

Pupil premium strategy statement 2025 - 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Vincent de Paul Catholic Primary, Knutsford
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026 (Termly at Governors)
Statement authorised by	Bernadette Groarke
Pupil premium lead	Bernadette Groarke
Governor led	Helen Williams

Funding overview 2025 - 2026

Detail	Amount
Pupil premium funding allocation this academic year (R9657)	£35,960 (R9657)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
Total budget for this academic year 25-26 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,960 (R9657)

Part A: Pupil premium strategy plan

Statement of intent

- Children feel safe, happy and nurtured in school and ready to learn.
- Improved engagement, progress and attainment towards and beyond Age Related Expectations (ARE).
- Greater depth of learning and application of skills across the subjects.
- Pupils have targeted strategies which ensure progression and build upon next steps for learning.
- Pupils have a broad range of experiences in line with all pupils.
- Attendance is improved in line with school and national attendance benchmarks.
- Improved parental and carer engagement

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some of our pupil premium children are not making the same amount of progress in their reading, writing, maths and phonics as non-pupil premium children. Assessments, observations, and discussions with pupils suggest some disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Some of our pupil premium children also fit into another vulnerable group such as having an additional special educational need.
3	Some of our pupil premium children do not have the rich and varied experiences as non-pupil premium children resulting in knowledge of the world and vocabulary acquisition being limited. Some life experiences and skills are limited.
4	Some of our pupil premium children have social, emotional and well-being additional needs including behaviour. Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues and behaviour challenges for some pupils.
5	Attendance of some of our pupil premium children is lower than the attendance for the school and national attendance benchmarks.
6	Parental and Carer engagement for some pupil premium to be improved.

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
Our pupil premium children as a group will make good progress in their reading, writing, maths and phonics in line with non-pupil premium.	Interventions have impacted on progress and attainment as recorded on class trackers.
Pupil premium children who also have an additional special educational need will be the focus of a strong dialogue between professionals within school and agencies where appropriate.	Termly SEN review meetings will take place between staff and parents/carers. We will continue to use the SAM (FSM) system to identify any new additions to the Pupil Premium register throughout the year and notify class teachers.
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at our school.	A range of extra-curricular activities will be offered to tap into our children's passions and interests. Discounts or completely paid - will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc. Children are able to learn a new skill or continue playing an instrument they had been learning.
Children feel happy and safe at school and engage with their learning.	Children will be given opportunities for extra RSHE/ELSA time to address specific need as identified by class teacher and parents/carers.
For attendance of our pupil premium children to be no lower than the attendance for all children in the school. For attendance to be 'good' compared to local and national attendance. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Lateness for pupil premium children is minimised through effective tracking and parental engagement. Office staff will promptly call families who have an absent child without reason. Historical attendance concerns will be monitored and reviewed by Head Teacher. A discussion with the governors will take place about introducing fines for non-attendance if necessary. Extremely poor attendance (below 92%) will be challenged with communication and follow up action from the Head Teacher.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Looking at internal progress data termly.	Tracking sheets filled in and monitored termly for impact with interventions adapted as necessary. Meetings attended by SEN lead, Assessment Lead, class teacher and Head.	1
Purchase of standardised diagnostic assessments. Training and ongoing CPD for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and including training for staff and effective liaison and networking between schools.	Little Wandle Letters and Sounds revised was purchased September 2021 and will be continued to be used in 2025-2026 Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF School will have a consistent approach in the teaching of phonics and reading. Improving Literacy in Key Stage 1 EEF	1
SENCO within school – embedding what they have learnt – now more experienced.	SENCO will be further skilled in knowing the best intervention to target any barriers for learning for our most vulnerable.	2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	1 & 2
Relevant CPD for all members of staff (teachers and teaching assistants) For example, Maths hub, English hub, Phonics, Ready Steady Write with Literacy Counts, Ofsted curriculum roadshows.	All staff are fully up to date with current practice to fully understand, challenge and enhance the progress of all pupils. Staff meetings and INSET to monitor and review on going progress. Login – Challenging Education (RADY project – Thinking Differently for Disadvantaged Learners.)	1, 2, 3, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Continue with trained ELSA within school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF Improving Behaviour in Schools EEF	4
To embed the training two teaching assistants – JH & SB had in 2025 on being a Mental Health First aider in school. These TAs can support children, parents and staff with their emotional health and well-being.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2, 4, 5 & 6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children who have displayed dyslexic tendencies to receive support – TA interventions – Precision Teaching.	Children will transfer taught skills to their class work and so make good progress when assessed. Quality first teaching evidenced as highest impact approach by EEF.	1 + 2
Reading, writing & maths – Precision Teaching to match individual needs.	Children's attainment will be more in-line with their peers and narrow the gap in line with EEF High Impact strategy.	1
Grouped interventions with TA to support specific difficulties. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Gaps will close in specific areas as concentration and taught skills improves in line with EEF High Impact strategy. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Pupil progress meetings with teachers as outlined above.	Time for ongoing professional dialogues regarding further support for PP children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 and 2
Early Years interventions put in place for pupil premium children to ensure they make the GLD (Good Level of Development)	High quality provision with well-qualified staff is essential to ensure success of interventions such as Squiggle while you wiggle, Dough disco etc. all of which have a big impact on children's readiness to learn. NELI and Little Wandle – Letters and Sounds EEF Personal Social and Emotional Development	1

