



Our Lady & St Patrick's Catholic Primary School

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

**"I was disadvantaged as a child, yet I
had the advantage of being in the
company of great teachers."**

**(A.P.J. Abdul Khan, 11th President of
India)**

***"Every one of our children is carrying something the world is waiting for – it's just
the world hasn't got it yet," Sister Judith Russi***

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Our Lady & St Patrick's Catholic Primary School
Number of pupils in school	125 (plus nursery)
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	January 2026, July 2026
Statement authorised by	
Pupil premium lead	Cathy Blatchford
Governor / Trustee lead	Darral Saw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24-25)	£35,154
Recovery premium funding allocation this academic year (Tutoring funding - £2835)	£0
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	£35,154

Part A: Pupil premium strategy plan

Statement of intent

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:

- *Remove barriers to learning created by poverty, family circumstance and background*
- *Support children to understand the value of education and the importance of school.*
- *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- *Develop confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world*
- *effectively support those disadvantaged pupils who also have SEND*
- *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	Social, emotional and mental health Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
2	Attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 5% lower than for non-disadvantaged pupils. Disadvantage children are often less punctual and many regularly miss out on the start of the day. In 2022-23 45.2% of disadvantaged pupils were persistently absent' compared to 8% of their peers during that period. In 23-24 this was reduced to 14.8%, which is still above their peers (5.9%), but below national. In 24-25 this was further decreased to 9.1% (with non pp at 5.8%), evidence that the funding spent is having impact. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Parental engagement Our records and experience shows us that families of our disadvantaged children are less likely to be involved in the school life of their children. Home issues affect engagement with learning and the general wellbeing of the children. Often the wider family need support to ensure success for children attending school.
4	Gaps in reading, writing and maths Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is on a par with non PP children evidencing that intervention has been effective. However in 24-25, 16% less achieved ARE in reading and 21% in writing. On entry to Reception class in the last 3 years, between 50% and 100% of our disadvantaged pupils arrive below age-related expectations compared to 10 - 35% of other pupils. This gap remains steady to the end of KS2. Of all pupils on the PP register in 24-25, one quarter joined the school at a different point than the start of Reception.
5	Speech, language and communication

	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Trauma informed schools survey related to bonding and evidence that children are feeling a stronger sense of belonging.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no gap. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved parental engagement with families reporting they feel well supported.	Outcomes to show that parental engagement is high and this is having a positive impact on the attainment of their children.
Improved attainment for disadvantaged children at the end of KS2 particularly in reading and writing.	Outcomes to show there is no gap and attainment is at least in line with national outcomes for disadvantaged.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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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: £17, 531

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Feb 26
Coaching and mentoring by Leaders for teachers to secure good progress for children (Maths/Literacy/Wider curriculum Leaders)	Quality first teaching with a mastery approach is shown to improve outcomes for children through EEF toolkit.	4 COST: £1920 2hrs a week leadership (HLTA) cover for Lit/Ma leaders' release to monitor & support teaching	Coaching and mentoring by subject leaders has strengthened quality first teaching through a mastery approach, aligned with the EEF Toolkit. Early monitoring shows increased consistency and teacher confidence, though further coaching is needed to embed practice fully.
Further embed dialogic interventions across the school as per Plymouth Oracy project	EEF Oral Language Interventions - research shows that embedding structured approaches to teaching vocabulary and reading benefit	2,4 COST: Part of CPD program Embed oracy strategies as per Y3 of Plymouth oracy project.	Specific intervention in place for Reception children to build on language development. Oracy guidelines in place in all classrooms. Further work to be carried out to embed strategies.

