



Pupil premium strategy statement – St Catherine's Catholic Primary School (3-year plan 2024-2027)

Pupil Premium Strategy Statement for 2025-2026

Reviewed 24/25 strategy in November 2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	164 including Nursery 157 including Nursery
Proportion (%) of pupil premium eligible pupils	24.8% (39 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	December 25
Date on which it will be reviewed	July 26
Statement authorised by	L Hoey
Pupil premium lead	C Murray L Hoey
Governor / Trustee lead	B Lamb Nichola Swan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,955 24/25 £60,992 25/26
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£60,992

Part A: Pupil premium strategy plan

Statement of intent for (updated 25/26)

At Catherine's Catholic School, we are dedicated to providing every child with the support and resources they need to make strong progress and achieve high standards in their learning, regardless of their background or any challenges they may encounter. Our disadvantaged cohort includes 20.5% (8 children) SEND and 43.5% EAL (17 children), which shapes the priorities of this plan.

Our pupil premium strategy is designed to help disadvantaged pupils reach this goal, ensuring that all learners — including those who are already high achievers — continue to make excellent progress.

We also take into account the specific needs of vulnerable pupils, such as those with a social worker, those living away from their family home, and young carers. The actions set out in this statement are intended to support these pupils' needs, whether or not they are classified as disadvantaged.

High-quality teaching lies at the core of our approach, with targeted support in the areas where disadvantaged pupils need it most. Evidence shows that this has the greatest impact on narrowing the attainment gap while also benefiting non-disadvantaged pupils across the school. Our teaching and learning policy prioritises retention, recall, and metacognition, and aligns closely with the Education Endowment Foundation's '5-a-day' approach to effective teaching. This evidence-informed focus supports not only disadvantaged pupils but also non-disadvantaged pupils and those with special educational needs.

Embedded within the intended outcomes outlined below is our commitment to ensuring that the attainment of non-disadvantaged pupils is sustained and improved, alongside the progress of their disadvantaged peers.

Our approach is responsive to both shared challenges and individual needs, grounded in diagnostic assessment rather than assumptions about the effects of disadvantage. The strategies we have chosen are designed to complement one another and enable all pupils to excel. To ensure their effectiveness, we will:

- Enhance classroom practice through targeted support and the implementation of whole-school Quality First Teaching strategies, aligned with the EEF '5-a-day' approach.
- Reduce barriers to learning for disadvantaged pupils, including those who are high attainers, those with SEND, EAL, young carers, and pupils with social workers.
- Secure consistently strong progress through high-quality teaching, targeted intervention and effective pastoral support.
- Embed an ambitious, inclusive curriculum with a central focus on reading, language development, and cultural capital.
- Ensure all staff take collective responsibility for the progress and wellbeing of disadvantaged pupils.

Our tiered investment approach prioritises high-quality teaching for all pupils, targeted academic and pastoral support for those who need it most, and wider strategies that remove barriers to learning and promote wellbeing, attendance, and engagement. This balanced model ensures that Pupil Premium funding delivers sustainable impact across the whole school.

Challenges

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

Challenge number	Detail of challenge reviewed 25/26
1	Pupils enter EYFS with underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers due to limited vocabulary and experience of some pupils.
3	Our assessments, observations and discussions in Maths show that our disadvantaged pupils have greater difficulties than their non-disadvantaged peers. Attainment among pupils eligible for pupil premium funding varies across the school, with some gaps in learning evident, in particular writing in 24/25. Contributing factors include difficulties with working memory, retention, language comprehension, and support at home for learning.
4	Limited cultural capital and links with the local/ wider community. Resulting in limited opportunities for quality learning experiences outside of school.
5	Our assessments, observations and discussions with pupils and families have identified increased social and emotional need in pupils . This includes pupils with unsettled home lives and possible social care involvement. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Lower level of parental support and engagement /understanding , often due to language barriers of curriculum expectations, this can lead to limited aspirations for our disadvantaged pupils.
7	Our data shows that our disadvantaged pupils have a slightly lower attendance rate than our non-disadvantaged pupils. Our data shows that our disadvantaged pupils have a slightly lower attendance rate than our non-disadvantaged pupils. In 24-25 the attendance for non-pupil premium children (95.9%) was slightly higher than disadvantaged children (93.6%). There was a difference of 2.3%.
8	High pupil mobility disrupts continuity of learning, with frequent mid-year arrivals and departures leading to gaps in prior knowledge, inconsistent attendance patterns, and additional demands on staff to assess, integrate, and support new pupils quickly.
9	A high proportion of pupils (51%) are EAL learners, with many coming from homes where little to no English is spoken. This limits exposure to language, affects early vocabulary development, and creates barriers to accessing the curriculum, communicating effectively, and engaging families in learning.

