St Alban's Catholic Primary School

Holy Family Catholic Multi Academy Trust

Pupil Premium Strategy Statement: 2025 to 2028

This statement details our school's strategy plan for spending pupil premium funding to help improve the attainment of our disadvantaged pupils.

It explains how we intend to spend the funding this academic year and the effect that last year's spending of pupil premium had within our school.

It also details our use of any Service Pupil Premium that we have been allocated in 2025 to 2028

School overview 2026-27

Detail	Data
School name	St Alban's Catholic Primary School
Number of pupils in school	199 (DfE September 2026 allocation dataset)
Proportion (%) of pupil premium eligible pupils	75 eligible pupils (37.7% of 199)
Pupil premium funding (£) allocation this academic year	£116,250 — 75 × £1,550 (published 2026–27 allocation; other categories shown as £0)
Pupil premium funding (£) carried forward from previous years	£0
Total budget (£) (sum of 3 amounts above)	£116,250 (proposed planned expenditure)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	September 2026 Reviewed November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr. S Jevons - Director of Primary Education Mr. J McDonald - Headteacher
Pupil premium lead	Mr. J McDonald - Headteacher
Governor lead	Mr. P Matthews

Section A: Pupil premium strategy plan

Statement of intent

At St Alban's Catholic Primary School, we use the Pupil Premium funding to ensure that every child, regardless of background, experiences excellence in teaching and is supported to flourish academically, socially, and spiritually. Rooted in our Catholic mission to help each child "live life to the full" (John 10:10), our strategy aims to remove barriers created by poverty or circumstance so that all pupils, particularly the disadvantaged, can achieve highly and participate fully in the life of the school

Disadvantaged children can face common barriers to learning, including weak language and communication skills, lack of confidence, more frequent behaviour difficulties, mobility and attendance and punctuality issues as well as possibly having less support at home. There may also be complex family situations that prevent children from thriving. The challenges are varied and there is no "one size fits all" approach to supporting these children.

Our ultimate objectives are: a) to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. b) for all disadvantaged pupils in school to make or exceed nationally expected progress rates. c) to support the health and wellbeing of the children so that are able to access learning at an appropriate level.

We aim to support children by:

- Ensuring that teaching and learning opportunities meet the needs of all children, through quality first teaching.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child, or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Not all children receiving free school meals will be in receipt of pupil premium interventions at one time, as there is limited funding and resources.

The range of provision the Governors consider making for this group include:

- Ensuring quality first teaching (all teaching is good or better) thus ensuring the quality of teaching experienced by all children is improved.
- Frequent and high-quality Safeguarding professional development for all staff.
- Ensuring adequate release time for subject leaders to monitor the curriculum offer and undertake coaching to improve the quality of teaching and learning across the school.
- Provide training and purchasing high quality interventions.
- Pupil Premium work to be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources to target able children on Free School Meals to achieve at least age-related expectations.
- 1-1 or small group support for those pupils who would benefit.
- Allocate teaching assistants to groups of vulnerable children who would most benefit throughout school to support a range of interventions which are monitored.

Our strategy is underpinned by research from the Education Endowment Foundation and Jean Gross's *Reaching the Unseen Children*, combining high-quality teaching, targeted academic support, and wider strategies to meet each child's holistic needs.

A full evaluation of our 2025–26 impact, demonstrating the improvement trajectory and next steps, is available in the strategy and outcomes section of this report.

Challenges

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

Challenge number	Detail of challenge

1	Vocabulary and Language Gap on Entry Assessments in EYFS and Key Stage 1 show that disadvantaged pupils typically enter school with a limited vocabulary and weaker oral communication skills compared to their peers. Welcomm and baseline assessments identify speech and language delays of 3–9 months for many disadvantaged pupils. This impacts reading comprehension, reasoning, and writing fluency as they progress through school. The 2026 outcomes also identify writing as a continuing priority, particularly at Key Stage 2, where 66.7% of disadvantaged pupils achieved the expected standard compared with 84.2% of their peers. Developing vocabulary, sentence construction, transcription skills and independent writing remains an important focus within the existing strategy.

