

# Pupil premium strategy statement – 2025-2026

## St Philip's Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	70 children 35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3
Date this statement was published	December 2025
Date on which it will be reviewed	September 2028
Statement authorised by	LGB
Pupil premium lead	Mrs C Hinton
Governor / Trustee lead	Mr S Godber

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,720.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£103,720.00

# Part A: Pupil premium strategy plan

## Statement of intent

- At St Philip's Catholic Primary School we have high expectations for all of our pupils to offer the best opportunities to reach their full potential.
- When making decisions about using pupil premium funding, St Philip's will consider that all pupils, make good progress relevant to their starting points in all subjects, taking into consideration the needs of the school, the context of the school and the specific challenges we face.
- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well and our decision is grounded in research, conducted by the Education Endowment Fund (EEF)
- Our Pupil Premium Strategy Plan aims to provide targeted support in key areas of the primary curriculum to enable disadvantaged children to securely be skilled in foundations in, early maths and early writing & reading.
- We aim that all children, including disadvantaged children make good progress throughout their time in school in line non – pupil premium in Maths, Reading and Writing.
- We aim to provide our disadvantaged pupils with an extra advantage to address the gaps in their starting points so that they make progress equal with non-disadvantaged children.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium to raise attainment in maths in order to achieve in reading, writing and maths combined.
2	Our challenge is a significant number 20% of our pupils' premium children are also children with SEND needs
3	Our challenge is parental engagement due to our high deprivation within our school community
4	Due to the high deprivation context in our school's local area, families and pupils from suffer from poor mental health and well-being.
5	A range of complex barriers due to our context contributes to irregular attendance patterns.

## 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
Outcome and achievement in reading, writing and maths combined to meet expected and above.	Data to show over the assessment points across the academic year to achieve in meeting expected and better than expected progress.
To address the needs of double disadvantaged pupils to achieve in reading, writing and maths.	Attainment measures on the school's tracking system (Insight) indicate same or better attainment than non-disadvantaged children and in line with national averages with an aspiration to reach Emmaus 90% target . Edukey Provision maps demonstrate positive progress within intervention groups as evidenced through robust tracking.
To increase the involvement of parents to support in a range of family engaged projects.	Through the enriched offer of parent workshops we will see as rise in parental attendance and voice. responding to parent voice.
To increase confidence and self esteem to support children's mental health and wellbeing.	Pupil voice demonstrates a positive learning attitude Pupil readiness for the next stage in their education phase Pupils' personal development is excellent and leads to good outcomes Elsa programme to support the self esteem and confidence of pupils.
Improve overall attendance across the school with a focus on persistent absentees.	Monitoring closely disadvantaged children's attendance increases across the year – with a reduction in persistent absence for disadvantaged children

## Activity in this academic year

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

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

Budgeted cost: £ 20.800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding CPDf programme for teachers and support staff, with a focus on providing support, ensuring a consistent approach to teaching and learning, and collaboratively developing next steps as a team.	Developing high quality teaching Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. EEF researched informed	1, 2 3
Ongoing programme of CPDF for staff: Develop middle leadership to enrich the school's curriculum offer	EEF – professional development guidance report & resources. Supporting subject leaders with current best practice within the subjects that they lead and CPD for staff – Release time for MAC subject leadership.	1, 2 3,
<i>On going CPD programme for supporting children with SEND.</i>	Using EEF research & resources for SEND, To continue to embed a culture of teaching & learning throughout school, leading to high quality teaching and assessment to respond to the emerging needs of pupils .	1, 2,3,4,5

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

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA and 2 level 3 LSP to lead targeted groups.	Interventions in basic skills in KS1 for Phonics, 1:1 intervention, early reading and maths. Tighter focus in EYFS on getting basic skills and foundations for learning secure.	1,2,3 &4

Targeted interventions for all pupils who need additional support to reach ARE and phonic achievement	Use classroom teachers and teaching assistants to provide targeted aca-demic support, including one-to-one or small group intervention.	1,2,6
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 36,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
With the help of the learning mentor To continue to provide pupils with social, emotional and well-being support to be ready for learning in school.	Targeted support programmes with 1:1 children to support regulation, stamina and emotional support in order to be ready for learning. Bespoke training for learning mentor planned to support and provide the support needed for pupils to enable them to succeed.	1,2,3,4,5
Developing strong foundations with parents to offer support with social issues, engagement with school and improving attendance.	Learning mentor intervention approaches to developing a positive school ethos, which also aim to support greater engagement in learning, attendance and parental relationships. Workshops with parents, providing further links with external agencies to sign post families to be accessing the support needed to ensure that they understand the importance of regular attendance	1,2,3,4,5

Clear and focussed systems and monitoring of	Parent meetings to engage with families and local authority to address cause for lateness and absence. Adaption of timetables to target lower attended days	1,2,3,4,5
attendance data enabling robust analysis		

**Total budgeted cost: £ 103,720,00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Outcome
<b>Attainment for Reading, writing and maths combined – whole class comparison</b>	<b>53%- whole cohort</b> <b>64% pupil premium</b>
<b>Attainment for Reading</b>	64% - pupil premium 73%- whole class
<b>Attainment for Writing</b>	64%- pupil premium 70% - whole class
<b>Attainment for Maths</b>	50%- pupil premium 67% - whole class
Phonics	67% whole cohort
EYFS	65.5 % whole cohort
Attendance	Ensure attendance of disadvantaged pupils is at least in line with national.

### Externally provided programmes

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

Programme	Provider
Times Tables Rock Stars	TT RockStars , Number Sense
Phonics	Ruth Miskin

ELSA Programme	Emotional support / inclusion support
Learning mentor funded programmes	Local authority training team

### Service pupil premium funding (optional)

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