	children's oral language		
Purchase Power Maths for all year groups to enable mastery approach to maths teaching and learning.	EEF Mastery teaching demonstrates a significant impact on outcomes.	4 COST: £2365 Power maths materials (excl cost picked up centrally)	Powermaths embedded in all classrooms and good progress evident across the school.
SENDCo support for teachers to secure high impact targets matched to individual needs	EEF toolkit has a number of educational research projects that demonstrate the high impact of individualised programmes and targets.	4,5 COST: £4850 (10% RO) SENDCo time for improving teaching of PP/SEND crossover	Through targeted SENDCo support, teachers are increasingly confident in setting precise, high-impact targets matched to individual needs. This reflects EEF Toolkit evidence that individualised programmes have a strong impact on pupil progress, though ongoing monitoring is required to ensure consistency across the school.
Accelerated Reader purchased to ensure children have high quality texts to read.	A love of reading, with access to high quality texts enables vocabulary and language development which impacts on writing.	2,4,5 COST AR: £1883	The school is strengthening its reading strategy to develop a love of reading and improve language and writing outcomes. High-quality texts have been prioritised and this year we are also participating in the Sparx Reader pilot, to ensure pupils have access to appropriately challenging material. This focus on reading for pleasure is supporting vocabulary and language development, which is beginning to have a positive impact on

			pupils' writing, though the impact of the pilot will continue to be monitored.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,271

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Teaching Assistants used as part of the phonics RWI delivery for all EYFS & KS1 children. This enables more targeted groups to secure better progress	EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress.	4 COST: £8181 5% of TA total salary	Teaching assistants are used strategically within the RWI phonics delivery across EYFS and KS1, allowing for more targeted groupings and improved support for pupils, which is securing better progress. However only 50% (4/8) are expected to pass the y1 phonic assessment because of specific needs.
Targeted interventions for children that have not passed the phonic assessment, or are not fluent readers.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	COST: £4098 25% of ZNB total salary	Targeted interventions are used to support pupils who have not yet met the expected standard in phonics or who are not fluent readers, enabling focused support to address gaps and secure improved progress. 2/4 are expected to pass.
<i>Target interventions for children that are not at ARE in writing, or have not made what the school would consider good progress.</i>	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements	COST: £6176 25% of SE, 10% of BC TA total salary	While capacity limitations have prevented the delivery of targeted writing interventions, a clear emphasis has been placed on strengthening quality first teaching through the Pathways to Write scheme to support improved writing outcomes.

	teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.		
<i>Writing conferencing for identified children that are not at ARE, or have not made what the school would consider good progress.</i>	Research particularly emphasises the usefulness of 'live' verbal feedback, which is immediate, relevant and allows children to reflect on and attend to learning points while actually still engaged in their writing. It is seen as superior to 'after-the-event' written feedback (Ferguson & Young 2020). EEF shows individualised instruction can increase attainment by 4 months.	COST: £3065 5% of teacher M6 salary	Writing conferencing has been used to support identified pupils who are not working at ARE or who have not yet made expected progress, providing targeted feedback to address individual gaps and support improved outcomes. Half an hour a week is in place for all teachers to implement this.

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

Budgeted cost: £18,177

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<i>Engage services of a family support worker</i>	Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers.	3 COST (£7910)	Rachel Ripley continues to work with families and provide invaluable support. She is fully TIS trained and undertakes specific therapeutic activities with several children across the school.

	Parents/Carers regularly support pupils with learning.		
<i>Trauma informed practices and Thrive practitioners to support the social, emotional and mental health of all children, but particularly the disadvantaged.</i> <i>In 25-26 this includes a 'Hub' in the afternoons to support identified children.</i>	EEF toolkit research demonstrates moderate to high impact for those children who have access to wellbeing support.	1 COST: from SEND/EHCP funding	TIS trained staff member is receiving termly supervision. Staff training has been in place for MTAs and staff. Trust TIS lead is carrying out further training in June. The Hub has not been utilised as children have been well supported to stay in the classroom.
Financial support of 75% available to support disadvantaged pupils' access to extracurricular activities and trips.	The opportunity to develop cultural capital without financial barriers, can support personal development and well being.	3 COST: £1000	PP children are supported financially for all school trips, this included 4 children to attend the Year 6 week residential.
<i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i> <i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2 COST: £2160 ½ day per fortnight SLA with attendance solutions	Current school attendance is 96.5% with national at 94.8%. PP is 94.7% therefore 0.1% below national. Families are supported by the AOW and robust systems are in place.

