



Pupil Premium Strategy 2025-2027

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	
	<i>(signed on hard copy)</i>
Reviewed	October 2025
Next Review Date	October 2026

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, Chorley.
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	65/200 = 33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	A. Douglas(Headteacher)
Pupil premium lead	A. Douglas (Headteacher)
Governor / Trustee lead	A. King

Funding overview

Detail	Amount
Pupil premium funding allocation - academic year 25-26	£102,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year:	£102,545

Part A: Pupil premium strategy plan

Statement of intent

At St. Joseph's Catholic Primary School, we regularly review our strategy for tackling any underperformance in our Pupil Premium children. We aim for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. We are committed to ensuring that none of our pupils is prevented from achieving their God-given potential due to disadvantage or Adverse Childhood Experiences (ACEs). To this end, we ensure that funding is allocated to supporting pupils at risk of, or diagnosed with mental health issues so that they can flourish in our community and beyond. We have a duty to ensure best value for money and our strategy is reflective of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our analysis of the children indicates that 95% of our Pupil premium children have a challenge from the below list. In some case, the notes below may reference the impact of the pandemic on non-disadvantaged children as well which refers to the allocation of Recovery Premium funding.

Challenge number	Detail of challenge
1	<p>Mental Health and Well-being concerns</p> <p>Our whole-school action plan recognises the impact that poor mental well-being has detrimental effects on learning and behaviour:</p> <p>83% of Pupil Premium children have experiences which affect mental well-being/anxiety (CPOMs logs evidence known cases, other pupils are monitored closely following bereavement, parental incarceration, family breakdown and/or abuse in the home)</p> <p>38% of Non-Disadvantaged children experiencing issues affecting mental well-being/anxiety</p> <p>Overall (PP and N-D Total)</p> <p>A significant number of our pupils (Pupil Premium and Non-Disadvantaged) became more vulnerable to developing mental health disorder as risk factors increased in the local environment (e.g. family mental health, financial issues during the cost of living crisis, Domestic Abuse, Addiction, being inactive). Our children are supported with their mental health with funded mindfulness sessions and 1:1 sessions. We have two trained ELSAs (Emotional Literacy Support Assistants) and a Family Support Worker (part time). We fund outside counsellors for disadvantaged in need of 1:1 support beyond what we're able to offer in school. The challenge for the school has been providing a whole school approach to SEMH and intervention programmes for those that indicate signs of potential mental health disorder but who do not yet meet the threshold for diagnosis or specialist health support. As a result, we teach the My Happy Mind (NHS) programme across school to support pupils in understanding how the brain works and how to support their mental health and well-being. The Mental Health Action Plan is a whole-school focus on the School Development Plan and feeds into the staff appraisal cycle.</p>