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

Budgeted cost: £5,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
In each class the behaviour policy and anti-bullying policy are revisited to ensure our school ethos and good behaviour is embedded across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Exciting trips and visits will be planned to enhance the curriculum including residentials for KS2 children.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance is not a factor for families, they usually want their children to experience these. These will be paid for by school.	3
Additional Peripatetic instrumental lessons – such as Love Music Trust in Year 5 and Rock Steady bands across juniors.	Children can follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem and competencies.	3
Access to Forest schools' enrichment sessions where all children will have the opportunity to experience a range of activities.	Children to see and experience learning outside of the classroom to improve self-esteem, confidence and well-being of each child.	3 and 4
Additional swimming lessons subsidy for specific children. To provide extra swimming sessions to those who cannot yet swim.	Children will learn to swim to be safe regardless of background or circumstance. Developing the life skill of being able to swim- sports grant	3
To provide extra Bikeability sessions to those who cannot yet ride a bike – safety and life skill.	Children will have the skill of riding a bike for life. Bikes will be provided where necessary and sessions monitored and tailored to address individual competencies.	3
To provide extra curricula sports/ clubs through after school clubs	Children will have the experience of extra sports/ clubs regardless of circumstance.	3

To provide breakfast each morning and snack at playtime for those who require it.	Children who are hungry are not in the right place to learn therefore breakfast will be provided to support progress and attainment.	4
Pastoral support for Pupil Premium children who are in need of additional approaches to support their well-being and resilience.	We have two ELSA trained members of staff – one who delivers Forest Schools and both who delivers ELSA and resilience interventions. Children who work with ELSA trained staff build resilience, confidence with an increased sense of well-being. Also have two mental Health First Aiders	4
Pastoral support for Pupil Premium children who are in need of additional approaches to support their well-being and resilience and encourage engagement of parents and carers.	Support with extras to ensure children are well equipped for school – uniform etc.	4 + 6
Preparing most vulnerable children for transition to high school Class teacher and Teaching Assistant to support children who need enhanced transition preparation to high school.	Class teacher will liaise with high school to ensure all needs are known about. Children will be given 1:1 time to discuss any worries or concerns and ensure a smooth transition. Help will be given to parents/carers to fill out forms if needed and any particular handover or continuity arrangements.	4
To encourage engagement of parents at parents' evenings, sacramental programme, SEN reviews, EHA and subject specific workshops.	Working in partnership with parents ensures best outcomes for the child.	6
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2,3,4,5 & 6

