

# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**



## **PUPIL PREMIUM STRATEGY 2024-2025**

# St. Joseph's Catholic Primary School, Wrightington

## Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery 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 Catholic Primary School, Wrightington
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	4 (5.4%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Miss Vicki Gleeson
Pupil premium lead	Mrs. Gill Porter
Governor / Trustee lead	Mr. Edward Cook

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2960

# Part A: Pupil premium strategy plan

## Statement of intent

At St Joseph's catholic Primary School, the Pupil Premium Strategy outlines how funding to support disadvantaged pupils reaches the children who need it most. All members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, spiritual, social and academic needs within the school environment. We are committed to closing the gap between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to engage fully in our curriculum and school life. Provision will be made through:

- Facilitating pupils' access to the highest quality of education
- Facilitating pupils' full access to the curriculum
- Alternative support and intervention within the school

## Challenges

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

Challenge number	Detail of challenge
1	Lower than expected attainment in reading, writing and/or maths.
2	Some have difficulty with decision-making, interaction with others and self-management of their emotions.
3	Some pupils who are eligible for PP do not have as wide a range of educational and enriching experiences as non-PP and therefore there is a need for school to develop their cultural capital.

## 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
------------------	------------------

Through the highest quality teaching and targeted intervention, the attainment and progress of pupils eligible for Pupil Premium in reading, writing and mathematics will decrease. This will be measured through ongoing teacher assessment and half-termly formal assessment.	Continued attainment and progress of pupils eligible for Pupil Premium and their peers in reading, writing and mathematics and 100% of pupils in receipt of Pupil Premium making at least expected progress in mathematics, reading and writing during this academic year. This will be measured through internal termly assessment data.
For children to engage in healthy relationships with peers and emotional self-regulation. This may subsequently increase academic attainment.	Children will be able to recognise how they feel or how someone else might be feeling, be able to make group decisions, co-operate and work as a team, develop a sense of belonging and enhance academic skill through cross-age mentoring and pairing with younger and older children.
By careful monitoring of access to out of school clubs and trips and learning experiences, pupils eligible for Pupil Premium funding will have access to a range of social, cultural and sporting experiences, visits and activities which will be subsidised where necessary. Measured by monitoring attendance at school clubs and by ensuring 100% attendance on school trips.	Access to a range of social, cultural and sporting experiences, visits and activities where there is no discrepancy in uptake between those eligible for Pupil Premium funding and those who are not. 100% of pupils in receipt of pupil premium funding attend trips and residential trips. Confidence and self-esteem are increased from experiencing and succeeding in a range of experiences

## 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 (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Continuing Professional Development for Teachers and support staff through partnership with SHARES, West Lancashire Small School Cluster and the local Catholic Schools Cluster where a key focus of training and collaboration this year will be excellence in early years, writing moderation, assessment and progression, progress in writing, feedback, and excellence in reading.	Our partnership with SHARES allows access to a wealth of high quality continued professional development for staff across a wide range of curriculum and teaching and learning areas. The Education Endowment Foundation shows that developing reading comprehension strategies has very high impact for very low cost based on extensive evidence and has an impact rating of + 6 months. The Education Endowment Foundation shows that effective feedback provides very high impact for very low cost based on extensive research and has an impact rating of +6 months.	1
Developing Maths Mastery Curriculum resources and accessing CPD to implement across the school.	The Education Endowment Foundation shows that developing mastery learning strategies has very high impact for very low cost based on extensive evidence and has an impact rating of + 5 months.	1

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

Budgeted cost: 2,732.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled individual and small group support provided by class teacher / teaching assistant to support children's progression in reading, writing and mathematics.	<ul style="list-style-type: none"> <li>Targeted interventions delivered by teaching assistants: can lead to an additional 3 months' progress, with even greater benefits (4-6 months) when interventions are one-to-one or in small groups. Reading comprehension has a very high impact for very low cost with an impact rating of +6 months.</li> </ul>	1

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

Budgeted cost: £227.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for families through subsidised trips including Chester Zoo, PGL residential visit	Our rationale is to provide a rich and inclusive curriculum where all children are valued and can find and develop their strengths and build on these in all areas of learning. Relationships and positive experiences of learning and self are key in engaging pupils in learning and enabling them to engage in school and learning effectively. The Education Endowment Foundation shows that Arts Participation provides moderate impact for very low cost and has an impact rating of +3 months. Although outdoor adventure learning has an unclear impact according to the EEF, our professional judgement demonstrates clear positive impact In children's cultural capital.	3
Access to Stable Lives, a 6 week equestrian therapy programme designed to build trust and empathy, develop confidence, new skills and the ability to read body language	The Education Endowment Foundation shows that social and emotional learning has moderate impact for very low cost based on extensive evidence and has an impact rating of + 3 months.	2
Access to Sensory Room in school with staff experienced in delivering sensory diets and supporting co-regulation/ self-regulation strategies	The Education Endowment Foundation shows that social and emotional learning has moderate impact for very low cost based on extensive evidence and has an impact rating of + 3 months.	2
Increased support for parents of those pupils in receipt of Pupil Premium funding through parental engagement and support when necessary, for example providing regular feedback on children's progress, adaptations of homework procedures, supportive meetings and phone calls by members of teaching staff and SLT, and if needed - funded snack provision.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. The Education Endowment Foundation shows that a focus on parental engagement provides moderate impact for very low cost based on extensive evidence and has an impact score of +4 months.	1

**Total budgeted cost: £2,960**

# 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 to 2024 academic year.

We continued our drive in 2023-24 to provide all pupils with the highest quality teaching and individualised learning support and intervention. During 2023-2024, two pupils were in receipt of Pupil Premium funding. Pupil progress was carefully monitored and the support provided and the individuals identified for support were constantly reviewed. During the academic year 2023-24, data evidenced a narrowing of attainment gap for both of these pupils in at least one core curriculum subject. No pupils in receipt of Pupil Premium were in the cohorts accessing statutory assessments. Due to the small number of pupils in receipt of Pupil Premium, it is not appropriate to report on individual assessment results.

There had been a noticeable increase over recent years of children suffering from poor mental health and well-being. Feedback and observations have indicated that our nurture support provision has been effective in supporting children. Enrichment opportunities have helped boost

## 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
Stable Lives	Parbold Equestrian Centre Bradshaw Lane, Parbold, Wigan WN8 7NQ