

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	203
Proportion (%) of pupil premium eligible pupils	48/203 = 23.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	November 2021
Date on which it will be reviewed	June 2022
Statement authorised by	A. Douglas(Headteacher)
Pupil premium lead	N. Roden (Deputy Head)
Governor / Trustee lead	A. King

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,815
Recovery premium funding allocation this academic year	£ 6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year:</b>	<b>£ 76,630</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Joseph's Catholic Primary School, Leadership and Management have reviewed 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. Given the profile of the pupils demonstrated in the information below and given recent events, we commit some of the funding to supporting pupils at risk of, or diagnosed with mental health issues so that they can flourish in our community and achieve their potential. 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 notes the allocation of Recovery Premium funding also.

Challenge number	Detail of challenge
1	<p><b>Barriers to Remote Learning</b></p> <p>As a school, we analysed our remote learning provision and found that staff and parents felt it was successfully implemented. However, we are aware that due to the nature of home learning there were some barriers for pupils such as:</p> <ul style="list-style-type: none"><li>- Poorer pupil engagement in learning.</li><li>- Pressure on working families.</li><li>- Teacher's ability to address misconceptions quickly.</li><li>- ICT resources in school.</li><li>- Home working environments for children.</li></ul> <p>Therefore in some cases, children who did not attend school during Covid did not access home learning as readily as others and are therefore behind and all at different stages. Of these 12 (6%) are diagnosed SEND (level 2 or above.) And 6 (3%) are monitoring SEND (Level 1)</p> <p>In addition to this, there are Non-Disadvantaged SEND pupils who due to remote learning may not have had specific interventions that they require to meet their needs.</p>

2	<p><b>Mental Well-being concerns</b></p> <p>In some cases, mental well-being and particularly forms of anxiety are having detrimental effects on learning and behaviour:</p> <p><b>50% of Pupil Premium children experiencing mental well-being/anxiety (that we know of:)</b></p> <p><b>35% of Non-Disadvantaged children experiencing mental well-being/anxiety:</b></p> <p><b>Overall (PP and N-D Total)</b></p> <p>A significant number of our pupils (Pupil Premium and Non-Disadvantaged) became more vulnerable to developing mental health disorder during the pandemic as risk factors increased (eg family mental health, financial issues, Domestic Abuse, Addiction, lack of connection with peers, being active, learning new things etc). Upon return to school, children were supported with their mental health with funded mindfulness sessions and 1:1 sessions. 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. The Recovery Curriculum and SEMH provision continues to target support for these pupils.</p>
3	<p><b>Welfare concern / Adverse Childhood Experiences and Trauma – known mental health, justice system, trauma, separation, domestic violence, bereavement etc.</b></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><b>Welfare/ACEs:</b></p> <p><b>Pupil Premium – 77% of total number</b></p> <p><b>Non-Disadvantaged – 20% of total number</b></p> <p>Our previous strategy and ongoing analysis indicates a percentage of our Pupil Premium pupils and their families have required Early Help, Child in Need or Child Protection support. In addition to this, during the pandemic period there were further referrals for Non-Disadvantaged pupils. The Recovery Curriculum and SEMH provision continues to target support for these pupils.</p>
4	<p><b>Speech and Language</b></p> <p>In some cases, there is a gap in attainment between disadvantaged pupils and their peers early on in their education especially with speech and language development.</p> <p><b>EYFS 8 of 27 = 21%</b></p> <p><b>Y1 4 of 30 = 13%</b></p> <p><b>Y2 3 of 25 = 12 %</b></p> <p>There are additional children in KS2 who are receiving additional S&amp;L intervention and support as part of the EHC referral pathway.</p>
5	<p><b>Attendance and punctuality</b></p> <p>In some cases, family or financial pressures impact on a pupil's attendance and punctuality.</p> <p><b>PP Showing PA Concern – 2% of total number (overall attendance figure: %)</b></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. In addition to this, although pupils were</p>