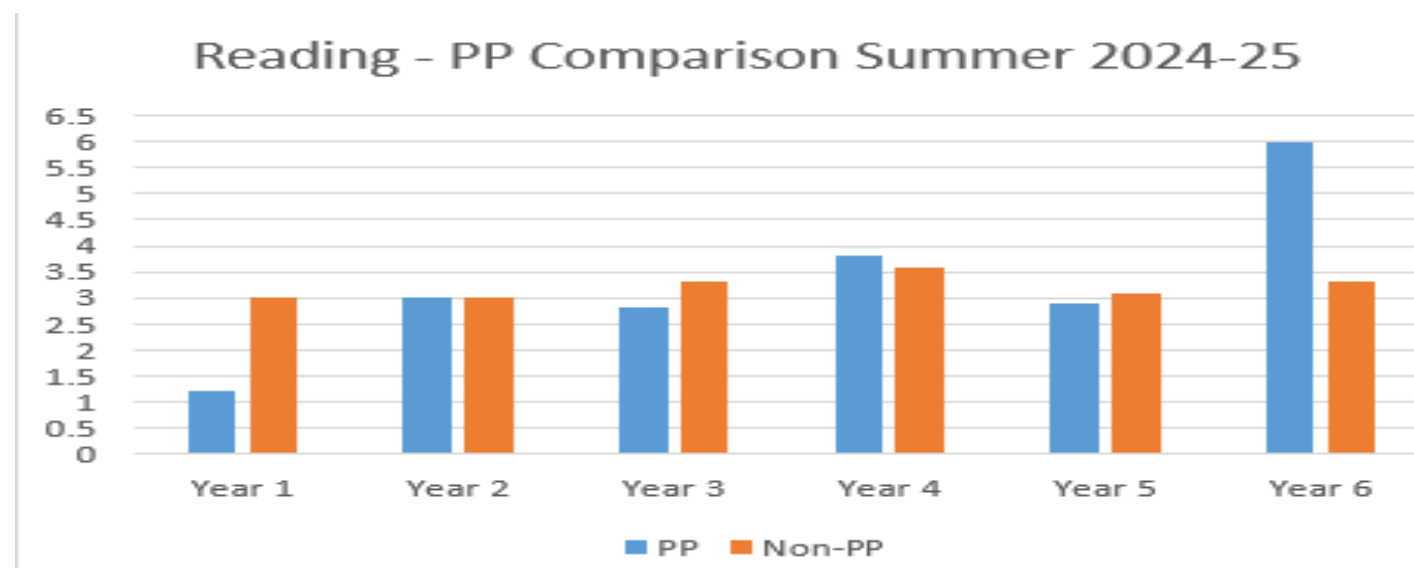
Total budgeted cost: £ 35,960

Part B: Review of outcomes in the previous academic year 2024 -2025

Pupil premium strategy outcomes

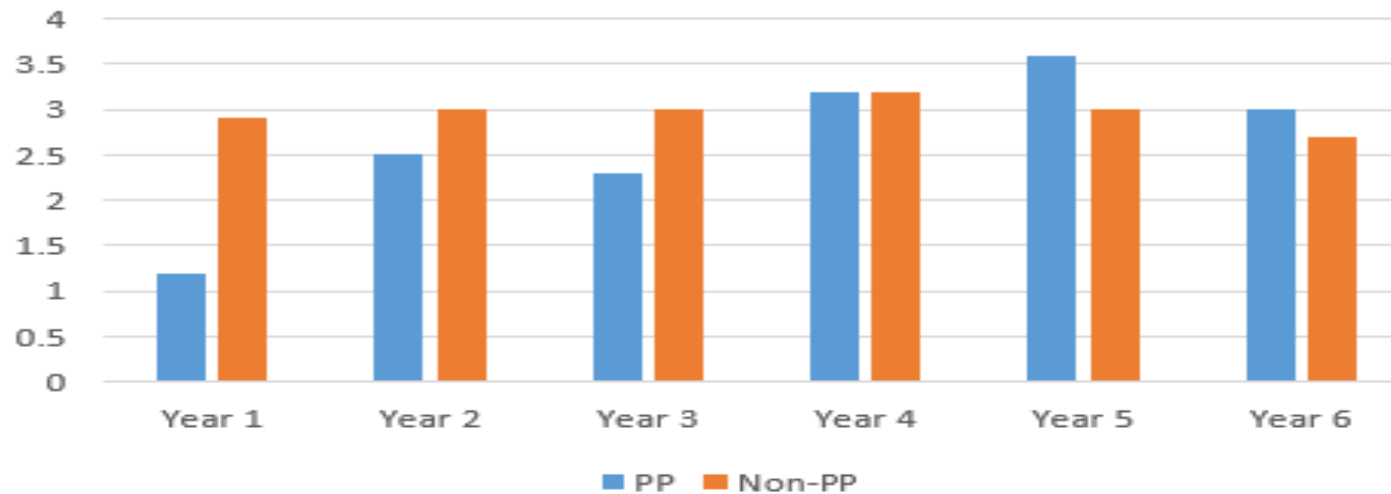
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Progress



