

# St Michael & All Angels Catholic Primary School

## Pupil premium strategy statement 2025-26

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 Michael & All Angels Catholic Primary School
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	31.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs J. Ryan Executive Head Teacher
Pupil premium lead	Michelle Trayer Inclusion Lead
Governor / Trustee lead	Maureen McDaid Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188728
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£188728

## Part A: Pupil premium strategy plan

### Statement of intent

At St Michael & All Angels Catholic Primary School *our main aim is to ensure that all children regardless of their background or the challenges they face, make good progress, achieve their full potential and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.*

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence paired with attendance and punctuality issues. There can also be complex family situations that prevent children from flourishing and needing emotional support. The challenges are varied and particular to individual families. We will respond to individual challenges and needs and ensure that disadvantaged pupils are challenged in the work that they're set and that we act early to intervene at the point need is identified.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. All teachers use data and identify pupils in their classes so that they are fully aware of strengths and weaknesses across the school.

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 key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups and other groups. As a school we have a very good record of ensuring that pupils make good progress:

Through targeted interventions we are working to eradicate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress to reach their Age-Related Expectations as they move through School.

### Key Principles of Pupil Premium Funding

#### Respect

We provide a culture where:

- staff believe in all children,
- there are no excuses made for underperformance,
- staff adopt an outcome focused approach to overcoming barriers to learning or

- to further challenge children,
- staff support children to develop their basic skills and aspirations towards being the best they can be

### **Increasing Learning Time**

We maximise the time children have to learn through:

- provide early intervention for children in Reception, with all children's language and communication being screened on entry to School and interventions put in place,
- extend learning out of school hours through after school clubs and lunchtime clubs throughout the year

### **Pupil Identification**

We ensure that:

- all teaching and support staff are involved in the analysis of data, receive important information about our disadvantaged pupils and their needs and contribute to decisions about intervention,
- all disadvantaged pupils benefit from the funding, not just those children who are under-performing or of a lower ability,
- underachievement at all levels is targeted, again not just for those lower attaining pupils,
- children's individual needs are considered carefully so that we provide support for those children who could be doing even better.

### **Improving Day to Day Teaching and Learning**

We continue to ensure that all children across the school receive good teaching, with all teaching 'Good or better' by asking teachers to:

- set high expectations,
- be good role models,
- share good practice across Our School but also draw on expertise from other professionals,
- provide high quality CPD,
- improve assessment through joint assessment and moderation.

### **Data**

We ensure that:

- all staff are involved in the analysis of data through Moderation, Pupil Progress Meetings and Inclusion Reviews so that they are fully aware of the progress and attainment of their pupils but also the strengths and weaknesses across the school,
- interventions are monitored regularly by key staff,
- we use research such as the Sutton Trust Toolkit and DfE website to support us in deciding which strategies that will be most effective for our pupils

### **Personalised Learning**

We ensure that we provide personalised learning and additional support which is effective by:

- looking at the individual needs of each child and identifying their barriers to learning or how to challenge them further
- ensuring additional support staff and class teachers communicate regularly
- providing CPD for staff to lead high quality interventions across the school
- matching the skills of staff to the interventions they provide
- working with other professionals to bring in additional expertise: Multi Agency

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Sup-port Team, Educational Psychologists, Child, Adolescent, Mental Health Service (CAMHS), Paediatricians, Speech and Language Therapists, Learning Mentors etc.

- tailoring interventions to the needs of the children, for example One to One Tuition,
- recognising and building on children's strengths to further boost confidence.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance/Punctuality – a number of disadvantaged pupils are persistent absentees and attendance data has shown attendance of disadvantage pupils is lower than non-disadvantaged
2	Lack of access to wider curriculum and opportunities in line with their peers and barriers such as economic, social, access to technology
3	Impact of ACE's on children's ability to engage in learning and social situations. Pupils and their families have social & emotional difficulties, including medical and mental health issues.
4	Gaps evident in maths curriculum – evident in NFER tests and end of KS2 tests
5	Lack of support at home for some children – through discussion and observations we recognised that many disadvantaged pupils lack support at home for home learning or homework in particular reading
6	Low attainment and slow progress rates made by pupil premium/disadvantaged children. Some children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
7	School readiness, which includes poor language skills on entry to EYFS

## 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
Improve attendance and punctuality for disadvantaged pupils	Gap in attendance between disadvantaged and non-disadvantaged pupils closes PA attendance improved. Disadvantaged pupils attend Breakfast Club to provide them with the best start to every

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	day.
High quality teaching of Read Write Inc across the school	Disadvantaged pupils pass Phonics Screening Test
Children make good progress in maths	Children achieve expected standard in maths at end of both Key Stages
Children make good progress in reading	Children achieve expected standard in reading at end of both Key Stages
Children develop good language skills in EYFS	Children achieve GLD in EYFS Profile
Improve the quality of teaching and learning with 'quality first teaching' in all classrooms	Learning walks, book scrutiny and subject lead monitoring identifies that all students experience lessons that enable good progress to be made
Every child will have access to all clubs and residential trips.	All Year 6 Pupils attend residentials. Every child attends all educational school visits.
Support for pupil well being is provided by a team of specialist teachers/support workers.	Staff CPD is relevant and has an impact on pupil development. Every child that needs support has access to support at the right level for their needs.