	offered places in school pupils had a varying level of support at home with remote learning, therefore in comparison with their peers, some have developed gaps in learning.
6	<p><b>Extra-curricular and financial</b></p> <p>In some cases, financial pressures may limit pupil participation in school activities e.g. trips/clubs. It has always been in our PP action plan to supplement or pay for extra-curricular clubs and trips including residential for children who would otherwise miss out. There is also financial support for uniform purchases, white goods, technology and groceries available. St Joseph's also developed our Building the Kingdom curriculum upon the wider reopening of schools to ensure that the wider opportunities that the children had missed out on were a focus throughout school to develop resilience, independence, communication and socialisation skills.</p> <p><b>PP uptake of clubs 100%</b></p>
7	<p><b>Children seeking sanctuary</b></p> <p>We have a number of children who have come to our school as part of the refugee relocation programme. The Lancashire EAL team, funded by school, supports children arriving with English as an additional language. We have sourced an Arabic speaking Teaching Assistant to support Syrian pupils with the acquisition of English and their settlement into the community. Funding for uniform, attendance on trips and additional support with technology during periods of lockdown has been provided. Having focused rigorously on developing knowledge and understanding throughout school, we achieved the Lancashire School of Sanctuary Award in September 2021.</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 all had 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</p>

	<p>to implement the right interventions to support each pupil.</p> <p>An academic mentor, employed by the school offers 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> <p>National Tutoring Partners – Lancashire County Council – offer additional support in 15hour blocks to disadvantaged pupils in a ratio of 1:3.</p>
<p>Increased progress and attainment for Pupil Premium children across the school – the focus is on the wider 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>All children access the Building the Kingdom curriculum which fosters independence, teaches life skills and signposts children to extra-curricular activities and experience.</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 Y 5 and 6.</p> <p>Close working partnerships with Inspire Chorley, Jennings Boxing and Chorley Leisure Centre 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.</p> <p>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 and trained Wellbeing 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, PSPs and individual data indicates an improvement in the pupil's behaviour and/or that they are applying protective factors to access learning.</p>

	Individual achievements are highlighted via case studies and/or intervention programme impact data and monitoring. Learning Outside the Classroom has strong focus across school. All KS2 pupils are offered opportunities to attend residential activity each year.
To improve the attendance rates of Pupil Premium children compared to Non-Disadvantaged children.	Pupil Premium attendance overall is 96.5% or above and falls at least in line with non-disadvantaged pupils.

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: £8785

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 Phonics and Reading Comprehension Mastery Learning Collaborative Learning Feedback/Assessment for Learning Digital Technology Barriers to Remote Learning</p>	1 and 4
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: £36,630 (+ £6,815 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 Recovery
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	
Remote learning and apps to close gaps and ICT support	Service Level Agreement Ipads Nessy Other	
EYFS Classroom Support and Targeted Intervention Programmes	Salary Language Link Speech and Language Social and Emotional Phonics Fine and Gross Motor 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. £4,900	
Y2 Classroom Support and Targeted Intervention Programmes	Salary Phonics Precision Spelling Handwriting 1:1 Reading	
Y3 Classroom Support and Targeted Intervention Programmes	Salary Phonics Spelling Social and Emotional Responsive Core Subject Intervention Handwriting Sentence Structure Numeracy Rapid Reading Ethnic minority and Roma, gypsy, traveller service.	
Y4 Classroom Support and Targeted Intervention Programmes	Salary Precision Spelling Maths Group Sentence Work SEMH Support – PP x2 Ethnic minority and Roma, gypsy, traveller service.	
Y5 Classroom Support and Targeted Intervention Programmes	Salary Spelling 1:1 Reading – PP x1 Guided Reading Group Ethnic minority and Roma, gypsy, traveller service.	
Y6 Classroom Support and Targeted Intervention Programmes	Salary Spelling Protective Behaviours Arithmetic Writing Full Time 1:1 and Group Intervention Ethnic minority and Roma, gypsy, traveller service.	

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

Budgeted cost: £24,400

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 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 Parental Involvement ACEs and Trauma	
Breakfast and After School Club	Salaries Resources - SEMH Attendance and Punctuality	
Educational Visits, Enrichment Clubs and Specialist Coaching Subsidy	Educational Visitors, Trips and Extra Curricular Clubs SEMH	

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

**Total budgeted cost: £69,815 (+ £6815 in recovery funding = £76,630)**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

### 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	Little Lions/Fencing/ Artist / Inspire sessions/Crown Green Bowling/African Drumming/Boxing/Visiting animal handlers/Swimming

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

*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.*