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 reviewed 25-26	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils through The Write Stuff and Drawing Club	<p>Improvement in children achieving GLD with focus on communication and language. Children able to apply new vocabulary from language rich environment by July 2027.</p> <ul style="list-style-type: none"> Analysing the data from termly data. Termly pupil progress meetings. Regular CPD opportunities. An increase in those children achieving or exceeding the national average.
Embed Language Link across all phases to ensure all pupils have access to high quality, bespoke language intervention	<p>Pupils make rapid progress from starting points in terms of communication and language by July 2026.</p> <ul style="list-style-type: none"> Analysing the Language link assessment data Termly pupil progress meetings. Reducing the number of speech and language referral Reduce the number of children needing the intervention the following year
Improved Phonics, Reading, Writing and Maths attainment among disadvantaged pupils.	<p>Phonics, Reading, Writing and Maths outcomes in 2025/26 show that more of disadvantaged pupils met the expected standard compared to 2024/25.</p> <ul style="list-style-type: none"> Analysing the data from termly data drops. Termly pupil progress meetings. Regular CPD opportunities. Disadvantaged pupils close the gap on the non-disadvantaged pupils. An increase in those children achieving or exceeding the national average.
Improve the quality, accuracy, and independence of pupils' writing so that disadvantaged pupils make accelerated progress and the gap with their peers narrows.	<p>By the end of the year, disadvantaged pupils will show measurable improvement in writing outcomes—</p> <ul style="list-style-type: none"> increased proportions meeting age-related expectations, stronger grammar and spelling accuracy greater stamina and structure in extended writing analysing the data from termly data drops. termly pupil progress meetings. regular CPD opportunities. writing Moderation completed termly
Improve the oracy skills across the four Oracy 21 strands (physical, linguistic, cognitive, and social–emotional), resulting in greater confidence, clarity, and effectiveness in spoken communication,	<p>Disadvantaged pupils will demonstrate improved oracy skills across the four Oracy 21 strands (physical, linguistic, cognitive, and social–emotional)</p> <ul style="list-style-type: none"> baseline completed

which contributes to stronger engagement and improved outcomes across the curriculum.	<ul style="list-style-type: none"> • conduct termly reviews using structured observations, dialogue analysis, • recorded speaking activities • Findings will be discussed in pupil progress meetings • adapt teaching practices and interventions
Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including disadvantaged pupils.	<p>Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.</p> <ul style="list-style-type: none"> • Analysis of enrichment overview • overview attendance of clubs • qualitative data from pupil voice, pupil and parent surveys,
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys • Boxall profiles (or a similar program) and teacher observations • Termly pastoral meetings to review class needed • Analysis of data from SEMH team annual meeting • Analysis of counselling sessions from Jen Brown
Further improve attendance, by narrowing the small gap in attendance between disadvantaged pupils and non-disadvantaged pupils from 2.3.% to 1.5% by July 2027.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils to be narrowed • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is closed
Improve the parental support and engagement / understanding of curriculum expectations, to improve aspirations for our disadvantaged pupils.	<p>Parents feel comfortable supporting their children at home, they feel supported by school and receive regular communication and updates about their children. We can measure this using;</p> <ul style="list-style-type: none"> • Parent questionnaires • Parent meetings • Reading records • Registers of attendance for class parental events/workshops

