Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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 Catholic Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	8 (8.2%)
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was first published	1st September 2026
Date of last update/review	
Date by which it will next be reviewed	1st September 2027
Statement authorised by	Katie Cunliffe
Pupil premium lead	Katie Cunliffe
Governor / Trustee lead	Chris Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,210
Recovery premium funding allocation this academic year	£0
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	£11,210

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Primary School, Withnell, our Pupil Premium strategy is rooted in our Catholic mission:

"St Joseph's family learn together, with love and faith in Jesus, to become the people God calls us to be."

Our intention is that every child, regardless of background, circumstance or financial disadvantage, is given the opportunity to flourish academically, socially, emotionally and spiritually. We recognise that disadvantaged pupils may experience a range of barriers to learning and participation, and we are committed to identifying and addressing these barriers so that all pupils can achieve their full potential.

Our Pupil Premium strategy is designed to ensure that disadvantaged pupils receive high-quality teaching, carefully targeted academic support and wider opportunities that enable them to make strong progress and achieve well across the curriculum. We prioritise early identification of need, responsive teaching and appropriate intervention so that gaps in knowledge, skills and understanding are addressed effectively.

As a small school, we know our children and families exceptionally well. We use assessment information, attendance data, pupil voice, observations and our knowledge of individual circumstances to ensure that Pupil Premium funding is responsive to the needs of each child rather than based on assumptions about disadvantage. The progress, attainment, attendance and wider development of disadvantaged pupils are monitored closely by school leaders and governors.

Our strategy extends beyond academic attainment. We believe that disadvantage should never prevent a child from experiencing the full richness of school life. Pupil Premium funding is therefore used, where appropriate, to remove financial and practical barriers to educational visits, residential experiences, enrichment activities, extra-curricular opportunities and wider pastoral support. Through these experiences, we aim to develop pupils' confidence, resilience, independence, aspirations and sense of belonging.

Our ultimate intention is to reduce the impact of disadvantage, close gaps where they exist and ensure that disadvantaged pupils leave St Joseph's with the knowledge, skills, confidence and experiences they need to flourish in the next stage of their education and in later life.

Our pupil premium strategy sets out how we intend to use our pupil premium funding to secure this academic excellence for our most disadvantaged pupils. Many of the actions we take will benefit and enhance the education of every other child in school too. Our evidence-informed approach prioritises improving classroom teaching and providing specific targeted academic support to meet identified needs. This proactive approach seeks to intervene early, preventing gaps from growing between the attainment of our disadvantaged pupils and that of others.

We also seek to use a range of wider strategies to enhance the social, emotional and spiritual development of our most disadvantaged pupils, providing tailored support as appropriate to meet specific needs.

All of this helps us to provide an exceptional curriculum and inspirational, knowledgeable teachers who deliver academic excellence for all.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils for 24/25

Challenge number	Detail of challenge
1	**Social, Emotional and Mental Health – Emotional Regulation** Some disadvantaged pupils experience difficulties with emotional regulation, resilience and managing their responses to challenging situations. This can affect their readiness to learn, ability to sustain attention, manage frustration, respond appropriately to setbacks and build positive relationships with peers and adults. For some pupils, difficulties recognising, understanding and communicating their emotions can lead to heightened emotional responses, withdrawal or behaviours that impact their engagement with learning and school life. These pupils require consistent, individualised and nurturing support to develop emotional literacy, self-regulation strategies, resilience and confidence. Our challenge is to ensure that pupils are supported to recognise and communicate their emotions, understand triggers, develop effective strategies for self-regulation and increasingly manage their emotions independently. By strengthening these skills, we aim to improve pupils' wellbeing, engagement in learning, relationships and their ability to access the full curriculum and wider opportunities available at St Joseph's.
2	**Limited Access to Enriching Experiences** For some children, limited access to enriching experiences outside of school that offer opportunities to develop and enhance their cultural capital. They may have more limited opportunities to develop new skills, hobbies or interests (whilst growing in confidence).
3	**Lower attainment Levels** Assessment information and ongoing teacher assessment indicate that some disadvantaged pupils have lower attainment and/or make less secure progress in reading, writing and mathematics compared with their peers. For some pupils, gaps in prior learning, vocabulary, fluency, confidence and the retention and application of key knowledge and skills can create barriers to accessing age-related learning. The challenge is to identify individual gaps accurately and address them through consistently high-quality teaching, timely targeted support and carefully planned intervention**.** A particular focus is placed on securing strong foundations in reading, writing and mathematics, while ensuring pupils are appropriately challenged to make accelerated progress where necessary. Our aim is to reduce attainment gaps and ensure that disadvantaged pupils know more, remember more and can apply their learning confidently and independently**,** enabling an increasing proportion to meet or exceed age-related expectations.