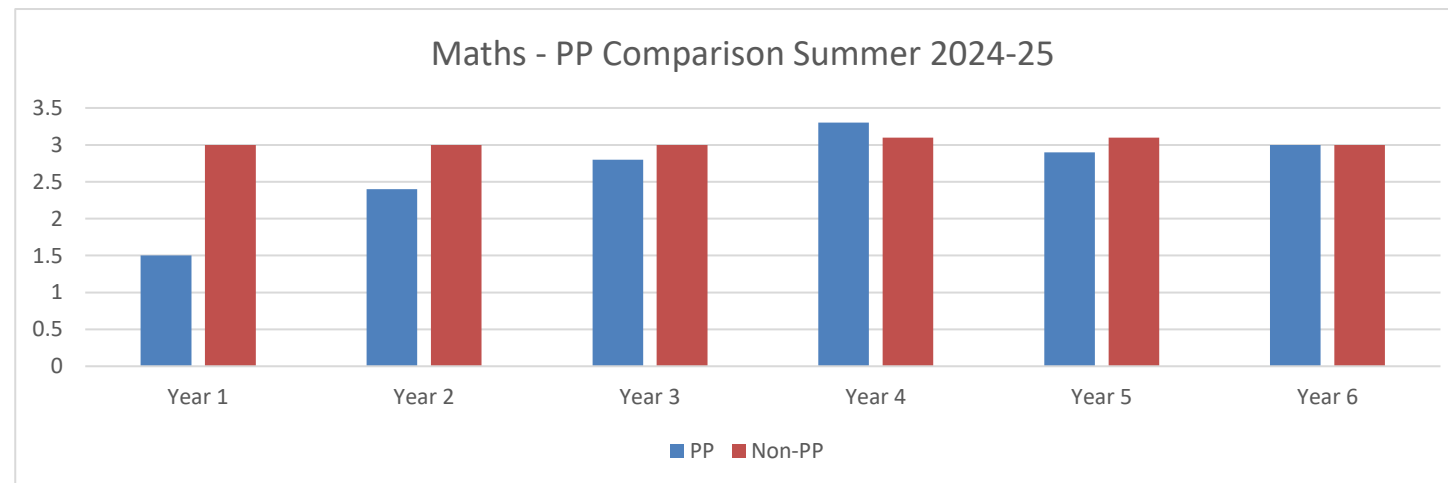
Reading: In most year groups, PP children compare favourably with non-PP children in terms of personal progress. Data on the following page will give more information about how this relates to ARE, although most PP children are achieving at least their personal progress target.

Writing - PP Comparison Summer 2024-25



Writing: In Years 4-6, the progress of PP children compares very favourably with their non-PP peers, particularly in Y5 and Y6 where PP children made greater progress. This is largely due to the individual cohorts and the profile of individual children and their circumstances. PP children in Y1, 2 and 3 did not quite mirror the progress of non-PP children, often largely due to the high amount of SEN and SEMH need in those cohorts as well as the complex and varied individual needs of the individual PP children.

Maths - PP Comparison Summer 2024-25



Maths: In most year groups, PP children compare favourably with non-PP children in terms of personal progress. Most PP chn are achieving at least their personal progress target. In Year 1 $\frac{3}{4}$ of the PP children also have SEN one of these also has very low attendance. In Year 2, $\frac{1}{2}$ of the PP children have significant SEN and another child has emotional needs at home. In Year 3, $\frac{3}{4}$ are close to being expected and are in em+ bracket.

School Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole school
% of Pupil Premium/ FSM	15%	14%	13%	13%	22%	16%	6%	14%

Pupil Premium children make up approximately 14% of our school population. Therefore, the data shown in these charts is very much dependant on each individual child. Out of our 28 pupil premium children, 8 are on the SEN register including 3 EHCPs and 6 are on First Concerns. All PP children have specific interventions to narrow the gap and remove barriers to learning.

Externally provided programmes.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Dymno Maths	Jelly James
ED Shed - Spelling Shed & Literacy Shed Plus	ED Shed
Nessy	Nessy.com
IDL	IDLS Group
My Maths	My Maths
Learning Village	info@axcultures.com