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance teaching and learning by accessing high quality CPD and resources – teachers and teaching assistants, particularly TA's BBCET training programme.</p> <ul style="list-style-type: none"> -implementing '5-a-day' principles for Teaching and Learning - Dedicated staff meetings for CPD linked to teaching and learning - review the teaching and learning policy and create clear vision for all - targeting lowest 20% attainers. - format of pupil progress meetings to encourage deeper discussion around pupils' needs and barriers to learning. 	<p>The EFF suggests</p> <ul style="list-style-type: none"> • High-quality teaching is the most effective way to improve outcomes and narrow the disadvantage gap, so we prioritise high-quality professional development that strengthens classroom practice and leads to sustained improvements in pupil progress. <p>EEF– Effective Professional Development Guidance</p>	<p>1, 2, 3, 5,8, 9</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will implement a whole school approach to improving speaking and listening through Language Link and the Oracy 21 Framework.</p> <ul style="list-style-type: none"> -Write Stuff approach reviewed across school. -English overview developed using high quality texts (model text and spine reader) to support planning of vocabulary rich lessons. -Write Stuff and Drawing Club approach supports developing rich vocabulary. - begin to introduce Oracy 21 programme across school. 	<p>The EEF suggest that:</p> <ul style="list-style-type: none"> • oral language interventions, including high-quality classroom discussions, are low-cost and have high impact on reading outcomes • Some pupils enter Reception with limited vocabulary and language skills, affecting their ability to express ideas coherently. • Identified KSI and KS2 pupils struggle to use talk to connect ideas and explain their thinking. • A proportion of pupils access Speech and Language Therapy (SALT) across all key stages. <p>.EEF Oral Language Interventions</p>	<p>1, 2, 3, 5, 8, 9</p>
<p>Embed whole class reading and guided reading sessions in Y2 – Y6.</p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Reading comprehension activities should be tailored to pupils' abilities, providing challenge without overwhelm. 	<p>1,2,3,8,9</p>

	<ul style="list-style-type: none"> Books must align with the sequence of RWI phonics, including grapheme-phoneme correspondences and exception words. Children should practice with decodable books appropriate to their current stage of learning. EEF Reading Comprehension strategies	
<p>Embedding RWI Phonics programme in EYFS and KS1</p> <ul style="list-style-type: none"> -Ongoing CPD through online training subscription and coaching - Close monitoring and support given to teachers/TAs, fortnightly RWI meetings -Phonics lead given release time to monitor and coach 	<p>The EEF suggests:</p> <ul style="list-style-type: none"> Phonics instruction has strong evidence for improving word-reading accuracy, especially for disadvantaged pupils. Impact on reading comprehension is less direct. EEF Phonics <ul style="list-style-type: none"> 	1,2,3,8,9
<p>Embed adapted The Write Stuff materials, provided training in writing for all staff, update resources</p> <ul style="list-style-type: none"> -ongoing CPD through staff meetings -release time for English lead to monitor - implementing the new Writing Framework 	<p>The EEF toolkit suggests:</p> <ul style="list-style-type: none"> Mastery learning accelerates progress by providing appropriately challenging work. Pupils benefit most when working in groups and supporting each other's learning. EEF - Mastery Learning	1,3,8,9
<p>NCETM updated and reviewed and the implementation of the White Rose programme to run alongside NCETM</p> <p>within Maths lessons, children are encouraged to use sentence stems developing their use of vocabulary and rehearsal of speaking in full sentences through the development of Oracy in Maths.</p> <ul style="list-style-type: none"> - Maths Lead/ release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). - Working as part of Maths hub -CPD for all staff on White Rose - Mastering number in KS1 and Early Years rolled out 	<p>The EEF toolkit suggests:</p> <ul style="list-style-type: none"> Mastery learning accelerates progress by providing appropriately challenging work. Pupils benefit most when working in groups and supporting each other's learning. EEF Mastery Learning NCETM Mastering Number	1, 3,8,9

<p>with support from maths lead. Staff to access CPD.</p> <p>-Maths led to deliver CPD to all staff around the big 5 ideas of mastery and a 'small steps' approach.</p>		
<p>Improve the quality of social emotional and mental health. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>-pastoral meetings used to identify children who may need additional support from the SEMH team</p> <p>-use of vulnerable list to track and monitor children</p>	<p>The EEF toolkit suggests:</p> <ul style="list-style-type: none"> • SEL interventions develop pupils' decision-making, social interaction, and emotional self-management rather than directly targeting academic skills. <p>EEF Social and Emotional Learning</p>	1,2, 3, 4, 5, 8,9
<p>Purchase of standardised diagnostic assessments- Testbase.</p> <p>-Termly assessment used to ensure consistency in assessment procedure throughout KS1 and KS2 (Year 6 use SATs)</p>	<p>The EEF toolkit suggests:</p> <ul style="list-style-type: none"> • Standardised tests identify pupils' strengths and weaknesses to guide targeted support and interventions.: <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3,8,9
<p>High-Quality interactions between staff and EYPP children</p> <p>-ELCLAN flower framework</p> <p>- interaction to support of key knowledge and key vocabulary</p> <p>-inclusion of tier 1, tier 2 and tier 3 vocabulary</p>	<p>The EYFS Ofsted toolkit suggests:</p> <ul style="list-style-type: none"> • High-quality adult–child interactions are highly effective in improving outcomes for disadvantaged Early Years pupils. • Intentional, language-rich exchanges support communication, vocabulary, and early literacy development, addressing common Early Years Pupil Premium gaps. <p>EY OFSTED toolkit</p>	1,2,8,9