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.

Challenge	Intended Outcome	Success Criteria
Social, emotional and mental health – emotional regulation	Disadvantaged pupils develop stronger emotional literacy, resilience and self-regulation skills so that they are increasingly able to recognise and communicate their emotions, manage their responses to challenge and engage positively in learning and school life.	Pupils can identify and communicate their emotions and recognise common triggers. Pupils increasingly use taught regulation strategies with reduced adult prompting. Pupils demonstrate improved resilience when faced with challenge, change or setbacks. Incidents of dysregulation that significantly disrupt learning reduce over time. Pupil voice and staff observations indicate improved confidence, wellbeing and readiness to learn. Pupils are increasingly able to build and maintain positive relationships with peers and adults.
Lower academic outcomes in reading, writing and mathematics	Disadvantaged pupils make strong progress from their individual starting points in reading, writing and mathematics. Gaps in knowledge and skills are identified and addressed so that an increasing proportion of pupils meet or exceed age-related expectations.	Assessment information demonstrates sustained progress from individual starting points in reading, writing and mathematics. Identified gaps in prior learning are reduced through high-quality teaching and timely, targeted support. An increasing proportion of disadvantaged pupils meet or exceed age-related expectations. Where attainment gaps exist between disadvantaged pupils and their peers, these diminish over time. Pupils demonstrate improved fluency, confidence and independence when applying key knowledge and skills. Intervention and support are regularly reviewed and adapted in response to assessment evidence.
Limited enriching experiences	All areas of the school curriculum provide all pupils with opportunities to develop and deepen their cultural capital.	▪ Curriculum audits demonstrate that cultural capital is developed across all areas of the curriculum. ▪ Pupils develop their understanding of diversity as this is embedded across all parts of the school curriculum.
.	All disadvantaged pupils access our enriching extra-curricular provision. This widens their skills, hobbies and interests	▪ 100% of disadvantaged pupils attend an out-of-hours extra-curricular club during each school year. ▪ Most disadvantaged pupils (at least 75%) attend and access a wide range of different extra-curricular clubs throughout the school year. ▪ 100% of disadvantaged pupils attend school visits (including residential visits). ▪ Disadvantaged pupils are enthusiastic and positive about the extra-curricular opportunities they access.

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 (2025/26 academic year): £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Explicitly teach emotional vocabulary, self-awareness, self-management, empathy and relationship skills through lessons, stories, collective worship and everyday interactions. • Use consistent regulation approaches, including visual emotion scales, feelings check-ins, calm spaces, movement breaks, breathing strategies and positive self-talk. • Practise regulation strategies when pupils are calm so that they are more likely to use them when experiencing difficulty. • Provide targeted individual or small-group pastoral support for pupils who need additional help to recognise triggers, manage frustration, solve problems and return to learning. • Provide key-adult check-ins for identified pupils, with achievable targets and regular review of agreed strategies. • Use consistent, specific praise and positive reinforcement to recognise persistence, kindness, self-regulation, responsibility and engagement. • Maintain predictable routines and consistent adult language across classrooms and less-structured parts of the school day. • Work with families and relevant professionals so that regulation strategies are understood and	The EEF identifies social and emotional learning as an approach that can support pupils' interaction with others, self-management and readiness to learn. It recommends that schools teach social and emotional skills explicitly, model them consistently and provide opportunities for pupils to practise and apply them. Education Endowment Foundation – Social and Emotional Learning The school will therefore avoid relying solely on generic reward systems or one-off interventions. Support will be linked to clearly identified needs and integrated into everyday teaching and routines. Predictable routines, visual supports and consistent adult responses will help pupils understand expectations and reduce avoidable barriers to participation.	1

applied consistently. • Link social and emotional teaching to classroom participation, attendance, behaviour and learning rather than treating it as separate from academic development • Designated Pastoral Lead – emotional regulation work, Drawing and Talking Therapy, • Woodland Wellbeing sessions		