2	<p>Welfare concern / Adverse Childhood Experiences and Trauma – known mental health, justice system, trauma, separation, domestic violence, bereavement etc.</p> <p>A number of our pupils experience family life that is a limiting factor in terms of their achievement in school. We provide protective factors that balance these negative aspects, both in terms of SEMH and academic support.</p> <p>Welfare/ACEs:</p> <p>Pupil Premium – 83% of total number</p> <p>Non-Disadvantaged – 47% of total number</p> <p>Our previous strategy and ongoing analysis indicates a high percentage of our Pupil Premium pupils and their families have required Early Help, Child in Need or Child Protection support. We continue to target our support using PP funding and the close working partnership we have built with the Greggs Foundation – which enables us to support families with food, white goods, clothing and beds. Our focus on outdoor learning and adventurous activity days in every year group are aimed at strengthening resilience, independence, communication and confidence whilst raising the aspirations of our pupils through new opportunities.</p>
3	<p>Speech and Language</p> <p>There is a significant gap in attainment between disadvantaged pupils and their peers early on in their education, in particular with speech and language development. Children enter Reception well below expectations, as evidenced in Reception Baseline Assessments.</p> <p>EYFS 14 of 28 = 50%</p> <p>Y1 10 of 30 = 33%</p> <p>Y2 14 of 30 = 47%</p> <p>There are additional children in KS2 who are receiving additional S&L intervention and support as part of the EHC referral pathway.</p> <p>In September 2023 we opened our Preschool with the aim of improving school readiness by welcoming children to school earlier and developing language, communication and the enabling access to high quality early years education.</p>
4	<p>Attendance and punctuality</p> <p>In some cases, family or financial pressures impact on a pupil's attendance and punctuality.</p> <p>PP Showing PA Concern – 28% of disadvantaged children</p> <p>An ongoing target for the school is improving the attendance and punctuality of all children and in particular the Pupil Premium children so that it is at least in line with the Non-Disadvantaged. School ensures that every absence is followed up including home visits and prosecutions to ensure that no child is disadvantaged by unauthorised absence.</p>
5	<p>Newly added from 2024, we have added additional weight to interventions based on closing gaps in Foundational Knowledge. From January 2026 this also includes sensory interventions based on research on primitive reflexes and early childhood development.</p> <p>Based on in-depth study of Ofsted's research reviews; we understand that gaps in foundational knowledge (early maths, early writing (transcription, early reading, communication and language and executive function) will affect children throughout their education if support and intervention is not put in place to develop children's learning. We place great emphasis on ensuring timely intervention is in place to support all learners.</p>
6	<p>Extra-curricular and financial</p> <p>Financial pressures can limit pupil participation in school activities e.g. trips/clubs. It is a strong feature of our family support that no child misses opportunities because they are unaffordable. We seek grants, funding and support to ensure that costs are as low as we can feasibly offer them for all families. School supplement or pay for trips and extra-curricular clubs including residential visits for children who would otherwise miss</p>

	<p>out, as part of our PP action plan. Financial support for uniform purchases, white goods, technology and groceries is always available and a free breakfast is provided for every pupil, every day. At St Joseph's, we developed our Building the Kingdom curriculum upon the wider reopening of schools to ensure that the wider opportunities that children had missed out on were a focus throughout school to develop resilience, independence, communication and socialisation skills as well as to raise aspiration and support children to recognise their unique gifts.</p> <p>PP uptake of clubs 58% (unless built into the school day)</p>
7	<p>Children seeking sanctuary</p> <p>We have a number of children who have come to our school seeking sanctuary as refugees or asylum seekers – some having experienced the trauma of dangerous crossing of the Channel and detention in a hotel for six months before being placed here. We utilise the EAL specialist teacher support from Lancashire County Council for four hours per week. We use Big Word to enable translation and communication for our Arabic, Kurdish, Ukrainian and Polish families. Funding for uniform, attendance on trips and additional support with technology is always provided.</p> <p>Having focused rigorously on developing knowledge and understanding throughout school, we achieved the Lancashire School of Sanctuary Award in September 2021. This was updated in September 2025 as we met all the relevant criteria on reassessment. We achieved the UNICEF RRSA Gold award in January 2025.</p>

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
The progress of all groups, including the most able Pupil Premium children, is in line with their peers and those nationally.	<p>Children have access to one to one tuition or small group tuition by a teacher to enable disadvantaged pupils to narrow gaps in achievement with their peers.</p> <p>End of KS2 data indicates better than average progress in English and Maths in comparison with their peers in school and nationally.</p> <p>Internal data gathered from our assessment system and via monitoring indicates pupils are making progress and achieving well in comparison with their peers across the curriculum.</p> <p>Termly Pupil Progress Meetings between teachers and senior leaders address each individual pupil and their specific academic and wellbeing needs in order to implement the right interventions to support each pupil.</p> <p>Academic mentors, employed by the school, offer targeted support to disadvantaged pupils in small groups at a ratio of 1:3, in order to close gaps in learning in English and Mathematics.</p> <p>Internal and external data indicates that pupils have successfully closed gaps in learning.</p>
Increased progress and attainment for Pupil Premium children across the school – the focus is on the wider	All children access the Building the Kingdom curriculum which fosters independence, teaches life skills and signposts children to extra-curricular activities and experience.