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards support staff's salaries- Small group intervention for	In the EEF document, Making Best Use of Teaching Assistants suggests:	1, 2, 3, 4, 5, 7, 8,9

disadvantaged pupils falling behind age-related expectations.	<ul style="list-style-type: none"> Expenditure on Teaching Assistants is a common use of Pupil Premium, and their thoughtful deployment can improve pupil outcomes. Targeted, bespoke interventions in one-to-one or small-group settings effectively support low-attaining or falling-behind pupils EEF One to One Tuition EEF Small Group Tuition EEF Deployment of Teaching Assistants	
<p>Provide targeted oral language interventions for disadvantaged pupils, particularly those eligible for Early Years Pupil Premium, to develop core communication skills through structured small-group sessions and specialist programmes.</p> <p>-Early Talk Boost -Language Link - NHS Speech and Language</p> <p><small>* ensure interventions don't withdraw PP pupils from foundation subjects unnecessarily and short concise burst interventions so not out of class for long period of times.</small></p>	<p>EEF guidance suggests:</p> <ul style="list-style-type: none"> Research shows that early oral language interventions have a high impact on progress for disadvantaged children. EEF Oral Language Interventions <p>Internal Data suggests:</p> <ul style="list-style-type: none"> Baseline assessments indicate gaps in communication and language for EYPP children compared to peers. <p>Ofsted Expectations:</p> <ul style="list-style-type: none"> Toolkit emphasizes inclusion and closing gaps for disadvantaged learners as a key evaluation area. 	1, 2, 3, 5, 8,9
<p>Use of outdoor learning to support key groups of pupils, in particular disadvantaged pupils.</p> <p>-staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Forest Research suggests:</p> <ul style="list-style-type: none"> Confidence: Opportunities for independence and self-directed learning. Social skills: Increased awareness of peers and consequences through teamwork and play. Communication: Language development stimulated by sensory experiences. Motivation: Enhanced engagement, curiosity, and sustained concentration. Physical skills: Improved stamina, gross, and fine motor development. Knowledge & understanding: Greater interest in nature and respect for the environment. Forestresearch.gov.uk EEF Outdoor Adventure Learning	1,4,5
<p>Specific interventions such as Early Talk Boost, Language Link interventions for disadvantaged pupils with Speech and Language Communications needs</p> <p><small>* ensure interventions don't withdraw PP pupils from foundation subjects unnecessarily</small></p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> Oral language interventions improve pupils' language skills. Approaches focusing on speaking, listening, or both have positive effects on attainment. EEF Small Group Tuition EEF Oral Language Interventions	1,2,3,8,9

<p>Employ and Educational Psychologist to observe children and provide feedback to support the SEND</p> <p>-Several disadvantaged pupils in school, also have a Special educational need</p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Access to early intervention specialists is essential for children to reach their full potential. • Educational psychologists provide targeted support to children, families, and key stakeholders to meet individual needs. <p>EEF Social and Emotional Learning</p>	2, 5,
<p>Times Table Rockstar used to secure children's knowledge of times tables</p> <p>-activities to assigned to children to complete at home</p> <p>- children to complete TT Rock Stars in basic skills to develop fluency</p>	<p>Times Tables Rockstars supports all pupils, including disadvantaged children, by providing personalised, engaging practice that builds confidence in a fun, competitive environment.</p>	3,6,8,9
<p>Lexia Core5 Reading programme to accelerates the development of literacy skills. Licences for Y2 – Y6 pupils.</p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Targeted tuition addressing specific needs and knowledge gaps effectively supports low-attaining or falling-behind pupils <p>EEF Lexia Reading Core5</p>	1,2,6,8,9
<p>Additional phonics / precision sessions -Phonics and fluency support includes targeted interventions targeted at disadvantaged pupils who require further support, such as precision teaching to improve accuracy and automaticity.</p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Phonics approaches strongly improve outcomes, especially for disadvantaged pupils. • Targeted phonics interventions are most effective when delivered regularly over up to 12 weeks. <p>EEF One to One Tuition</p>	1,2,8,9
<p>HLTA and our SENTA will support Y6 due to high amount of needs both PP and SEMH.</p> <p>Learning support are used flexibly across all the classes to best support those with gaps in their learning, in particular disadvantaged children.</p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Small-group tuition is highly effective, with smaller groups yielding the greatest impact. • Benefits arise from increased teacher feedback, sustained engagement, and work closely matched to learners' needs. <p>EEF Small Group Tuition</p>	1, 2, 3, 5,8,9
<p>Reading interventions: extra guided reading, comprehension activities.</p> <p>-Fresh start and Literacy box used for intervention for reading</p> <p>-FFT online reading fluency assessment</p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Small-group tuition is effective, with smaller groups generally achieving the best outcomes. • Effectiveness is linked to increased teacher feedback, sustained engagement, and tasks closely matched to pupils' needs. <p>EEF Small Group Tuition</p>	1,2,3,8,9