2	Attendance and Persistent Absence Attendance for disadvantaged pupils in 2024–25 was 3% below the whole-school average and persistent absence stood at 34.4%, well above the national figure (16.3%). This has a direct effect on continuity of learning, progress, and social-emotional stability. Re-engaging families and embedding consistent attendance routines remain key challenges.
3	Reading Fluency and Comprehension While decoding skills have improved (100% pass rate in phonics), a significant proportion of disadvantaged pupils still struggle with reading fluency, stamina, and comprehension, particularly inference and vocabulary understanding at KS2. This limits access to the wider curriculum and affects attainment in writing and foundation subjects.
4	Mathematical Reasoning and Retention Despite strong progress (Maths expected+ up from 15% in 2023 to 64.7% in 2025), disadvantaged pupils continue to show weaker reasoning, problem-solving, and recall of number facts. Gaps are most evident for pupils with irregular attendance or low working memory, and further consolidation of mastery principles is required.
5	Emotional Regulation, Resilience and Self-Efficacy Social, emotional, and mental wellbeing challenges continue to affect learning readiness for some disadvantaged pupils, particularly those with additional SEND or unstable home circumstances. Pupil voice and teacher observation show lower self-regulation and confidence in learning compared to peers, despite nurture and *Rest Easy* interventions.

Intended outcomes

This section 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
Increased attainment for disadvantaged children in R, W and M.	Outcomes for disadvantaged children in R,W,M in line with non-disadvantaged children
Reduced persistent absence of children who are disadvantaged. Improved attendance among disadvantaged pupils	Persistent absence among disadvantaged pupils is below the national average. Attendance improves towards the school's minimum target of 96% over the three-year strategy
Improved well being of children who are disadvantaged	Pupil voice and TEP surveys indicate improved happiness of the children Fewer incidences of behaviour issues.
Disadvantaged children will have the opportunity to take part in a wide variety of additional activities and childhood experiences. This includes various visits out of school and also residential visits for Key Stage 2 children.	Children will have taken part in a variety of childhood experiences that they may not necessarily be offered at home. They will be able to talk happily about their experiences and remember them.

Progress towards these outcomes will be evaluated through termly assessment analysis, pupil progress meetings, attendance monitoring and reviews of targeted interventions. Teachers will be responsible for identifying gaps in disadvantaged pupils' learning and evaluating the impact of support, with leaders providing oversight and reporting progress to the trust and governors

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Activity in this academic year

This section details how we intend to spend our pupil premium and recovery premium funding this academic year.

Teaching (e.g. CPD, recruitment and retention)

Total budgeted cost: £46000

Activity	Evidence that supports this approach	Challenge number(s) addressed

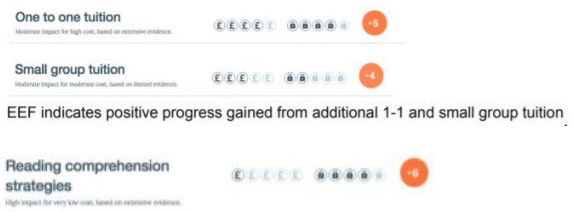
St. Alban's focus continues to be on strengthening *Quality First Teaching* through collaborative professional development and evidence-based practice with an emphasis on strategic deployment of teaching assistants £20 000 + £15 000	High-quality teaching is the single most important factor in improving outcomes for all pupils, particularly those who are disadvantaged (EEF Guide to the Pupil Premium, 2021). Research from the *Education Endowment Foundation (EEF)* highlights that high-quality teaching has the greatest impact on pupil progress, particularly for disadvantaged children. The *EEF Guide to the Effective Use of Pupil Premium* identifies *Quality First Teaching* as the most cost-effective and sustainable way to close attainment gaps. Our investment in CPD aligns directly with this evidence. Teachers have engaged in structured professional development across Reading, Writing, Maths and GPS, with a focus on joint planning, team teaching, and Assessment for Learning strategies proven to enhance pupil progress. Access to subject leadership training, local networks, and NPQ qualifications has strengthened staff expertise, ensuring teaching is consistently responsive, evidence-informed, and adaptive to pupil needs. This approach reflects national research showing that improving teacher quality has a greater long-term impact on disadvantaged pupils than any other school-level intervention.	2, 3, 4