• Provide high-quality classroom teaching through clear explanations, modelling, guided practice, checking for understanding, retrieval, purposeful questioning and responsive feedback. • Establish reliable baselines in reading, writing, spelling and mathematics for every disadvantaged pupil. • Resolve any "no data" entries through teacher assessment and appropriate diagnostic assessment. • Teach phonics, reading fluency, comprehension and vocabulary explicitly and systematically. • Provide regular opportunities for pupils to read widely, discuss texts and develop confidence in speaking and listening. • Introduce, revisit and apply key vocabulary through discussion, reading and writing. • Teach spelling, sentence construction, oral rehearsal, planning, drafting and editing explicitly. • Use structured talk to help pupils explain, justify and organise their ideas before writing or solving problems. • Address specific mathematical gaps in number, fluency, mathematical language and reasoning through concrete resources, representations, modelling, retrieval and guided practice. • Provide short-term small-group, one-to-one or precision teaching where classroom teaching alone has not secured	The EEF identifies high-quality teaching as the most important foundation for improving outcomes for disadvantaged pupils. Its guidance emphasises the importance of strong everyday classroom practice, including explicit instruction, formative assessment, metacognition and purposeful use of teaching assistants. Education Endowment Foundation – Teaching and Learning Toolkit The EEF's primary literacy guidance recommends developing pupils' language, reading comprehension, writing and spelling through explicit teaching, oral language, purposeful discussion, modelling and guided practice. Education Endowment Foundation – Improving Literacy in Key Stage 2 The EEF's primary mathematics guidance recommends securing understanding of number, using representations and structures, developing mathematical language and providing opportunities for pupils to reason and solve problems. Education Endowment Foundation – Improving Mathematics in Key Stages 2 and 3 The school will develop pupils' ability to plan, monitor and evaluate their learning. Teachers will model thinking aloud, teach pupils how to select strategies and gradually transfer responsibility to pupils. This reflects the EEF's guidance on metacognition and self-regulated learning. Education Endowment Foundation – Metacognition and Self-Regulated Learning Teaching assistants will supplement, not replace, teacher-led instruction. Their deployment will be linked to the intended learning, and scaffolding will be reduced as pupils become more confident and independent. Education Endowment Foundation – Making Best Use of Teaching Assistants	2

sufficient progress. • Link intervention closely to current classroom learning and review its impact regularly. • Deploy teaching assistants to reinforce teacher instruction, pre-teach key knowledge, scaffold learning and promote independence rather than routinely replacing teacher interaction or completing work for pupils. • Provide additional opportunities for disadvantaged pupils to practise reading, mathematical fluency, vocabulary and purposeful talk.		
• Audit disadvantaged pupils' participation in educational visits, residential experiences, clubs, music, sport, outdoor learning, cultural activities, leadership opportunities and community events. • Provide financial support, where required, so that cost does not prevent disadvantaged pupils from participating in educational visits, residential activities, clubs, music tuition, sporting opportunities or enrichment. • Plan a progressive programme of experiences across the primary years, ensuring that pupils encounter activities beyond their existing experiences and build knowledge, vocabulary, confidence and aspirations. • Provide regular opportunities for outdoor learning, environmental education and exploration of the local rural environment. • Develop access to music, performance, art, drama, sport, technology, practical learning and cultural experiences. • Use educational visits and visitors to strengthen curriculum knowledge and provide memorable contexts for learning.	• Wider experiences can contribute to pupils' cultural capital, vocabulary, background knowledge, confidence, social development, aspirations and sense of belonging. These experiences are most effective when they are carefully planned, inclusive and connected to the curriculum rather than provided as isolated activities. • The school will not assume that all disadvantaged pupils have the same interests or barriers. Participation will be reviewed for each pupil, taking account of family circumstances, SEND, confidence, transport, accessibility, cost and previous experience. Support will be targeted so that pupils can participate with increasing independence rather than becoming reliant on adult assistance. • Enrichment will complement, not replace, high-quality teaching. Educational visits, visitors, clubs and leadership opportunities will have clear intended benefits and will be evaluated through pupil voice, participation records and evidence of subsequent learning, confidence and engagement.	

• Provide structured preparation and follow-up for visits and enrichment activities so that pupils understand the experience, develop relevant vocabulary and connect it to classroom learning. • Offer targeted support for pupils who experience anxiety, sensory needs, communication difficulties or low confidence in unfamiliar settings. • Use adult support, visual timetables, social stories, pre-visits, risk assessments and reasonable adjustments to enable safe and meaningful participation. • Provide opportunities for disadvantaged pupils to take on responsibility through school leadership, pupil voice, collective worship, buddying, fundraising, environmental projects and other service activities. • Encourage participation in clubs and wider school opportunities through personal invitations, family communication, transport support where feasible and careful monitoring of attendance. • Work with families and community partners to identify barriers and increase access to appropriate activities. Ensure that enrichment is inclusive, purposeful and connected to the school's Catholic ethos, personal development programme and curriculum.		