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

Budgeted cost: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor employed to support disadvantaged families through a range of activities including workshops for parents.	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Parental engagement supports children's learning and daily development. • Schools help families engage effectively and confidently in their child's education. <p>Parental Engagement – EEF Toolkit</p>	1-9
<p>Parental Engagement Workshops to support home learning, focusing on language-rich environments and early reading strategies.</p> <ul style="list-style-type: none"> -RWI phonics parent workshop -Language link workshop -Stay and Pray - Stay and Play -Welcome meetings - EYFS -Online safety -Curriculum evening -Parents evening 	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Parental engagement helps families support and encourage children's learning and daily development. • Schools play a key role in enabling families to do this effectively and confidently. <p>Parental Engagement – EEF Toolkit</p>	1-9
<p>Identification of disadvantaged pupils through school backpack documents</p> <ul style="list-style-type: none"> -School backpack to be shared with new families -PSA to hold initial meetings with new families to find out background information 	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Timely and accurate identification of eligibility is essential for effective management of Pupil Premium support. <p>Parental Engagement – EEF Toolkit</p>	1-9
<p>Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice.</p> <ul style="list-style-type: none"> -training and the implementation of new procedures for attendance 	<p>The DfE guidance:</p> <ul style="list-style-type: none"> • by engagement with schools that have significantly reduced levels of absence and persistent absence. <p>School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	6, 7,8,9

<p>-PSA working alongside Access and Inclusion Team</p> <p>- attendance shared with governors termly</p> <p>-half termly overview shared with headteacher</p> <p>-new tracking sheet to monitor and identify any patterns</p> <p>-embedding the Arbor system</p>		
<p>Subsidised residential offer and subsidised educational visits.</p> <p>-parents to be contacted if their child is disadvantaged and look at payment of residentials</p> <p>-payment for trips and club offset by grant</p> <p>-outdoor learning to broaden EYPP children's knowledge and vocabulary.</p>	<p>Outdoor adventure learning – supporting collaborative learning experiences. Physical and emotional challenges developing teamwork and problem-solving skills. For many disadvantaged families, the residential trips will provide experiences that they may not normally be able to participate in.</p> <ul style="list-style-type: none"> - France - Ford Castle -Brathay House <p>Other school visits/trips linked to curriculum are either fully paid or heavily subsidised to enable all children to participate.</p> <p>EEF Outdoor Adventure Learning</p>	4,5
<p>Funding for extracurricular and after school clubs.</p> <p>-All disadvantaged children will have at least one funded enrichment activity per half term</p> <p>-A wide range of extracurricular activities are offered</p> <p>-Club attendance tracked termly by PP status</p> <p>-tracking sheet to monitor attendance</p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Enrichment and extra-curricular activities support personal development, extending learning beyond academics. • All pupils benefit, particularly more able and disadvantaged children, by fostering curiosity, imagination, social skills, self-esteem, and a sense of community. <p>EEF Extending School Time</p>	4,5
<p>Purchase the Boxall Profile Online assessment tool (or similar) for social, emotional and behavioural difficulties.</p> <p>-Training for all staff and cost of online platform</p>	<p>The EEF suggests:</p> <ul style="list-style-type: none"> • Strong social and emotional skills in childhood are linked to better academic performance, behaviour, attitudes, and peer relationships, both at school and later in life. <p>EEF Social and Emotional Learning</p>	1,2,3,5,9

