul style="list-style-type: none"> • Reviews of learning will identify improved learning behaviours amongst disadvantaged pupils. • Within workbooks, work will be good quality and a greater quantity of work will be completed – progress will be evident. • Pupil conferencing and staff feedback will show positive improvements in terms of the pupils' perceived levels of confidence and self-efficacy.

To support the mental health and emotional well-being of our pupil premium children and their families.	<ul style="list-style-type: none"> • All pupil premium children and their families will be fully supported with their mental health, well-being and basic needs will be catered for. Children will feel safe and looked after, they are fed and are fully equipped to meet the challenges of school life. • All financial barriers for parents will be removed.
Pupils experience a rich and progressive curriculum, including the enrichment curriculum	<ul style="list-style-type: none"> • All pupils will have access to a rich and progressive curriculum that enables them to achieve regardless of their disadvantage. • KS1 and KS2 outcomes by 2025/2026 show that the percentage of disadvantaged pupils who meet the expected standard in writing and maths is increasingly in line with national figures for all children. • Pupil premium children will demonstrate positive progress in their learning, not just with data but also evidenced in books, engagement and lessons. • Disadvantaged children access extracurricular clubs, trips and residential
Improved language and communication skills and vocabulary among disadvantaged pupils within Key Stage 1, 2 and EYFS.	<ul style="list-style-type: none"> • WellComm language screening and observations will show significant improvements to the oral language among disadvantaged pupils. • Assessments and observations indicate significantly improved oral language and subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including conversations with peers and adults, engagement in lessons, book scrutiny and ongoing formative assessment.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments	NFER tests will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they are identified and receive the correct additional support through interventions or teacher instruction	2, 4,

Staff time to carry out pupil progress meetings with SLT to plan for intervention and support	EEF-Guide-to-the-Pupil-Premium- Section 2 'Use strong evidence to support your strategy'	
<p>Embedding the engagement of disadvantaged pupils in quality discussion in lessons so they are required to articulate ideas, clarify understanding and extend their vocabulary</p> <p>We will fund ongoing teacher training and release time so that staff have the opportunity to observe one another and collaborate on effective approaches.</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary NELI; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. <p>EEF Toolkits - Oral language Interventions EEF Toolkits – Peer Tutoring EEF Toolkits – Collaborative Learning Approaches EEF Toolkits – Meta Cognition and Self Regulation</p>	2, 3, 4, 5
Continuous CPD to improve phonics teaching, reading and spelling,	<p>Ensure all new staff have received training in the delivery of phonics and Lancashire's new spelling programme.</p> <p>Phonics books purchased and relabelled to match phonics phases</p> <p>Children have access to a phonics reading book as well as a reading for pleasure book.</p> <p>EEF Toolkits – Phonics EEF Toolkits – Collaborative Learning Approaches</p>	2, 4, 5
CPD to improve the teaching of guided reading and the purchase of a new scheme for reading for pupils who struggle with phonics.	<p>Ensure staff understand the key principles and the way reading is taught at school. CPD for subject leads regarding best practice.</p> <p>EEF Toolkits – Collaborative Learning Approaches EEF Toolkits – Peer Tutoring</p>	2, 3, 4,
Improve the quality of social and emotional learning by making full use of KAGAN Cooperative Learning Structures in lessons, along with peer assessment strategies to support greater engagement in learning	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF Toolkits – Collaborative Learning Approaches EEF Toolkits – Peer Tutoring EEF Toolkits – Meta Cognition and Self Regulation</p>	2, 3, 4,5,

Additional Teaching Assistants/adult support for individuals/small groups in class and to run interventions.	EEF- Teaching Assistants use - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	2,3,4,5
Improve the behaviour for learning of all disadvantaged pupils. Provide ELSA support and access to other agencies for those disadvantaged pupils who need some pastoral support.	Mentoring aims to build confidence and relationships, to develop resilience and character, and to raise aspirations. Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the pupil's management of their learning or self-regulation. EEF Toolkits – Mentoring EEF Toolkits – Feedback EEF Toolkits – Behaviour Interventions	2, 3, 4, 5,
PE subject leader to monitor the take up of after school clubs and competitions for disadvantaged pupils Implementation of Junior Joes to support playground behaviour and fitness	PE lead to act as mentor so that pupils are checked in with regularly and encouraged to give things a go EEF Toolkits – Mentoring	4, 5
To provide CPD for staff on the development and support of Oracy across school.	Effective Oral Language practice Staff to attend training for developing and implementing Oracy in classes.	5

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

Budgeted cost: £10,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged	2, 3, 4, 5,

	<p>counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>EEF Toolkits - Oral language Interventions</p>	
Red Rose Bounce Back Phonics	<p>This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>EEF Toolkits – Reading Comprehension Strategies</p>	2, 3, 4, 5,
Termly pupil progress meetings	<p>Examining an array of evidence before making decisions about the interventions to use for specific pupils to make sure that they provide appropriate and effective solutions is key. Additionally, thinking hard about the specific contextual factors of school, and any necessary 'intelligent adaptations', is essential when interpreting the evidence that informs strategy</p> <p>EEF-Guide-to-the-Pupil-Premium-Section 2 'Use strong evidence to support your strategy'</p>	1, 2, 3, 4, 5,
Web based programmes to support learning at home, in class and during after school and intervention sessions	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. Pupils can have individual sets of activities which they complete, often largely independently. Digital technologies have been employed to facilitate individual activities and feedback.</p> <p>EEF Toolkits – Individualised Instruction EEF Toolkits – Parental Engagement</p>	2, 3, 4, 5,

