

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 Gerard's Catholic Primary & Nursery School
Number of pupils in school	199 Pupils 95 Eligible Pupils
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 -26
Date this statement was published	December 2026
Date on which it will be reviewed	June 2026
Statement authorised by	Mr. K Landrum (Headteacher)
Pupil premium lead	Mrs J Farrell (Deputy Headteacher)
Governor / Trustee lead	Mr D Chambers (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 143,925
Recovery premium funding allocation this academic year	N/A

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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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	£ 143,925
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Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet the above requirements, the Governing Body of St Gerard's Catholic Primary & Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. We shall review this provision regularly and ensure we are able to adjust to meet changing needs. We shall also ensure that all staff are fully aware of their responsibilities with a relentless focus on high quality teaching for all.

Five-step Framework

Our Pupil Premium strategy follows the EEF's five-step framework for effective implementation and evaluation, ensuring that decisions are rooted in research and responsive to the needs of our pupils.

1. Diagnose Pupils' Needs

We begin with rigorous analysis of progress data, attendance patterns, wellbeing assessments, and pupil voice to identify the academic, social, and emotional barriers faced by disadvantaged pupils. This diagnostic process ensures funding is directed precisely where it can make the greatest impact.

2. Use Strong Evidence

Our approach is grounded in robust educational research. We draw on the EEF's evidence base to prioritise high-quality teaching, metacognition and self-regulation, effective feedback, reading comprehension, and social-emotional learning. These strategies are proven to raise attainment and support sustained improvement.

3. Develop a Strategic Plan

Our Pupil Premium priorities are fully integrated into the School Development Plan, ensuring coherence and shared accountability across leadership, teaching, and

support teams. We set ambitious, measurable targets for progress and attainment, alongside broader outcomes for wellbeing, engagement, and aspiration.

4. Deliver and Monitor Implementation

High-quality teaching remains central to our approach. Investment in professional development strengthens classroom practice and ensures that interventions are implemented consistently and effectively. We use ongoing monitoring — including ability curve analysis and regular data reviews — to evaluate progress and make timely, evidence-informed adjustments.

5. Evaluate, Sustain, and Refine

We adopt a continuous improvement cycle: evaluating outcomes, refining strategies, and embedding what works into everyday practice. This ensures that successful approaches are sustained, resources are used efficiently, and the strategy evolves to meet emerging needs.

Through this structured and evidence-led approach, we reaffirm our commitment to closing attainment gaps and promoting opportunity for all. By aligning our Pupil Premium work with the school's wider improvement priorities and professional development plan, we ensure that every child — regardless of starting point or circumstance — is equipped to thrive academically, socially, and emotionally.

Context and Focus Areas

Our strategy is not static; it evolves in response to the needs of our pupils and the wider school context. The insights from our diagnostic work inform five key areas of focus which underpin all staff development, intervention planning, and resourcing. These priorities ensure that our approach remains coherent, evidence-led, and aligned with the principles of whole-school improvement.

The following section outlines the key challenges identified through this diagnostic process, which form the basis of our Pupil Premium priorities for 2025–26.

Challenges

This details the key challenges to achievement that we have identified among our d

Our priorities at St Gerard's Catholic Primary & Nursery School are:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- To narrow the gap for those pupils in receipt of EYPP (Early Years Pupil Premium)
- To ensure early identification of additional needs and to promote early and effective intervention programmes.

- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- To use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.
- To make decisions based on the use of standardized assessment processes
- **This provision will include:**
- Facilitating pupils' access to all aspects of education.
- Facilitating pupils' access to our full curriculum.
- Additional teaching and learning opportunities where deemed appropriate.
- Alternative support and intervention.
- Provision of extra-curricular learning.
- Ensuring a rigorous focus on developing pupil wellbeing
- Provision for more-able pupils to ensure they are challenged and unlock all of their potential

. Research conducted by EEF is referred to to support decisions around the usefulness of different strategies and their value for money. We also take careful account of the specific challenges faced by our pupils.