<p>curriculum so that pupils discover talents and interests.</p> <p>This includes providing further enrichment learning opportunities within different curriculum areas in order to foster lifelong learning and habits which includes our Building the Kingdom curriculum.</p>	<p>Funded enrichment opportunities for eligible pupils to meet their social and pastoral needs e.g. extra-curricular activities for children in school and in school holidays and contributions to the cost of school trips etc.</p> <p>Funded places for PP children to access residential trips in every Year group in school.</p> <p>Close working partnerships with Inspire Chorley, Lancashire Music Service, Inspire Dance Studio, Off the Scale Angling and Chorley Leisure Centre, The Eric Wright Foundation, The Venture Centre and YHA to enable the school to offer targeted support in a wider variety of extra-curricular areas.</p>
<p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning and improve their readiness to learn. This includes promoting self-confidence strategies such as Growth Mindset etc;</p>	<p>All children identified have access to pupil counselling opportunities with a fully qualified learning mentor and well-being counsellor (ELSA) to support wellbeing of identified disadvantaged children. Additional staff, including a qualified Sports Coach, and activities on hand at lunchtimes to support pupils who may have worries or behavioural difficulties including a Family Support Worker, trained Wellbeing Ambassadors and Diana Anti-Bullying Ambassadors.</p> <p>Pupil voice indicates that they feel supported by their peers and adults in maintaining a positive mental health.</p> <p>Behaviour logs and individual data allow early intervention when concerns over behaviour are noted.</p> <p>Individual achievements are highlighted via case studies and/or intervention programme impact data and monitoring.</p> <p>Learning Outside the Classroom has strong focus across school. All KS2 pupils are offered opportunities to attend residential activity each year.</p> <p>All pupils access MyHappyMind and receive weekly lessons to support their mental health and well-being by focusing on Characteristics rather than Competencies – this is fed through in award assemblies part of our action plan is to embed this vocabulary across the school.</p>
<p>To improve the attendance rates of Pupil Premium children compared to Non-Disadvantaged children.</p>	<p>Pupil Premium attendance overall is tracked closely using Insight date tracker. From January 2026, half-termly attendance reports are shared with all parents and meetings are held where pupils fall below 95%. This is following a trend – a dip we have seen in attendance for PP pupils comparable with non PP - and are monitoring very closely.</p>

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children.

As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations, TA meetings and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

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: £57684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality 1st Teaching CPD for SEND/PP	<p>Quality first teaching regarding targeted support for SEND and PP, without overly differentiating their personalised curriculum will aid closing gaps in learning. In light of the pandemic quality assessment for learning has been reinforced with all staff via CPD and monitoring.</p> <p>SEND/adaptations and sensory provision</p> <p>Phonics and Reading Comprehension</p> <p>Mastery Learning</p> <p>Collaborative Learning</p> <p>Feedback/Assessment for Learning</p> <p>Digital Technology</p> <p>Barriers to Remote Learning</p>	1 and 3
Use of 'Ready to progress' documents and booster groups for targeted children.	Staff training and CPD given	1
Phonics training CPD for all staff.	TA and teachers leading additional phonics groups and subscription to Nessy to aid gaps in phonetic acquisition.	1 and 3

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

Budgeted cost: £32270 (including £7,800 on SEND/CAMHS assessment for PP pupils)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring 1:3 and Group Recovery and Closing Gaps in Learning	Salaries Reading, Writing and Maths Intervention Programmes to close gaps in learning across the whole school, based on pupil progress from previous baselines and vulnerability factors.	PP Foundational Knowledge
1:1 Specialist Teaching Assistant Support for individuals	Salary SEND Phonics and Reading Comprehension Mastery Learning Collaborative Learning Feedback/Assessment for Learning Digital Technology Barriers to Remote Learning	PP Foundational Knowledge
EYFS Classroom Support and Targeted Intervention Programmes	Salary Nurture Provision Language Link Speech and Language Phonics Fine and Gross Motor Physical Development Number intervention Writing intervention Vocabulary – EAL Ethnic minority and Roma, gypsy, traveller service.	
Y1 Classroom Support and Targeted Intervention Programmes	Salary 1:1 Reading Phonics Letter formation Number formation Writing Social and Emotional skills Speech and Language Ethnic minority and Roma, gypsy, traveller service.	
Y2 Classroom Support and Targeted Intervention Programmes	Salary 1:1 Reading Phonics Precision Spelling Handwriting	