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

Budgeted cost (2025/26 academic year): £3,000 to support TA costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Judicious use of evidence-based interventions that are brief, regular and sustained (overseen by SENCO) to complement teaching.	Research emphasises the need to carefully select interventions that complement (rather than replace) teaching: EEF Guidance Report: Special Educational Needs in Mainstream Schools	1, 2, 3
One-to-one/small group TA support in lessons to provide social, emotional, behavioural and academic support for pupil premium pupils with specific needs (in line with behaviour plans, Individual Support Plans, Education and Health Care Plans, etc.). Continue implementation of TA Policy to sustain and extend existing strong practice.	TAs and additional adults deployed in line with findings from research: EEF Guidance Report: Making Best Use of Teaching Assessments	1, 2, 3
Training and development from specialist agencies for staff working at a one-to- one level with pupil premium children.	Approach to all staff development to be informed by evidence: EEF Guidance Report: Effective Professional Development	1, 2, 3

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

Budgeted cost £2925 to contribute to Counselling through Clayton and Brook Family Services.

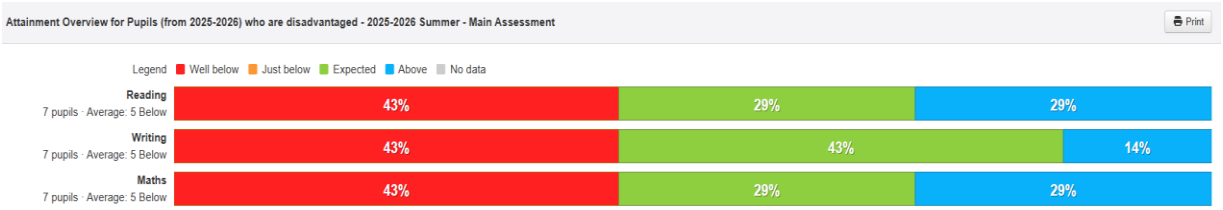
Activity	Evidence that supports this approach	Challenge number(s) addressed
Where appropriate, specific one-to- one counselling/ play therapy (Clayton and Whittle Family Health Centre) to meet emotional wellbeing / mental health needs.	TAs and additional adults deployed in line with findings from research: EEF Guidance Report: Making Best Use of Teaching Assessments	3

Sustain the delivery of an expanded extra-curricular offer to widen opportunities and increase attendance. Provide free access to all disadvantaged pupils and, for school-led clubs, to all pupils.	Research by the Social Mobility Commission demonstrates the significant impact and potential of extra-curricular activities: An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility	3
Provide financial support to ensure pupil premium pupils can attend all school visits (including residential visits), developing their cultural capital. Disadvantaged children to attend all trips and residentials.	In previous academic years, the provision of financial support has increased attendance at visits for disadvantaged pupils.	3

Total budgeted cost (2025/26 academic year): £11210

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 2025 to 2026 academic year



The impact of our Pupil Premium Strategy continues to be positive, with disadvantaged pupils benefiting from a strong focus on high-quality teaching, targeted support and wider opportunities that promote both academic success and personal development.

School assessment information demonstrates that disadvantaged pupils are achieving well across the curriculum. In Reading and Mathematics, 58% of disadvantaged pupils achieved the expected standard or above, with 29% working at a higher level. In Writing, 57% achieved the expected standard or above, including 14% working above the expected standard.

The attainment profile reflects the success of our inclusive approach, particularly as a number of disadvantaged pupils also have additional learning needs. Despite this, many pupils are achieving age-related expectations and a significant proportion are working at greater depth.

Our wider support has ensured that disadvantaged pupils can fully participate in school life and access the opportunity-rich curriculum offered at St Joseph's. Financial support has enabled pupils to attend educational visits, residential experiences and extracurricular activities, helping to develop confidence, social skills and cultural capital.

Importantly, **100% of disadvantaged pupils accessed at least one after-school extracurricular club during the academic year**, ensuring all pupils benefited from enrichment opportunities beyond the classroom. Participation included a range of sporting, creative and academic activities, helping pupils to develop new skills, interests and aspirations.

Where additional emotional support was needed, **two disadvantaged pupils successfully accessed counselling support through external services**. This targeted provision helped pupils to develop strategies for managing emotions, improve wellbeing and strengthen engagement with learning.

Pastoral support, emotional regulation programmes and family support have continued to remove barriers to learning and promote positive wellbeing. As a result, pupils demonstrate positive attitudes towards learning, increased resilience and strong engagement across school life.

Externally provided programmes

Programme	Provider
Trauma Informed Training	Lancashire LCC
Play Therapy	Clayton and Whittle Family Support
Emotional Regulation	Lancashire CC

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service Premium was used to provide access to tailored support from above providers to support our PP pupils
What was the impact of that spending on service pupil premium eligible pupils?	These children developed their confidence, self-esteem and had a stronger sense of self-belief. This was seen in their interactions around school and in lessons.