We recognise that common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

In addition to the above, our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Limited life experiences and opportunities to develop reading skills impacts negatively upon English progression throughout the school. Identified through in school data analysis.
2	Eligible pupils frequently enter school with lower levels of language development - identified by Wellcomm screening
3	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium. This is identified through attitudinal surveys and teacher observation .
4	The continuing legacy impact of the COVID-19 pandemic, both its academic and emotional effect on children. This has been identified by standardized assessments, teacher observation and attitudinal assessments
5	Need to further develop pupil self-regulation to further build effective behaviour for learning – Social and Emotional Development - identified by teacher observation and attitudinal surveys .
6	Individual barriers to learning as a result of family circumstances, need to further build parental support and improve social and emotional wellbeing Identified by staff research

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Increase the attainment of PP children across Key Stage One and Key Stage Two in writing.</p> <p>To be measured by teacher assessment and external monitoring.</p>	<p>Those PP children for whom writing has been identified as an issue will make good progress from their various starting points resulting in those who are currently working just below ARE being at ARE and those identified as significantly at risk supported to make accelerated learning.</p> <p>Tracked from prior attainment both statutory and termly NFER assessments</p> <p>Children making at least expected progress from baseline- accelerated, targeted where appropriate.</p> <p>A robust focus on Wellcomm screening to enable effective development of language and vocabulary so that all pupils achieve age appropriate levels</p> <p>Disadvantaged pupils to be assessed each year to ensure there is continued improvement.</p> <p>That KS2 outcomes continue to show improvements in final outcomes</p>

<p>The percentage of pupils eligible for the pupil premium reaching the expected standard in Reading and Maths and numbers making expected or better progress will increase in all year groups.</p> <p>To be measured by termly NFER analysis. Through use of confidence bands</p>	<p>A reduction in the attainment gap of FSM and non FSM pupils at the end of KS1 and KS2 in Reading and Maths</p> <p>Targeted children for 1:1 tuition will quickly close the gap return to QFT as initial approach and next group will be identified.</p> <p>Mastery approach will be embedded and research data will demonstrate impact.</p> <p>O Track online assessment tracker to be kept up to date for all children.NFER assessments to be used to track progress</p> <p>NFER question analysis developed.</p> <p>Children at risk of not making expected progress will be discussed at termly pupil progress meetings and meetings with their parents and support provided</p>
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<p>To remove barriers to improve outcomes for PP children with a focus on self-regulation and metacognition To develop independent learning skills.</p> <p>A strong focus on targeted counselling to build pupil self confidence</p> <p>To be measured by appropriate attitudinal analysis and focused learning walks</p>	<p>Pupils are seen to grow in confidence, build self-regulation strategies and develop as independent learners.</p> <p>A strong focus on external support - including counsellor sessions –</p> <p>Staff able to measure progress of pupils from tacit to reflective learners</p> <p>A common language of metacognition across the school</p>
<p>All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.</p> <p>To be measured by termly NFER standardized assessment</p>	<p>A reduction in the attainment gap of FSM and non FSM pupils in all years from September 2023-June 2024 in Reading, Writing, and Maths.</p>

<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support and deployment of a family support worker</p> <p>To be measured by improved attendance, pupil surveys and CPOMs</p>	<p>Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers.</p> <p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p>
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Intended final outcomes	Success criteria
Attainment in Reading	Achieve above national average attainment scores in KS2 Reading
Attainment in Writing	Achieve above national average attainment scores in KS2 Writing
Attainment in Mathematics	Achieve above national average attainment scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 96% Reduction in CPOMs behaviour incidents

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: £41,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the attainment of PP children across Key Stage One and Key Stage Two in Reading, Writing and Mathematics.	EEF Guidance Report - Implementation	Working Towards Challenge Point 1, Working Towards Challenge Point 3,
All staff trained in use of Wellcomm screening and strategies to develop language	Research by EEF and others into the importance of early language development in order to increase access to a full curriculum Awareness of impact of Matthew Principle and how disadvantage	Working Towards Challenge Point 6,

<p>Focus on high quality First Teaching by</p> <p>“Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils “</p>	<p>continues to suppress language development</p> <p>EEF guide to Effective Pupil Premium strategies.</p>	
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<p>Numeracy, implementing immediate feedback on learning.</p> <p>Deputy Head to have in class time to support pupil progress</p>	<p>Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment</p> <p>Use of Third Space Learning</p>	
<p>Ensuring Professional development to support the implementation of evidence-based approaches.</p> <p>Eg Skilful questioning Metacognitive processes, visual learning tools. Also building effective Habits of Mind and developing self-regulation</p>	<p>EEF Guidance Report – Implementation / Teaching and Learning Toolkit</p>	<p>Working Towards Challenge Point 1,</p> <p>Working Towards Challenge Point 2,</p> <p>Working Towards Challenge Point 4,</p>