Activity in this academic year

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

## **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £93,687

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Purchase of standardised diagnostic assessments NFER</p> <p>Time for staff to peer train to ensure assessments are interpreted and administered correctly.</p> <p>Staff given time to analyse data in particular maths</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4&5
CPD for Maths Mastery (concrete, pictorial, abstract)	Training from maths specialist will be accessed by staff to support them in teaching using the Mastery approach to maths in the classroom. All staff will be given support	4

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approach to maths for staff	and feedback on their classroom practise by Maths Lead alongside Darren Partington. <a href="#">EEF guide to pupil premium</a> – tiered approach – teaching is the top priority, including CPD. <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all</i>	
Embed high quality 'Read, Write, Inc' (RWI) teaching across the school.	In 2025, 79% of our children passed the phonics screening test. 59% of disadvantaged pupils passed phonics screening (7/12) this compared to 84% of non-disadvantaged pupils. In 2024, 68% of our children passed the phonics screening test. 48% of disadvantaged pupils passed phonics screening (10/21) this compared to 78% of non-disadvantaged pupils. In 2023, 85% of children passed the phonics screening test. 78% of disadvantaged pupils passed phonics screening (11/14 children) compared to 87% of non-disadvantaged pupils. <a href="https://educationEndowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationEndowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="#">Phonics   Education Endowment Foundation   EEF</a> <a href="https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf">https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</a>	5
Regular assessments to identify underperforming pupils and to inform interventions	Wider educational literature eg Lemov 2010 & Sherrington 2019 highlights the importance of effective assessment improving student outcomes. Further to this the EEF toolkit claims that effective assessment significantly improves learning. NFER assessments are carried out termly and these inform interventions and gaps in pupils' learning. Formative teacher assessment carried out daily also informs needs so same day intervention can take place.	4&5
Subject leads to work to develop their curriculum subjects across the school – develop assessment for foundation subjects	<a href="https://sandbox.educationEndowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationEndowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Curriculum leads are well underway with developing their subjects and to move forward are developing assessment for their individual areas.	6
Staff time (each term) to meet with SLT to analyse data for their class and cohort and set/review targets for the identified children to make progress.  Staff time (each term) to enable pupil	EEF - Target teaching & support by accurately assessing pupils' needs High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs	4,5&6

progress meetings to take place.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL, Number stacks and SATS companion introduced in school to support maths skills (targeted for disadvantaged pupils and all, both in school and at home).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> <i>Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective.</i> <a href="#">Homework   Education Endowment Fund</a>	4,5&6
Use Wellcomm programme to support early language development for identified children in EYFS	<a href="https://educationEndowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationEndowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	7
SATS companion & IDL to be used across KS2 to support reading (targeted for disadvantaged pupils and all, both in school and at home).	This study included around 1,200 students and confirmed that IDL produces significantly faster reading and spelling related improvements than non-specialist teaching methods – with an average 10 months improvement in reading and 11 months improvement in spelling after just 26 hours on the IDL programme.	5&6
Provide targeted, structured interventions to children across whole school using Pupil Premium Funding. Interventions to be monitored and	<a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</i> <a href="#">Teaching Assistant Interventions   Education Endowment Foundation   EEF</a>	4,5&6

evaluated by Assistant Head and Deputy Head of school		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise breakfast club, extra-curricular and residential opportunities for those children who are disadvantaged	Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	2
Attendance rewards/certificates for classes – those children whose attendance is 100% in any given week. Letters sent out to PA termly reminding them of expected attendance and to offer support by Attendance Lead Parents to be invited to meetings if attendance does not improve PA and PP attendance monitored by Deputy Head of school	<a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> .  <i>Evidence suggests that small improvements in attendance can lead to meaningful impacts.</i>  <a href="#">Attendance Interventions   Education Endowment Foundation   EEF</a>	1
Provide breakfast club for all disadvantaged children	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>  Research suggests providing breakfast club can help with concentration and behaviour and support some children in developing social interactions. We know it also has an impact on the attendance and punctuality of some children	1&2
Ensure pastoral support is available to children and families through access to support from our Mental	Disadvantaged children are supported by the school Mental Health Lead, who will meet with them if needed and provide support/alleviate barriers.	3



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Health Lead and outside agencies for social and emotional well being	<p><a href="https://sandbox.educationEndowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://sandbox.educationEndowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://sandbox.educationEndowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://sandbox.educationEndowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><a href="#">Social and Emotional Learning   Education Endowment Foundation   EEF</a></p>	
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**Total budgeted cost: £176,768**

## 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 2023 to 2024 academic year.

There is evidence that the performance of disadvantaged pupils is lower than their peers in key curriculum areas. Internal teacher assessments and standardised test showed that many of our disadvantaged pupils continue to underperform in comparison to their peers. As a school, we believe that the reasons for these outcomes are directly linked to the global pandemic and the significant impact of Covid-19 on teaching and learning. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We were resolute in maintaining a high-quality curriculum during the pandemic through face to face teaching and on-line learning. Those who required it were provided with devices in order to access on-line learning during periods of closure.

Gaps in attendance have improved but we are still addressing the issue of persistent absenteeism. We have seen some children go from PA to 100% attendance in the first term and this has had an impact on their self-esteem, confidence and attainment.

There continues to be a good take up from families offered breakfast club.

The Chatty Therapy speech and language programme has continued to support children and families. The speech and language therapist has provided 1:1 sessions in school every fortnight. This programme ensures that the children in most need can access the specialist support and staff members can also continue the work in school throughout the week.

The Learning Mentor has maintained regular contact with vulnerable families. She can offer a wide range of support and signpost to other services. The Learning Mentor has worked with individual children and small groups to address a range of barriers to learning including anxiety, behaviour issues etc.

Many of our children made progress in reading, including Pupil Premium children and this was due to the use of Read, write inc at home and in school. The number of families and children being referred to outside agencies rose and the number of children with emotional and mental health issues also increased.

## 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
Reading Write inc	Ruth Miskin
WellComm	A Renaissance Company

## Service pupil premium funding (optional)

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

*n/a*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*