

St Philip's Catholic Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Natalie Holland
Pupil premium lead	Jen Church
Governor / Trustee lead	Elizabeth Donegan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,610
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,985

Part A: Pupil premium strategy plan

Statement of intent

At St Philip’s Catholic Primary School we are committed to living out the Gospel values and serving the most vulnerable in our community. We are dedicated to creating a learning environment where every child can experience success and fulfilment. We aim to live out our school mission ‘Christ at the Centre.’ Through the thoughtful and effective use of Pupil Premium funding, we will continue to strive for excellence, ensuring that all our pupils are equipped to lead meaningful and purposeful lives.

We will do this by ensuring that:

- All children get access to high-quality education. We are committed to providing targeted support for our learners, ensuring that they have the resources and opportunities they need to thrive.
- Our strategy encompasses not only academic achievement but also the spiritual, emotional, and social development of each pupil.
- We maintain high expectations for all our pupils, with a particular focus on vulnerable and disadvantaged learners. We are committed to removing barriers to learning so that they can achieve excellence.
- We acknowledge the vital role that parents and the wider community play in a child's education. Our strategy includes efforts to strengthen partnerships with families, empowering them to support their children's learning journey.

Challenges

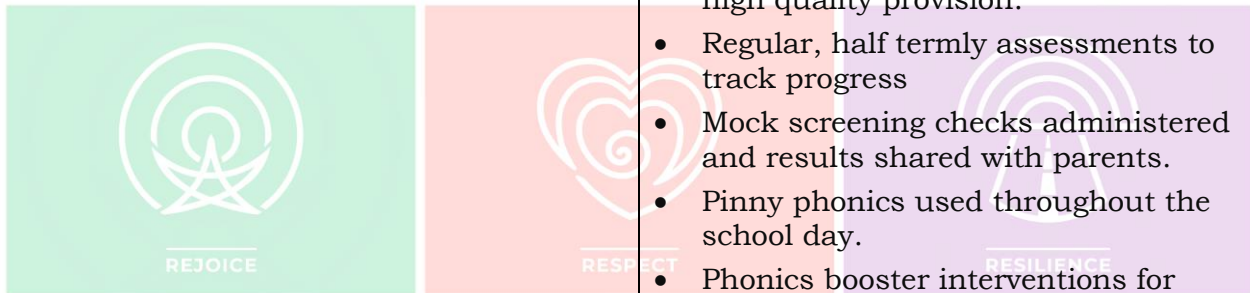
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties in their Early Reading, especially linked to Phonics skills (33% scored 32+ in June 2024). This negatively impacts their development as readers.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with Maths than their peers. Our Data shows that 50% of our disadvantaged achieved the expected level at the end of KS2 in 2024.

3	Emotional wellbeing: through internal referrals and questionnaires, the continued need to offer social and emotional support for our disadvantaged learners is evident and this can also play a role in them falling behind their peers academically.
4	Oral language skills on entry in EYFS are lower for our Pupil Premium children which slows progress in reading and phonics.
5	Attendance rates for pupils eligible for Pupil Premium is below that of non-Pupil Premium children and below the 95% threshold.

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>Raised Phonics outcomes for Pupil Premium children.</p> 	<ul style="list-style-type: none"> • CPD for Key Stage 1 staff to ensure high quality phonics teaching • Audit phonics resources to support high quality provision. • Regular, half termly assessments to track progress • Mock screening checks administered and results shared with parents. • Pinny phonics used throughout the school day. • Phonics booster interventions for identified children.
<p>Raised attainment for Pupil Premium at the end of Key Stage 2.</p>	<ul style="list-style-type: none"> • Continue to focus on Quality First Teaching to ensure the best possible provision for all children. • Bespoke interventions • Adaptive teaching principles used as part of universal approach • Tutor to support with preparation for statutory assessments
<p>Improved access to high quality oracy education for Pupil Premium learners.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils • Underserved learners have the confidence to contribute in class, knowing that all voices are valued and heard
<p>Attendance rates for pupils eligible for Pupil Premium are in line with non –</p>	<ul style="list-style-type: none"> • Staged attendance process followed. • Continue with First Day Response Calling.

