

**ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL**



**PUPIL PREMIUM STRATEGY
2025-2026**

St. Joseph's Catholic Primary School, Wrightington

Pupil premium strategy statement 2025-2026

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 spending of pupil premium had within our school last year.

School overview

Detail	Data
School name	St. Joseph's Catholic Primary School, Wrightington
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	3 (4.7%)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
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	£4400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£4400

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 increase.	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,

This will be measured through ongoing teacher assessment and half-termly formal assessment.	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: £500

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	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	1

collaboration this year will be excellence in early years, writing moderation, assessment and progression, progress in writing, feedback, and excellence in reading.	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.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 3,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled individual/group support provided by teaching assistant to support children's progression in reading, writing and mathematics.	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.	1, 2
Evidence based on-line interventions (IDL/Dynamo Maths)		1

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

Budgeted cost: £313

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for families through subsidised trips including 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	3

	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.	
Weekly access to a therapy dog – activities designed to build trusting relationships, 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: £4,400

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 2024 to 2025 academic year.

We continued our drive in 2024-25 to provide all pupils with the highest quality teaching and individualised learning support and intervention. During 2024-2025, three pupils were in receipt of Pupil Premium funding. Pupil progress and attendance were carefully monitored and the support provided regularly reviewed. 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 from parents and observations made by outreach professionals have indicated that our nurture support provision has been effective in supporting our children. Enrichment opportunities have helped boost children's self-esteem, confidence and relationships in school

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
Pets As Therapy	Hampden House Monument Business Park Warpsgrove Lane Chalgrove Oxfordshire OX44 7RW