Subsidised/paid Music Tuition	<ul style="list-style-type: none"> All children should have the opportunity to learn a musical instrument, enriching their education and personal development. Music participation builds confidence, performance skills, and aspirations. (NAfME 2021)	4,5
Clennell enhanced SLA	<ul style="list-style-type: none"> Provides support for safeguarding, parents, children, and attendance. Includes annual safeguarding training for all staff. 	5,6,7,8,9
Designated contingency fund to manage acute or unforeseen situations.	<ul style="list-style-type: none"> A small contingency fund is allocated to respond quickly to unforeseen needs. Potential uses include emergency accommodation, school uniform, and wrap-around childcare support. 	1-9

Total budgeted cost: £ 60, 992

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Reception children achieving a Good Level of Development (GLD)</p> <ul style="list-style-type: none"> Reception class comprised a small cohort of 16 pupils with 69% reaching GLD, which was a strong GLD due to the small class of 16. 0.5% higher than the National average of 68.3%. Our school's EYFSP good level of development has increased by 7.3% since 2024. 12.5% of disadvantaged children got GLD, 3 of them who did not reach GLD have SEND, 3 had EAL, and referrals have been made for speech and language for 2 of the children. <p>Communication and Language</p> <ul style="list-style-type: none"> Nursery 72% of children on track, with 67% of pupil premium children being on track Reception 64% children on track, 57% of pupil premium children being on track <p>Oracy programme has been introduced in school this year. It is being implemented in phases. There has been no measurable assessment at this point. Next year, need to look at getting a baseline and end point assessment to measure progress.</p> <p>Language Link was introduced to support with oral language skills. There were 46 children who were part of the programme in 24/25 and since the assessment in September 25 we now only have 25 children on the programme. The intervention had a positive impact which children progressing through the programme and following the assessment, 13 of the pupil premium pupil assessed in September 25 are not needing to continue with the programme.</p> <p>There has been progress made towards this target. We will continue to focus developing language skills and vocabulary. We will continue to take a creative approach to ensure that children in our Early Years</p>

receive a rich and diverse curriculum that enhances their cultural capital and provides them with engaging, enriching, and memorable learning experiences. Also, we will continue to implement language skills interventions, in particular Language Link and Early Talk Boost to support children with language communication and language skills.

Improved phonics, reading, writing and maths attainment among disadvantaged pupils.

All pupils have made some progress from their retrospective starting points. However, end of year teacher assessment data (Summer 24) showed that there are still significant gaps between the attainment of PP and non-PP children, in KS2. This data has been analysed and targeted support will continue to be deployed to ensure that the gap between pupil premium and non- pupil premium is reducing. Children are making small steps of progress from their starting points.

Around 39% of our Pupil Premium children also receive SEND support, 3 of which have an EHCP. As we continue to embed the *5 a day* approach, our aim is to improve outcomes for all children, including those with SEND. In addition, approximately 31% of our disadvantaged children are identified as EAL learners, and for many of them, English is not spoken at home. This presents as a significant challenge, and we will be exploring ways to provide further support in this area during the coming academic year.

Phonics

- 85.7% of the Year 1 cohort achieved the expected standard which was higher than the National average of 79.9% and LA 75.7%.
- Out of the two pupil premium children, one child passed the phonics check, the other child has an EHCP, with speech and language difficulties. He made small steps of progress from his retrospective start point. He went from not recognising initial sounds to blend CVC words.
- Due to the very small class size each, there was a decrease by 4.8%, from 90.5% in 2023/24 to 85.7% in 2024/25, the National average decreased by 0.3%, from 80.2% in 2023/24 to 79.9% on 2024/25. However, we are still above average.
- The new online assessment tool introduced in January 2024 is now embedded. This has been further resourcing in 24/25 with additional reading books, teaching resources and further staff CPD. This is having a positive impact across all phonics teaching.
- We introduced parent workshops to enable parents to support their children at home.
- The phonics lead has been given additional release time to support staff and offer further training as well as modelling good practice through lesson visits, team teaching and coaching.

Key Stage 1

- Our school's expected standard percentage in Reading has increased by 20.0% from 60.0% in 2023/24 to 80.0% in 2024/25.
- Our school's relative change for expected standard in Reading has improved by 42.3%, from - 22.5% in 2023/24 to +19.8% in 2024/25 when compared to the National average.
- Reading: 78.9% of children achieved expected level+ (67% PP, LA PP -58.6% NA PP- 58.7%)
- Writing: 84.2% of children achieved the expected level+ (67% PP, LA PP-49.9% NA PP- 49.9%)
- Maths: 73.7% of children achieved expected level+ (33% PP, LA PP 59.1% NA PP- 59.7%)

Year 2 data was above local and national for expected standard results in reading and writing for pupil premium children. However, in Maths pupil premium pupils scored lower than local and national results. Maths will therefore be a focus for KS1. We have adapted our teaching of Maths for 2025 by going back

to White Rose Maths to support with the delivery of NCERT. It can be expected that now this approach once is further embedded we will see an improvement in Maths as with other key phases within school.