Sustain investment in the school's *Systematic Synthetic Phonics (SSP)* programme to ensure the delivery of consistently high-quality daily phonics teaching. Provide targeted intervention sessions, delivered with the same rigour and fidelity, to secure early reading success for all pupils, particularly those who are disadvantaged. £8000	"Extensive evidence from the *Education Endowment Foundation (EEF)* shows that high-quality, systematic phonics teaching has a positive impact on early reading, particularly for children from disadvantaged backgrounds. The EEF's *Phonics Toolkit Strand* reports an average of **+5 months' additional progress** when phonics instruction is delivered consistently and with fidelity. At St Alban's, continued investment in the *Little Wandle Letters and Sounds Revised* programme ensures that early reading is taught through a clear, structured approach with regular assessment, review, and intervention. This enables all pupils—including those who are disadvantaged—to secure decoding skills quickly, build fluency, and access the wider curriculum with confidence. The consistency of approach across EYFS and Key Stage 1, supported by trained staff and robust monitoring, reflects national evidence that systematic phonics is one of the most effective strategies for closing early literacy gaps.	1,3

Implement diagnostic testing in Reading and Maths, including Dove Point assessments and NFER standardised tests, to accurately identify gaps in pupils' knowledge and understanding. These assessments will provide detailed insight into the specific needs of disadvantaged pupils, enabling teachers to plan precise next steps and adapt future learning effectively. The information will also be used to measure progress over time and evaluate the impact of interventions, ensuring targeted support is evidence-based and responsive to individual learning profiles. £3000	Diagnostic tests, used alongside high-quality formative assessment, provide teachers with precise information about pupils' strengths and gaps in learning, enabling teaching to be closely matched to need. This combined approach ensures that future learning is adapted effectively for all pupils, with particular attention to those who are disadvantaged. Regular use of assessments such as Dove Point and NFER supports early identification of misconceptions, informs targeted interventions, and allows staff to monitor the impact of teaching and support over time.	3, 4

Targeted academic support (e.g. structured interventions, tutoring, one-to-one support)

Total budgeted cost: £ 45 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional, well-trained Teaching Assistants (TAs) to provide targeted in-class support and deliver structured interventions that address identified learning gaps for disadvantaged pupils. TAs will work closely with teachers to pre-teach key concepts, reinforce learning, and support small group and one-to-one sessions. Regular monitoring and feedback will ensure interventions are evidence-based, consistently delivered, and have measurable impact on pupil progress. £26 000	 Well-trained Teaching Assistants provide targeted support within the classroom and deliver structured interventions that are carefully matched to individual pupils' needs. The impact of these interventions is regularly monitored to ensure effectiveness, enabling disadvantaged pupils to make sustained progress and access age-related expectations with increasing independence.	1 & 2
Provide one-to-one and small group tuition to address specific gaps in learning for disadvantaged pupils. These sessions will focus on Reading, Writing, and Maths, and will be delivered by teachers or trained support staff using structured, evidence-based approaches. Tuition will reinforce classroom learning, build confidence, and enable pupils to make accelerated progress	 Small group tuition provides additional, focused support for pupils with identified gaps in learning. These sessions are designed to strengthen understanding, build confidence, and enable pupils to keep pace with age-related expectations. The content of each session—whether reading, writing, or maths—is tailored to the specific needs of the children to ensure maximum impact on progress and attainment.	1 & 2

towards age-related expectations. £10 000		
Software packages such as Times Tables Rock Stars purchased for YEAR 1-6. £2 000	Pupils respond very well to a creative and individualised approach to learning. They can also access this resource at home which enhances engagement and home school links. Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	4, 2
Provide additional Speech and Language Therapy (SALT) programmes for disadvantaged pupils, particularly in the Early Years, who present with communication and language needs. These supplementary sessions, delivered by trained staff and supported by external specialists, will build on existing SALT provision to offer more intensive, targeted support. The focus will be on improving pupils' vocabulary, listening, and expressive language skills, enabling early intervention to close the language gap and strengthen readiness for reading, writing, and wider learning.. £7 500	Oral language interventions have a strong, positive impact on pupils' communication and overall attainment. Approaches that develop both speaking and listening skills—such as structured dialogue, vocabulary enrichment, and narrative work—are particularly effective for disadvantaged pupils. Research from the Education Endowment Foundation (EEF) shows that programmes combining these elements can significantly improve language development and comprehension, laying the foundation for future success in reading and writing. Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 3 , 4

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Total budgeted cost: *£24 750*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using ELSA and other pastoral strategies to provide social and emotional support to targeted children. £6000	A qualified ELSA supports children to enable them be ready to learn and access the curriculum, 	5, 2