<p>To continue to remove barriers and improve academic outcomes for PP children by a relentless focus on high quality first teaching for all based on evidence based approaches.</p> <p>Development of metacognition to build independent learning skills.</p>	<p>Aspiration and Behaviour Intervention – EEF Guidance</p> <p>Arts participation: Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests; evidence supporting the academic impact of programmes which develop skills in music performance in particular.</p> <p>Use metacognitive approaches such as skilful questioning, 5 a day, Rosenshine and Scaffolding</p> <p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher. Sendco to be released from class teaching</p>	<p>Working Towards Challenge Point 1,</p> <p>Working Towards Challenge Point 2</p> <p>Working Towards Challenge Point 4,</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 68,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP – Teacher to deliver the Catch-Up Programme	EEF Diagnosis challenges	Working Towards Challenge Point 1 and 2
To employ TAs to provide small group tutoring/ 1 to 1 for FSM children currently working below age-related expectation in	“Once you have gauged the performance of your disadvantaged pupils against national benchmarks, you should examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also assessment of wider barriers, such as attendance.”	Working Towards Challenge Points 3 and 4

<p>Literacy and Reading</p> <p>Use of Deputy Head to provide in class targeted support 2 days a week</p> <p>Sendco released from class responsibilities to focus on interventions</p>	<p>Evidence from EEF research into improving progress for children with SEND</p> <p>Focus on scaffolding I do We do You do</p> <p>Targeted interventions</p> <p>Engagement Model where required</p> <p>Following this we have identified the need of our children and grouped them into small group sizes to improve the quality of teaching and learning.</p> <p>Having analysed our cohorts we have identified that the Year 5 cohort need support to address gaps in maths having demonstrated potential to 'catch up' and close the gap.</p> <p>In addition we have identified that Writing within Year 6 has some gaps that could be effectively addressed through intensive tuition – this will be supported through the delivery of Pathways to Progress Writing Intervention.</p>	
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<p>We have also identified pupils needing intervention and therefore will access NTP tutoring for Maths and English children with SEND accessing 1:1 provision to narrow the gaps (this will be delivered in Nurture for identified children)</p> <p>Delivery of interventions by Sendco</p>	<p>EEF:</p> <p>It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</p> <p>Focus on 5 a day Scaffolding Metacognitive approaches</p>	
<p>Provision Mapping – Interventions for whole school – Delivering Intense Interventions</p> <p>We have also identified pupils needing intervention and therefore will access NTP tutoring for Maths and English children with SEND accessing 1:1 provision to narrow the gaps (this will be delivered in Nurture for identified children)</p> <p>Assistant Headteacher to support the children across the school with appropriate, measurable intervention which is data lead from the NFER summaries from Spring Term/ End of Year 2025 data.</p>	<p>EEF</p> <p>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. You should think carefully about how you implement tuition, including how you will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact.</p>	<p>Working Towards Challenge Point 3,</p> <p>Working Towards Challenge Point 4,</p> <p>Working Towards Challenge Point 6,</p>

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

Budgeted cost: £ 33,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Family Support Worker to provide care and promote the welfare of all of our vulnerable pupils.	Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.	Working Towards Challenge Point 3, Working Towards Challenge Points 5 & 6,
FSW to work closely with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents. Attendance officer will work harmoniously to support the FSW to engage families and raise the attendance rate. Use of counsellor to provide 1-1 support Ongoing family support in relation to food and uniform.	Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment. If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying that skill in the workplace. To provide children with enriched opportunities to extend their understanding of the curriculum, this includes additional sports coaches, Spanish Teacher and Music Lessons. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests; evidence supporting the academic impact of programmes which develop skills in music performance in particular and physical education.	

<p>Also support through use of taxis to ensure attendance of most vulnerable pupils</p> <p>To continue to offer a wide range of cultural visits and opportunities</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <p>Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.</p> <p>Evidence this builds engagement through development of cultural capital</p>	
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Total budgeted cost: £ 143,9

Monitoring Notes to be added at Key Monitoring Points 2025 -26

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our principal standardized methods for measuring impact include:

Wellcomm Screening of language.

NFER termly assessments – making use of Confidence Bands

DFE Compare school Performance outcomes

Examples of key activities 24-25

After School Clubs

- 47% of vulnerable pupils regularly attend after-school clubs.
- Clubs cover a diverse range of interests and skills, fostering engagement and social interaction.

Residential Visits and School Trips

- All disadvantaged pupils participate in residential visits and school trips.
- Families requiring financial support receive assistance to ensure full participation without barriers.

AIM High Programme (Achieve Inspire Master)

- 57% of disadvantaged pupils have taken part in the AIM High programme based at Victoria Road, Runcorn.
- This initiative supports aspiration and achievement through targeted enrichment.

Third Space Learning

- 100% of Key Stage 2 disadvantaged pupils have accessed Third Space Learning, providing tailored academic support and intervention.

Sporting Events and Representation

- 60% of pupils have represented the school in various sporting events including Table Tennis, Football, Gymnastics, Cross Country, and Dodgeball.
- This promotes physical health, teamwork, and school pride.