Key Stage 2

- Reading: 66.7% of children achieved expected level+ (43% PP, LA PP-67% NA PP- 63%)
- Writing: 59.3% of children achieved the expected level+ (29% PP, LA PP-59% NA PP- 58 %)
- Maths: 44.4% of children achieved expected level+ (43% PP, LA PP-65% NA PP 61%)

The Key Stage 2 data for all pupils was disappointingly low. Overall, in Year 6 attainment is lower than previous years, however, this class have several issues in their education – COVID, long term staff sickness in Year 5 and some absence in Year 6, very high mobility (12 new admits), very high SEND (11 children) and ongoing behaviour issues.

Overall, for the Year 6 cohort, the attainment is strongest in Reading. Even though it has been a tricky time the progress is better than attainment. Children made small steps of progress from their retrospective starting points following in class support and intervention.

There have been small steps of progress towards this target. However, we are aware there is still an attainment gap between pupil premium and non-pupil premium pupils, this data has been analysed and targeted support will continue to be deployed to ensure that the gap between pupil premium and non-pupil premium is reduced.

[Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.](#)

This year, we have reviewed our trips/visitors and developed an overview for enrichment visits and visitors to ensure there is variety on offer for all year groups. All staff have been asked to ensure that children are offered at least one enrichment activity each term to broaden their cultural experiences and create lasting memories.

Pupils have taken part in a range of sports activities provided by NUFC, Active Future, Mini Rugby, Access Coaching and dance workshops, giving them access to professional coaching in a variety of disciplines such as fencing, archery and gymnastics.

Staff have also organised visits and in-school experiences to enhance the curriculum, including sessions with School Health, an Olympic athlete, storytellers and authors such as Toby Clover.

We continue to work with local charities, including the St Vincent de Paul Society (Vinnies), and some children have had the opportunity to visit and learn about the work they do. We have further strengthened our relationship with the parish, and children have visited our parish church for a guided tour to learn about its history.

Our pupils have had the opportunity to partake in residential trips including a trip to Paris, Ford Castle and day excursions to notable sites, including Beamish Museum, St. James' Park, Sunderland Winter Gardens, Segedunum, sporting events, Jesmond Cemetery, and local park.

A wide range of our enrichment opportunities are fully funded, while others are partially supported through the pupil premium grant. This funding helps us reduce or remove costs for families, ensuring equitable access for all pupils.

We have made progress towards this target, ensuring these visits have brought valuable enrichment to our pupils, and we see even more possibilities for the year ahead. We will continue to further explore local opportunities that support learning and broaden the offer of where we visit/visitors, while helping to ease costs for our families.

Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.

The SENCO and headteacher has looked at what support we could get from professionals and what training was required to support the wellbeing of children. We implemented the following to focus on pupil wellbeing:

- Organised weekly counselling from pupils identified in the termly pastoral meetings from Jen Brown from the LA. 3/6 children where disadvantages, all SEND pupils and all three have discussed the positive impact the sessions have had for them.
- All staff had updated training on the Zones of Regulation to ensure consist approach used from EYFS to Year 6. These are used daily to monitor wellbeing of pupils.
- Staff were also given PACE training to support children who becoming dysregulated to ensure appropriate language is used to support children when they come dysregulated.
- Ongoing support from the SEMH team providing some 1:1 support and small group support for children. These sessions have helped the children to learn new strategies to help them with their emotional regulation.
- SEMH team have support families and meet 1:1 with parents when required
- Family Support Advisor worked/offered support for families identified in Pastoral Support meeting whose child was struggling with wellbeing.
- Family Support Advisor makes referrals to school health and CYPS when required.
- Timetabled sessions and open timetable for the use of the sensory room for those children requiring a personal space to regulate

There has been progress made against this target with use of professionals to support children and more focused CDP for staff on pupil wellbeing. We will continue to work with professionals and implement the training to support the wellbeing of children. All support from SEMD, Family Support Advisor and Jen Brown will continue during the next academic year.

To further improve attendance. Narrowing the small gap in attendance between disadvantaged pupils and non-disadvantaged pupils.