Providing all children and families with support with Uniform as required £1000	"Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be 3,4 8 £2000 needed to use resources effectively, and avoid widening gaps. Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents." EEF Supporting Parents	2, 5
Providing a range of enrichment activities that include residentials, trips and extracurricular clubs or activities. £6000	"Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics." EEF Physical Activity	4 & 5
Introducing and reviewing attendance incentives such as weekly incentives for class with highest attendance, breakfasts half termly, attendance rewards annually etc. £2920 Enhancing the office admin provision to address lower absence figures for disadvantaged pupils alongside the use of an attendance officer to work directly with the families. £8 830	*Positive celebratory ceremonies during the early years and in Key Stage 1 and 2 employing attributional and self-regulatory devices to establish and develop good habits of attendance and behaviour with children and their families.* *Behaviour Change - School attendance, exclusion and persistent absence (2017)* *The British Psychological Society* *Strategies set out in the DfE Improving School Attendance Document are being used by the key staff engaging directly with the parents of pupils eligible for Pupil Premium funding. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance*	4 & 5

Externally provided programmes

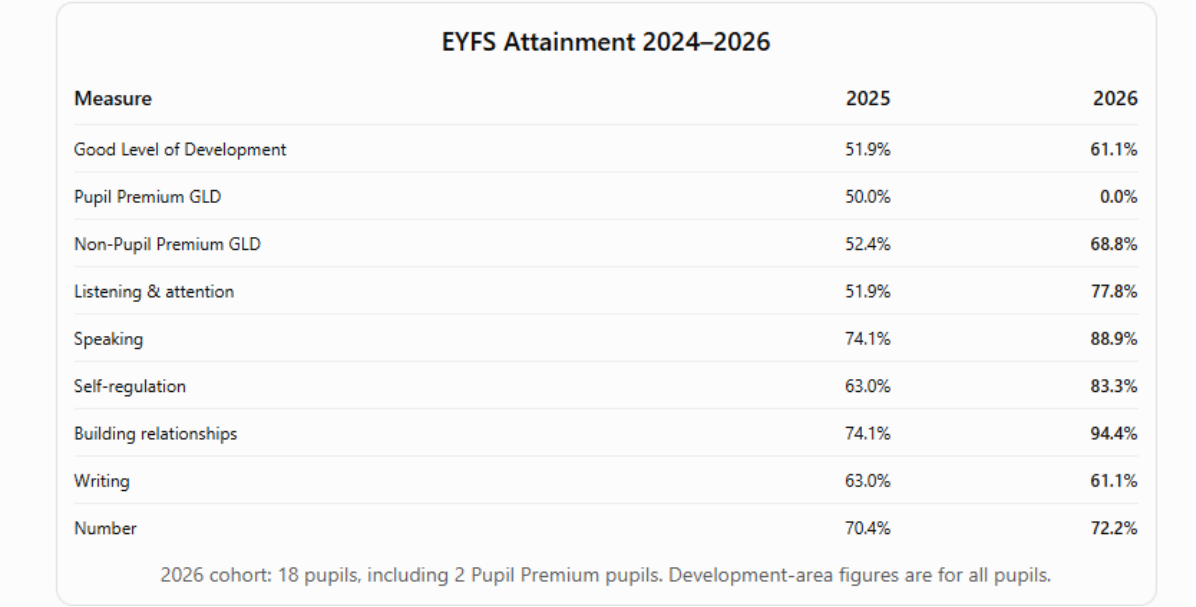
N/A

Section B: Review of pupil premium outcomes

Performance of pupil premium elegible pupils

Performance measure	2025/26
% of pupils achieving RWM combined	40%
% of pupils achieving expected standard in Reading at KS2 Average scaled score - reading (PP children)	66.7%
% of pupils achieving expected standard in Writing at KS2	66.7%
% of pupils achieving expected standard in Maths at KS2 Average scaled score - maths (PP children)	60%

Strategy outcomes in the previous academic year



EYFS Attainment 2024–2026

Measure	2025	2026
Good Level of Development	51.9%	61.1%
Pupil Premium GLD	50.0%	0.0%
Non-Pupil Premium GLD	52.4%	68.8%
Listening & attention	51.9%	77.8%
Speaking	74.1%	88.9%
Self-regulation	63.0%	83.3%
Building relationships	74.1%	94.4%
Writing	63.0%	61.1%
Number	70.4%	72.2%

2026 cohort: 18 pupils, including 2 Pupil Premium pupils. Development-area figures are for all pupils.