Attainment for 24-25

Outcomes for pupils at **KS1** Indicated good progress in relation to Maths and supported our identified need to further support progress in reading and writing. We shall therefore continue to focus on early language support and both quality first teaching and targeted interventions to build on improvements in reading and writing attainment for pupils.

KS2

Overall outcomes were above local and national averages

2025 17 eligible pupils

65% achieved expected standard in reading, writing and maths

12% achieved at higher standard

Average score in reading 107

Average score in Maths 107

The above attainment scores indicate that eligible pupils had narrowed the attainment gap by year 6 with outcomes in line with or above national averages.

School Performance comparisons indicate that our disadvantaged pupils made very positive progress in Reading, Maths and Writing – and greater progress than local and national figures. Scores were in line with non-disadvantaged locally and nationally

Wellcomm screening also indicated that disadvantaged pupils made good progress after entering school with lower levels than expected for their ages.

There were also improvements in attendance, behaviour and participation in a wide range of extracurricular opportunities

Additional Support and Enrichment for Vulnerable Pupils

Dog Therapy

- Vulnerable pupils have access to dog therapy sessions, which use trained dogs to provide comfort, reduce stress, and improve emotional, social, and physical skills.
- This intervention supports well-being and resilience.

Eco Warriors

- Selected pupils act as Eco Warriors, leading initiatives to promote environmental awareness and sustainability within the school.
- They encourage reducing waste, conserving energy, and improving the school environment.

Pupil Voice

- Pupils are empowered to voice their ideas and concerns through designated representatives who liaise with school staff.
- This promotes inclusion and ensures pupil perspectives shape school life.

Conclusion

St Gerard's Catholic Primary and Nursery School prioritises the holistic development of disadvantaged and vulnerable pupils through a wide range of inclusive activities and support mechanisms. Our approach ensures that barriers to participation are minimised and that all pupils can benefit from enriching experiences that enhance their academic and personal growth.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

- Termly NFER analysis and individual pupil profiling does show that we continue to narrow attainment gaps and this is evidenced by KS2 outcomes which are in line with non-disadvantaged nationally

It is important to further build on improvements by ensuring high quality first teaching through evidence-based approaches to professional development and effective targeted interventions. The focus will remain on applying research based metacognitive approaches

- Improvements in Wellcomm screening shows how targeted support is having a positive effect on reducing the impact of disadvantage on language development
- **We shall continue to develop the use of Wellcomm by extending staff training and rescreening vulnerable pupils in all years. It is important to refer to the Matthew Principle whereby disadvantage continues to suppress opportunities for the most vulnerable children.**

- Improvements in attendance indicate the positive impact of the family support worker in building positive relations with parents
- The intention is to further improve attendance of the most vulnerable pupils by targeted support and ensuring all pupils are engaged and see the benefits school can provide for them. We continue to aim to reach the most challenging groups of pupils.
- The ongoing legacy impact of the COVID pandemic on children in receipt of Pupil Premium continues to be monitored and actions will be put in place where necessary.
- We shall provide continuing support through the use of a counsellor and Therapy dog programme. The deployment of Third Space Learning has ensured the curriculum continues to be relevant and engaging
- The Pupil Premium expenditure has been monitored against the Teaching and Learning review, 'Catch Up Spending' and Pupil Progress Meetings and is overseen by Governors
- We shall continue to ensure expenditure is closely monitored, including through NFER analysis and monitoring of targeted interventions. Our aim is to ensure the very best value for money.
- Evaluation of attendance at extra-curricular events indicates an increasing number of eligible pupils participating.
- Our aim is to further build the level of pupil participation especially in relation to music and arts opportunities and we shall continue to seek pupils views to develop a programme which is relevant and engaging. We shall continue to link Pupil Premium and Sports Premium planning to maximize impact.
- Pupil and parent surveys have indicated positive views of the work of the school to continue to build positive relationships, offer support to our most vulnerable families and to mitigate the impact of disadvantage for our children.
- We shall continue to provide individual support for families and through the use of our counsellor, family support worker and other approaches we shall further extend our support for pupil wellbeing.
- The Sendco will not have class responsibilities moving forward and will focus on flexible and individual interventions.

Service pupil premium funding (optional)

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

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

Further information (optional)

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate time scales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- That we are seen to live our key Mission of providing the very best opportunities for all our pupils

Guidance we follow at St Gerard's:

- Pupil Premium: funding and accountability for schools - Gov.uk.
- Teaching Schools Council: Guidance on effective use of pupil premium funding
- Education Endowment Foundation – Effective Pupil Premium
- <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>
- DFE Pupil Premium Guidance