	<p>Specialist Teacher support Ethnic minority and Roma, gypsy, traveller service.</p>	
<p>Y3 Classroom Support and Targeted Intervention Programmes</p>	<p>Salary 1:1 Reading Phonics Spelling Social and Emotional Responsive Core Subject Intervention Handwriting Sentence Structure Numeracy Rapid Reading Ethnic minority and Roma, gypsy, traveller service.</p>	
<p>Y4 Classroom Support and Targeted Intervention Programmes</p>	<p>Salary 1:1 Reading Precision Spelling Maths Group Sentence Work SEMH Support SEND Specialist support Ethnic minority and Roma, gypsy, traveller service.</p>	
<p>Y5 Classroom Support and Targeted Intervention Programmes</p>	<p>Salary 1:1 Reading Spelling SEMH Support SEND Specialist support Guided Reading Group Ethnic minority and Roma, gypsy, traveller service.</p>	
<p>Y6 Classroom Support and Targeted Intervention Programmes</p>	<p>Salary 1:1 Reading Spelling Protective Behaviours Arithmetic Writing Group Intervention SEMH Support Ethnic minority and Roma, gypsy, traveller service.</p>	

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

Budgeted cost: £12591

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning and Behaviour Support	Service Level Agreement National Behaviour Hubs partnership training PRU SEND Phonics and Reading Comprehension SEMH Mastery Learning ACEs and Trauma	
Mental Health Leaders - Leadership Time - ELSA training	Release Resources SEMH My Happy Mind Rights Respecting Schools Meta-cognition and self-regulation Parental Involvement Collaborative Learning Peer Tutoring ACEs and Trauma	
Education Welfare Officer	Service Level Agreement Parental Involvement Welfare Concern Attendance and Punctuality	
Educational Psychologist	Service Level Agreement 1:1 Tuition/Intervention Parental Involvement SEMH ACEs and Trauma	
Learning mentor Intervention	Salary SEMH Domestic Abuse Awareness Incarcerated Parents Police/CSC/LAC/CFWS etc. Parental Involvement ACEs and Trauma	
Breakfast and After School Club	Salaries Resources - EYFS Attendance and Punctuality	
Educational Visits, Enrichment Clubs and Specialist Coaching Subsidy	Educational Visitors, Trips and Extra Curricular Clubs Building the Kingdom Music Service	

	SEMH Mastery Learning	
Building the Kingdom Curriculum (Summer term 2)	Salary Resources Collaborative Learning SEMH Mastery Learning	

Total budgeted cost: £102,545

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 2024 to 2025 academic year.

End of Key Stage results (July 2025) indicate that the majority of disadvantaged pupils made progress in line with their peers at the end of KS2 and KS1. Gaps in learning are still evident in EYFS and Year 1 but strategies to close gaps are shown to be effective as children progress through the 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
Summer and Holiday Camps	HAF Camps
Additional sports and PE lessons and clubs	Fencing / Artist / Inspire sessions / Global Policing / DebtAware / Music Service / Visiting animal handlers / Swimming / CSSP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1:1 Academic support
What was the impact of that spending on service pupil premium eligible pupils?	Increased engagement with the Y1 curriculum

Further information (optional)

Our pastoral care for families is a particular strength of the school. We provide financial support throughout the year including food parcels, toys for Christmas and Birthdays, white goods, free breakfast every day for all pupils, residential visits, clothing/winter coats and supermarket vouchers. Our charity foundation at Christmas supports over half the families in school with luxuries, fresh turkeys, gifts and wrapping paper. Access to outdoor and adventurous activity is also a significant strength of the school, developing confidence, resilience and aspiration in our pupils.