EYFS — Analysis, Impact Statement and Next Steps (2025–26)
Analysis of outcomes
The 2025–26 Early Years Foundation Stage outcomes demonstrate encouraging improvements in whole-school attainment. The proportion of children achieving a Good Level of Development (GLD) increased from 51.9% in 2025 to 61.1% in 2026, representing an improvement of 9.2 percentage points.

Particularly positive improvements were evident in communication and language and personal, social and emotional development. Listening, attention and understanding increased by 25.9 percentage points to 77.8%, speaking increased to 88.9%, self-regulation to 83.3%, and building relationships to 94.4%.

These improvements are significant because they relate directly to the barriers identified in the school's Pupil Premium Strategy, particularly language development, emotional regulation and readiness for learning.

However, neither of the two Pupil Premium eligible children achieved GLD, compared with 68.8% of non-disadvantaged pupils. This remains an area of concern, although the very small disadvantaged cohort means that percentage comparisons must be interpreted cautiously. Individual progress from starting points provides a more meaningful measure of the effectiveness of provision.

Writing remains a relative area for development, with 61.1% of the whole cohort achieving the expected standard, a slight decline from 63% in 2025.

The school's continued investment in early language development, including ELKLAN, WellComm, nurture approaches and Forest School provision, is closely aligned with the needs identified within the three-year Pupil Premium Strategy.

The substantial improvements in communication, language and personal, social and emotional development are encouraging and consistent with the intended outcomes of these approaches. They suggest that the school's focus on developing children's foundational skills is appropriately directed.

Since joining the academy trust, the school has also strengthened its approach to assessment, pupil progress tracking and staff accountability. Teaching staff now take greater responsibility for analyzing assessment information, identifying gaps in learning and planning appropriate interventions.

This provides a more systematic approach to identifying and addressing the needs of disadvantaged children.

However, the whole-cohort improvements cannot, on their own, demonstrate the impact of Pupil Premium-funded interventions on the two disadvantaged children. Further evaluation of their individual progress and intervention records is necessary.

The school will therefore maintain its existing early language and nurture provision while strengthening the assessment and monitoring of individual disadvantaged pupils.

The priority for 2026–27 is to build upon the improvements in early development while ensuring that disadvantaged children benefit directly from timely, targeted and carefully evaluated support.

Phonics and Early Reading — 2025–26

Year 1 Phonics Screening Check

St Alban's Phonics Outcomes

Measure	2024	2025	2026
Pupil Premium	87.5%	100%	50.0%
Non-Pupil Premium	69.6%	80.0%	82.4%

The 2025–26 Year 1 Phonics Screening Check outcomes identify early reading as an important area for continued improvement.
Overall, 72% of pupils achieved the expected standard. Among disadvantaged pupils, attainment was 50%, compared with 82.4% for non-disadvantaged pupils, representing a gap of 32.4 percentage points.

These outcomes should be considered alongside the range and complexity of additional learning needs within the cohort. The school recognises the importance of evaluating both attainment against national expectations and the progress individual pupils make from their starting points.

While previous outcomes demonstrated strong achievement for disadvantaged pupils, the 2026 results indicate that greater consistency is required to ensure that all pupils develop secure early reading skills.

The findings reinforce the importance of high-quality phonics teaching, early identification of learning needs and timely, targeted intervention.

The school's continued implementation of Little Wandle Letters and Sounds Revised provides a systematic and structured approach to the teaching of early reading.

The school's provision is supported by an inclusive approach that recognises individual learning needs, maintains high expectations and provides additional teaching and intervention where appropriate.

Although the 2026 outcomes demonstrate that further improvement is necessary, these strengthened arrangements provide a clearer framework for identifying pupils who require additional support and responding promptly to their needs.

The impact of this approach will be evaluated through ongoing phonics assessments, individual pupil progress and future screening outcomes.

The 2026 phonics outcomes highlight the need to strengthen consistency in early reading attainment, particularly for disadvantaged pupils.

The school remains committed to maintaining high expectations for all pupils, recognising individual starting points and ensuring that additional needs are identified and addressed effectively.