Pupil Premium children and above the 95% threshold.	<ul style="list-style-type: none"> • Team Around the School model to identify vulnerable children/families in need of support. • Learning Mentor to provide pastoral support to identified children • Family Help Co-ordinator to work with identified families.
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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: £26,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching through Adaptive practise.	EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF	1,2,3
Developing metacognitive classrooms	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3
CPD around oracy and the introduction of the Project Learning Tree	EEF Communication and Language	1,2,4
EYFS Speech and Language interventions – Tales Toolkit, Communication Soup, Whole of Me	Oral language interventions EEF	1,2,3,4

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

Budgeted cost: £42,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist to intervene early to support oral language skills/train TAs to implement speech programmes	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3,4
Non class based learning mentor to provide additional academic and nurture support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention	All
Activities and resources to meet the needs of underserved learners who also have a special educational need	https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1,2,3,4

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

Budgeted cost: £20,380

Activity	Evidence that supports this approach	Challenge number(s)
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Enrichment activities within and after the school day Extending the school day	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	All
Offer of breakfast club	https://educationendowmentfoundation.org.uk/news/break-fast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	All
Coaching/mental health support through Nick Dux	Social and emotional learning strategies EEF	All
Family Help Co-ordinator	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	All
Funding trips	https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap	All
Investment in training a member of staff as an ELSA	Social and emotional learning strategies EEF	All
Forest School Training with lead practitioner	Improving Behaviour in Schools Evidence Review .pdf	All
Creation of a Nurture Space to support with wellbeing and behaviour	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	All

Total budgeted cost: £89,148

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: Increased Attendance and Punctuality in school.

Overall attendance at the end of 2023 – 24 was 93%. This is higher than the previous year but below the threshold. There was also a large number of children who were categorised as being persistent absentees. Pupil Premium attendance was lower at 91%.

Overall attendance at the end of 2024 – 25 was 94%. This is higher than the previous year but below the threshold. There was a reduction in those children who were severely persistently absent. Pupil Premium attendance was lower at 90%.

Outcome 2: Increased Parental Engagement

Increases were seen in Early Help to support families and build engagement through the TAF process. Parent drop – in sessions provided an opportunity for parents to come into school and find out more about what is happening in school. Open evenings, liturgies, Mass as well as seasonal events were all well attended by our families.

Remained the same in 2024 - 2025

Outcome 3: Improved Maths attainment for disadvantaged children at the end of KS2

Year 6:

<i>Maths attainment overall</i>	61%
<i>Maths attainment for Pupil Premium children</i>	50%

Year 2:

<i>Maths attainment overall</i>	61%
<i>Maths attainment for Pupil Premium children</i>	44%

Data highlights that this will continue to be a focus for our Pupil Premium children.

Outcome 4: Improved Reading attainment for disadvantaged children, especially Phonics

Year 6:

Reading attainment overall	83%
Reading attainment for Pupil Premium children	75%

Year 2:

Reading attainment overall	61%
Reading attainment for Pupil Premium children	56%

Phonics:

Phonics attainment overall	70%
Phonics attainment for Pupil Premium children	33%

Data highlights that this will continue to be a focus for our Pupil Premium children.

There was a strong improvement in outcomes for disadvantaged pupils in KS2 at the end of 2024 – 2025. RWM expected standard was 67% in 2025 which is above national and indicates a narrowing of the gap.

Phonics attainment for Pupil Premium children remained the same although the school attainment raised by 3%.

Attainment at the end of KS1 saw a rise in Maths to 71%. Pupil Premium children attainment was significantly better in Maths than in Reading.

Outcome 5: To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.

School data (assessments and observations) indicated that children's wellbeing, mental health and behaviour were significantly impacted as a result of COVID 19. The impact on disadvantaged pupils was more marked. Attainment data for 2024 (particularly at KS2) reflects our focus and shows an improving trend however, we acknowledge that there is more progress to be made in this area, especially for our Pupil Premium children.

Externally provided programmes

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

Programme	Provider
None	