We are pleased to continue the Golden Ticket initiative in our school, which promotes punctuality and attendance among pupils. Family support/Attendance advisor worked with families in need and monitored and promoted good attendance and punctuality. Family Support/Attendance Advisor sent termly traffic light letter and punctuality letters. She introduced attendance spreadsheet to monitor and identify patterns. Also, we introduced attendance contracts. Following these changes we have seen a positive improvement in attendance for the last two years:

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	38	94.3%	92.6%	Above	Relative improvement	-
2023/24	58	92.5%	92.0%	Close to average	Relative decline	-
2022/23	50	92.7%	91.6%	Close to average	Not available	-

- Our pupil premium overall absence has decreased by 1.2% from 6.9% in 2023/24, to 5.7% in 2024/25.
- Our pupil premium overall persistent absence has decreased by 8.4% from 26.8% in 2023/24, to 18.4% in 2024/25.
- Our pupil premium overall severe persistent absence has decreased by 1.0% from 3.6% in 2023/24, to 2.6% in 2024/25.
- Our pupil premium overall Unauthorised Absence has decreased by 1.3% from 2.8% in 2023/24, to 1.5% in 2024/25.

Overall, there has been good progress made against this target, which we will continue to implement to continue the strategies in place to continue narrow the gap and improve attendance.

Overall Evaluation Summary

What Worked Best:

- Early Years interventions, including Language Link and Early Talk Boost, had a positive impact on oral language and communication skills, with several disadvantaged pupils exiting the programmes.
- Phonics provision and precision teaching supported high attainment in Year 1, exceeding national averages.
- KSI reading and writing outcomes improved significantly, with disadvantaged pupils making notable progress.
- Enrichment opportunities and extra-curricular activities effectively broadened cultural experiences, supported aspirations, and were well received by all pupils.
- Wellbeing and SEMH support, including Zones of Regulation, PACE training, counselling, and sensory provision, successfully supported pupils' emotional regulation.
- Attendance initiatives, such as Golden Ticket and family support interventions, led to measurable improvements in overall, persistent, and severe absence for disadvantaged pupils.

What Didn't Work / Needs Change:

- KS2 attainment, particularly in maths and writing for disadvantaged pupils, remains below national averages, influenced by high mobility, SEND prevalence, and past disruptions (COVID, staff absence).
- Oracy programme is in early stages; baseline and endpoint assessment are needed to measure impact.
- Some Early Years pupil premium children did not achieve GLD, primarily due to SEND or speech and language needs; further targeted support is required.
- Maths outcomes in KSI and KS2 for disadvantaged pupils require additional focus, with teaching approaches to be refined and embedded further.

What Will Continue vs. What Will Stop:

- Continue: Early Years language interventions (Language Link, Early Talk Boost), phonics and precision teaching, enrichment and cultural experiences, SEMH and wellbeing support, attendance strategies, and targeted interventions for reading and writing.
- Continue: Approximately 31% of disadvantaged pupils are EAL, many of whom do not speak English at home, presenting a significant challenge. Targeted language support will continue and expand to ensure EAL pupils make progress in communication, literacy, and curriculum access alongside their peers.
- Stop / Adjust: Existing approaches in KS2 maths will be revised, with a return to White Rose Maths to support NCEMT delivery and targeted small-group support. Oracy assessment processes will be implemented to measure programme effectiveness.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	ttrockstars.com
Lexia Core 5	Lexia Learning
The Write Stuff	Jane Considine
Insight	Insight Data Tracker
Mastery for Number	NCETM
Early Talk Boost	Speech and Language UK
Read Write Inc	Ruth Miskin
Speech and Language Link	Speech and Language Link
White Rose Maths	White Rose
Testbase Assessments	Testbase
Literacy Shed	Education Shed Ltd

Glossary

EEF – Education Endowment Foundation, an independent charity providing evidence-based guidance to improve teaching and learning.

SEMH – Social, Emotional, and Mental Health; refers to support for pupils' emotional wellbeing and behaviour.

SALT – Speech and Language Therapy; specialist support for children with communication difficulties.

PP – Pupil Premium; additional funding for disadvantaged pupils to improve attainment and outcomes.

EYPP – Early Years Pupil Premium; additional funding for disadvantaged children in the Early Years Foundation Stage.

Oracy 21 – A framework for developing pupils’ speaking and listening skills across four strands: physical, linguistic, cognitive, and social-emotional.

NCETM – National Centre for Excellence in the Teaching of Mathematics; provides guidance and resources to improve maths teaching.