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of disadvantaged pupils to be monitored termly with school attendance officer with actions arising	<p>Good attendance leads to better outcomes at school</p> <p>Supporting School Attendance</p>	1, 2, 3, 4, 5,

	Working together to improve School attendance Securing good attendance and tackling persistent absence	
Trips, clubs, instrumental music lessons and residential are accessible for disadvantaged children.	<p>Enrichment activities enhance the curriculum and help to develop culture capital.</p> <p>Learning is contextualised in concrete and language rich environments.</p> <p>Ofsted research places emphasis on improving culture capital particularly for disadvantaged pupils.</p> <p>Enrichment opportunities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, the benefits of physical activity for core academic attainment particularly literacy and mathematics is clear.</p> <p>EEF – describes the benefits to children in learning to play musical instruments.</p> <p>EEF Toolkits – Arts Participation</p> <p>EEF Toolkits – Physical Activity</p>	1, 2, 3, 4, 5,

Total budgeted cost: £40,196

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

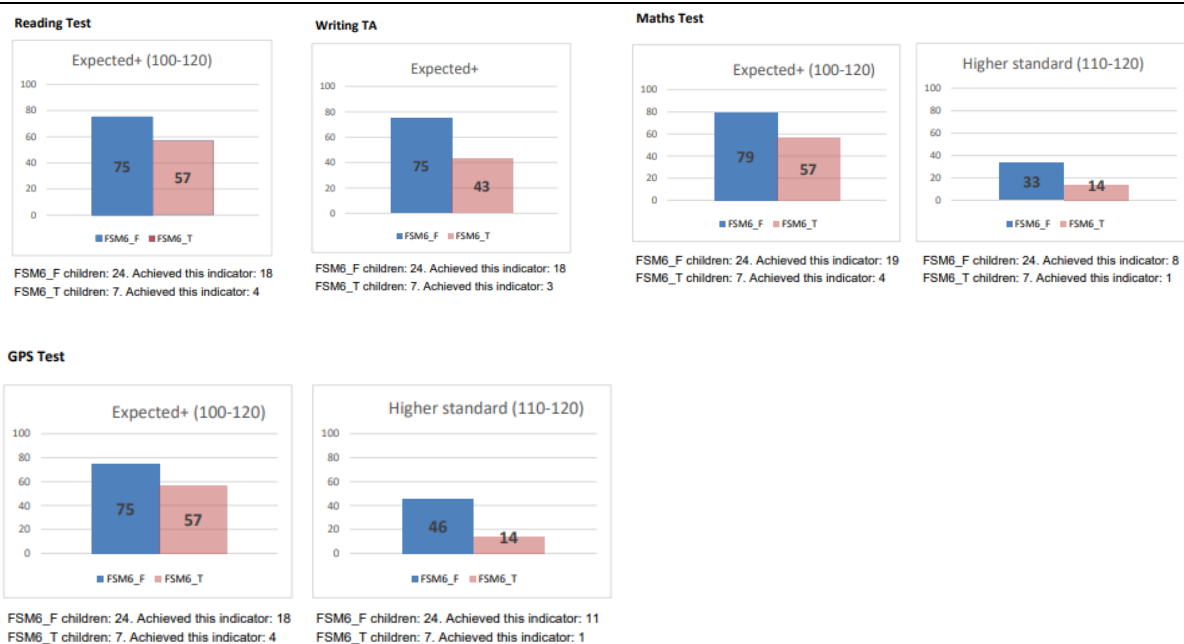
This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

- Children have had access to effective comprehension resources, both at home and at school, that tracks their reading preferences and progress through book bands.
- Children's early language skills improved
- Children have quality first teaching specifically in reasoning and problem solving using high quality resources that are used consistently across KS1 and KS2
- Children have small group teaching to close gaps
- The children are more able to practise their developing phonics knowledge and skills when reading their reading books at home and at school.
- Children have small group teaching to close gaps

- Improvements to pupils' sense of themselves as learners and their attitudes to learning Help to overcome barriers that may influence pupils' love and enthusiasm for learning
- Children's attendance is improved

Summary of Attainment for 2024 2025:

End of Key Stage Two: There were seven pupils in the Year Six cohort. **58%** of those pupils achieved the expected standard for Reading, GPS and Maths with **14%** Greater Depth for Maths and **43%** of those pupils achieved the expected standard for Writing.



Attainment of Pupil Premium Pupils 2023 - 2024

2024	Year One	Year Two	Year Three	Year Four	Year Five
	1 pupil	2 pupils	2 pupils	4 pupils	3 pupils
READING	1/1 100%	1/2 50%	1/2 50%	2/2 50%	2/3 67%
WRITING	1/1 100%	0/2 0%	1/2 50%	2/4 50%	2/3 67%
MATHS	1/1 100%	0/2 0%	1/2 50%	1/4 25%	3/3 100%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bounce Back Phonics	Lancashire Local Authority
Pathways to Write	The Literacy Company
Pathways to Read	The Literacy Company
White Rose Maths Scheme	White Rose Education
Oddizzi Geography	Oddizzi
Access Art	Access Art