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 2026
Date on which it will be reviewed	October 2027
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 *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£3,375
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£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
Raised Phonics outcomes for Pupil Premium children.	• 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.
Raised attainment for Pupil Premium at the end of Key Stage 2.	• 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
Improved access to high quality oracy education for Pupil Premium learners.	• 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
Attendance rates for pupils eligible for Pupil Premium are in line with non –	• Staged attendance process followed. • Continue with First Day Response Calling.

Pupil Premium children and above the 95% threshold.	• 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.

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

		) addressed
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/breakfast-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%.

Attendance has continued to improve significantly over the past year, with overall attendance increasing to 95.7%, demonstrating the sustained impact of the school's strategic and rigorous approach to attendance. Improvements have also been seen across vulnerable groups, with attendance for EAL pupils reaching 96.1%, pupils with EHCPs increasing to 94.2%, SEND Support pupils reaching 93.9%, and Pupil Premium pupils improving to 92.9%. While gaps remain for some groups, the upward trend reflects the effectiveness of targeted intervention and a relentless focus on ensuring pupils are in school and ready to learn.

Most notably, persistent absence has reduced by 50%, from 14% to 7%, representing a substantial improvement and meaning significantly more pupils are now accessing their full entitlement to education. This success has been driven by the continued implementation of robust attendance systems, enhanced monitoring and accountability, and the Senior Leadership Team's engagement with Education Endowment Foundation (EEF) research and guidance. The introduction of targeted strategies, including Attendance Panel Meetings, has enabled the school to work closely with key families and pupils, addressing barriers promptly and providing tailored support where needed.

As a result, attendance is now a growing strength of the school, with improved attendance and reduced persistent absence contributing positively to pupils' academic achievement, wellbeing and engagement with school life. Continued focus on vulnerable groups will ensure that these gains are sustained and further improved over time.

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

Parental engagement continues to be a significant strength of the school, with a wide range of events consistently attracting strong attendance from families. Open evenings, liturgies, Masses and seasonal celebrations have all been well attended, demonstrating the positive relationships that exist between home and school and the commitment of families to supporting their children's education and wider development.

The school's focus on family engagement has also resulted in an increase in the use of Early Help support and greater parental involvement through the Team Around the Family (TAF) process. This has enabled the school to work more effectively alongside families, providing timely support and strengthening partnerships to improve outcomes for children.

Regular parent drop-in sessions have provided valuable opportunities for families to visit the school, gain a deeper understanding of school developments and priorities, and engage directly with staff. These sessions have supported improved communication, increased parental confidence and strengthened the sense of partnership between home and school.

The school has further enhanced community engagement through hosting wider community events, including a Community Festival, which brought together families, pupils and staff. These opportunities have helped to foster a strong sense of belonging, celebrate the school's values and further strengthen links within the local community.

As a result, parental engagement remains good, relationships with families continue to strengthen, and the school has developed an increasingly collaborative community where parents feel informed, supported and actively involved in their children's educational journey.

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

Year 6:

Maths attainment overall	61%
Maths attainment for Pupil Premium children	50%

Year 2:

Maths attainment overall	61%
Maths attainment for Pupil Premium children	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.

The school's continued focus on improving outcomes for disadvantaged pupils has had a significant impact on attainment at Key Stage 2. In 2026, disadvantaged pupils achieved 63% in Reading, Writing and Mathematics (combined), matching the attainment of their non-disadvantaged peers at 63%. This represents a 0% attainment gap, demonstrating that the school has been highly effective in ensuring that disadvantage is not a barrier to achievement and that pupils have equitable access to high-quality teaching, targeted intervention and wider opportunities.

Outcomes for disadvantaged pupils also compare favourably against both national and local authority figures, with combined attainment of 63% exceeding national outcomes (48.3%) and local authority outcomes (46.5%). This reflects the success of the school's strategic deployment of resources, rigorous tracking of pupil progress and targeted support for those most at risk of underachievement.

Attainment for pupils receiving SEND Support was also strong. Despite the additional barriers these pupils may face, 50% achieved the expected standard in Reading, Writing and Mathematics combined, significantly above national (31.2%) and local authority (30%) outcomes. Particularly noteworthy was the performance of SEND Support boys, where 75% achieved the expected standard, demonstrating the effectiveness of personalised provision, adaptive teaching and targeted interventions.

The school's inclusive approach also ensured success for pupils with Education, Health and Care Plans (EHCPs). The sole pupil within this cohort achieved the expected standard in Reading, Writing and Mathematics combined, resulting in 100% attainment for this group. While cohort sizes are small and conclusions should be treated with caution, this outcome demonstrates the impact of highly tailored support and ambitious expectations for pupils with complex needs.

Overall, these outcomes demonstrate that the school's commitment to equity, inclusion and high expectations is having a tangible impact. Disadvantaged pupils are achieving in line with their peers, SEND pupils are performing significantly above national and local benchmarks, and the attainment gap has been effectively eliminated. This reflects a culture where all pupils are supported to succeed and where barriers to learning are identified and addressed effectively.

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 a s 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.

The school has successfully achieved and sustained improved wellbeing for all pupils, particularly those who are disadvantaged. This is evidenced through a combination of increased attendance, improved outcomes and direct pupil voice. Overall attendance has risen to 95.7%, with improvements also seen across vulnerable groups, ensuring that more pupils are accessing high-quality teaching and learning on a consistent basis. This has contributed to stronger academic outcomes and greater engagement in school life.

The impact of the school's wellbeing provision is further demonstrated by the significant reduction in persistent absence, which has halved from 14% to 7%, meaning more pupils are attending regularly and benefitting from the full curriculum offer. Improved

attendance has supported enhanced academic progress and attainment, particularly for pupils who have historically faced additional barriers to learning.

Pupil voice provides further compelling evidence of impact. A recent pupil wellbeing questionnaire found that 100% of pupils reported that they are happy at school, reflecting the inclusive, nurturing and supportive culture that has been developed. Pupils feel safe, valued and supported, enabling them to engage positively with their learning and wider school experiences.

As a result, the school's strategic focus on wellbeing has led to improved attendance, stronger outcomes, increased engagement and exceptionally positive pupil perceptions, demonstrating that pupils are thriving both academically and personally.

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	