The existing Pupil Premium Strategy remains appropriately focused on early reading, with the strengthened assessment, monitoring and accountability arrangements introduced following academisation providing a clearer framework for securing and evaluating improvement.

St Alban's KS1 Outcomes 2026

Measure	Pupil Premium	Non-PP
Reading	100%	73.9%
Writing	66.7%	56.5%
Mathematics	100%	60.9%
Combined RWM	66.7%	52.2%

Percentage achieving the expected standard. RWM = reading, writing and mathematics combined.

The 2025–26 Key Stage 1 outcomes demonstrate encouraging attainment among disadvantaged pupils, particularly in reading and mathematics.

All Pupil Premium eligible pupils achieved the expected standard in reading and mathematics, compared with 73.9% and 60.9% respectively for non-disadvantaged pupils. These outcomes are positive and indicate that disadvantaged pupils within this cohort have developed secure foundations in these subjects.

In writing, 66.7% of disadvantaged pupils achieved the expected standard, compared with 56.5% of non-disadvantaged pupils. Although disadvantaged attainment exceeded that of their peers, writing remains the relatively weaker area of attainment and requires continued attention.

The combined reading, writing and mathematics outcome was 66.7% for disadvantaged pupils, compared with 52.2% for non-disadvantaged pupils. This indicates that writing is a limiting factor in achieving the combined expected standard.

The disadvantaged cohort was small, and the outcomes should therefore be interpreted with appropriate caution. Nevertheless, the results are encouraging and demonstrate that disadvantaged pupils can achieve well when provided with high-quality teaching and appropriate support.

The Key Stage 1 outcomes are consistent with the school's strategic emphasis on high-quality classroom teaching, systematic early reading provision and targeted academic support.

The school's continued investment in Little Wandle Letters and Sounds Revised, additional teaching assistant support, small-group teaching and individual interventions is closely aligned with the barriers identified within the Pupil Premium Strategy.

Strong attainment in reading and mathematics is encouraging and suggests that the school's existing priorities are appropriately focused. However, the school recognises that attainment outcomes alone do not establish the direct impact of individual interventions. Writing remains an important area for development, reflecting the need to strengthen pupils' vocabulary, sentence construction, transcription skills and confidence in applying their learning independently.

The 2026 Key Stage 1 outcomes are positive for disadvantaged pupils, with attainment exceeding that of non-disadvantaged pupils across reading, writing, mathematics and the combined measure.

The results provide encouraging evidence that the school's existing Pupil Premium Strategy is appropriately focused on improving disadvantaged pupils' educational outcomes.

However, the comparatively weaker performance in writing highlights the importance of maintaining a balanced approach to literacy development and ensuring that pupils can apply their reading, vocabulary and language skills effectively in written work.

The school's priority is to sustain these positive outcomes, strengthen writing attainment and ensure that disadvantaged pupils continue to make strong progress as they move into Key Stage 2.

The 2026 Multiplication Tables Check outcomes indicate that multiplication fluency remains an important area for development, particularly for disadvantaged pupils.

Overall, 51.7% of pupils achieved full marks (25 out of 25), compared with 40% of Pupil Premium eligible pupils and 57.9% of non-disadvantaged pupils. This represents a gap of 17.9 percentage points between disadvantaged pupils and their peers.

Although the proportion of disadvantaged pupils achieving full marks was lower than in the previous year, the school recognises the importance of evaluating individual progress alongside attainment outcomes. The check provides a useful measure of multiplication recall but does not have a statutory pass threshold.

The outcomes reinforce the priorities identified within the school's Pupil Premium Strategy, particularly the development of mathematical fluency, secure number knowledge and the ability to apply mathematical understanding confidently.

The school has strengthened its approach to assessment, monitoring and staff accountability. Teachers have greater responsibility for analysing assessment information, identifying gaps in mathematical understanding and ensuring that appropriate interventions are provided.

More focused mathematics coaching and booster provision support this approach, strengthening the consistency of teaching and providing targeted opportunities for pupils to consolidate multiplication knowledge.

Overall, the outcomes demonstrate the need for greater consistency in multiplication fluency. Strengthened assessment arrangements, mathematics coaching and targeted intervention provide a more systematic approach to improving disadvantaged pupils' mathematical knowledge and achievement.

Year 4 Multiplication Tables Check — 2025–26

St Alban's MTC Results 2026

Pupil group	Achieved 25/25
Pupil Premium	40.0%
Non-Pupil Premium	57.9%
Whole school	51.7%

2025–26 academic year · Percentage achieving full marks (25/25)

St Alban's KS2 Outcomes 2026

Performance measure	Pupil Premium	Non-PP
Reading — expected standard	66.7%	63.2%
Writing — expected standard	66.7%	84.2%
Mathematics — expected standard	60.0%	68.4%
Combined RWM	40.0%	57.9%
Reading — average scaled score	102.38	101.74
Mathematics — average scaled score	99.93	101.32

2025–26 academic year · Expected stand[illegible] percentages and average scaled scores.

Pupil Premium attainment over three years

Performance measure	2024	2025	2026
Combined RWM	44.0%	57.9%	40.0%
Reading expected standard	56.0%	73.7%	66.7%
Writing expected standard	76.0%	68.4%	66.7%
Mathematics expected standard	—	63.2%	60.0%
Reading average scaled score	102.17	102.74	102.38
Mathematics average scaled score	99.61	100.47	99.93

The 2026 outcomes demonstrate encouraging performance in reading but highlight continuing inequalities in writing, mathematics and combined attainment. The decline in combined outcomes is a concern and demonstrates that improvements are not yet sufficiently consistent.

The school's strengthened assessment arrangements, teacher accountability, mathematics coaching and targeted support provide a clear framework for improving outcomes. The central priority remains securing sustained improvements in writing and mathematics while maintaining the relative strength in reading, ensuring disadvantaged pupils achieve consistently well across Key Stage 2.

Overall Evaluation of Pupil Premium Outcomes 2025–26

The 2025–26 outcomes demonstrate a mixed picture of achievement for disadvantaged pupils at St Alban's Catholic Primary School, with areas of encouraging attainment alongside clear priorities for further improvement.

At Key Stage 1, disadvantaged pupils achieved above their non-disadvantaged peers in reading, writing and mathematics, demonstrating positive foundations for future learning. Reading also remained a relative strength at Key Stage 2, where disadvantaged pupils achieved slightly higher outcomes than their peers.

However, outcomes in the Early Years, Year 1 phonics and Key Stage 2 demonstrate that improvements are not yet sufficiently consistent across the school. Writing remains a particular concern, while mathematics attainment, multiplication fluency and combined reading, writing and mathematics outcomes at Key Stage 2 require further improvement. The decline in some measures compared with 2024–25 highlights the importance of sustaining improvements across successive cohorts.

The school's Pupil Premium Strategy continues to focus on high-quality teaching, early identification of barriers, targeted academic intervention and pastoral support. Provision including Little Wandle, Maths No Problem, mathematics coaching, booster sessions, nurture and ELSA remains aligned with the needs identified through assessment.

Assessment and monitoring arrangements have been strengthened, with teachers taking greater responsibility for tracking disadvantaged pupils, identifying gaps in learning and evaluating the effectiveness of interventions. This provides a more systematic approach to securing improved outcomes.

Next Steps — 2026–27

1. Strengthen teaching and targeted intervention in literacy and mathematics

Prioritise improvements in early reading, phonics, writing and mathematical fluency, with particular attention to disadvantaged pupils who are not achieving age-related expectations. Ensure that high-quality classroom teaching is supported by timely, evidence-informed interventions, including phonics keep-up provision, writing support, mathematics coaching and targeted booster sessions.

2. Embed rigorous assessment, tracking and accountability

Ensure that teachers systematically track the attainment and progress of disadvantaged pupils from their individual starting points. Use regular pupil progress meetings, assessment analysis and intervention reviews to identify gaps promptly, evaluate the effectiveness of support and adapt provision where progress is insufficient. Leaders will monitor the impact of these arrangements and report outcomes to governors and the trust.

3. Remove barriers to learning through attendance, inclusion and pastoral support

Continue to strengthen attendance monitoring, early family engagement and targeted support for pupils experiencing persistent absence. Maintain appropriate nurture, ELSA and wider inclusion provision to support pupils' emotional well-being, engagement and readiness to learn. Evaluate the impact of this support alongside academic outcomes to ensure that disadvantaged pupils can participate fully and achieve their potential.

Service Pupil Premium funding (if applicable)

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	N/A
What was the impact of that spending on Service Pupil Premium eligible pupils?	N/A