<i>improve attendance.</i>			
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All COST: £1000	

Total budgeted cost: £44,608 (We recognise that the cost of delivering effective support for our disadvantaged pupils extends well beyond the Pupil Premium allocation. However, we believe that the priorities identified within this strategy reflect the most impactful areas for our children and justify the allocation of both Pupil Premium funding and additional resources from the wider school budget. This ensures our spending is targeted, appropriate, and fully aligned with our commitment to improving outcomes for all pupils.)

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 23-24 academic years.

Summary Review of Pupil Premium Strategy 2025–28

Review of 2025–26

Our evaluation of the Pupil Premium Strategy during 2025–26 indicates that the strategy is having a positive impact on outcomes for disadvantaged pupils. There is evidence of particularly strong academic outcomes at the end of KS2, improved consistency in teaching and targeted provision, and effective pastoral and family support. However, the evaluation also highlights areas where barriers remain, particularly persistent absence, punctuality, speech and language, writing, and the complex needs of pupils who are both disadvantaged and have SEND.

Attainment and progress

Outcomes for disadvantaged pupils at the end of KS2 in 2025–26 were very positive. Disadvantaged pupils performed strongly compared with their non-disadvantaged peers:

- **100%** of disadvantaged pupils achieved ARE or above in mathematics, compared with **87%** of non-disadvantaged pupils.
- **84%** achieved ARE or above in reading, compared with **63%** of non-disadvantaged pupils.
- **83%** achieved ARE or above in grammar, punctuation and spelling, compared with **67%** of non-disadvantaged pupils.

These outcomes represent a positive change from 2024–25, when disadvantaged pupils were 16 percentage points behind their peers in reading and 21 percentage points behind in writing.

Maths continues to be an area of strength. The mastery approach, supported by Power Maths, subject leadership, monitoring and targeted support, is well embedded across the school. The strong outcomes for disadvantaged pupils provide encouraging evidence that the school's approach to high-quality teaching and targeted intervention is supporting pupils effectively.

Reading outcomes have also strengthened considerably. The school's continued focus on high-quality texts, reading provision, vocabulary development and targeted support has contributed to a strong picture at the end of KS2. Accelerated Reader has continued to support reading provision and the school has also participated in the Sparx Reader pilot. The impact and value for money of individual reading programmes will continue to be evaluated.

Writing remains an area requiring continued focus. Capacity limitations meant that the planned targeted writing intervention was not delivered consistently during 2025–26. However, the school prioritised strengthening quality-first teaching through Pathways to Write and provided teachers with dedicated time for writing conferencing. In 2026–27, writing support will be more closely matched to pupils' individual barriers and monitored to ensure that improvements transfer into independent writing.

Outcomes in EYFS were also positive, with **100% of disadvantaged children achieving a Good Level of Development**, although this represented only two pupils and therefore needs to be interpreted with caution.

Cohort context is important when evaluating outcomes. In 2025–26, **82% of disadvantaged pupils were 'home-grown' pupils who had been educated at the school since Reception**, compared with 2024–25 when approximately one quarter of pupils on the PP register had joined the school after Reception. This provides greater continuity of provision. Looking ahead to 2026–27, **47% of disadvantaged pupils are also identified as having SEND**. Progress and attainment will therefore need to be evaluated carefully from individual starting points as well as through headline attainment measures.

Phonics and early reading

Teaching assistants have been deployed strategically as part of Read Write Inc. delivery across EYFS and KS1, enabling pupils to be taught in smaller, closely matched groups. Targeted intervention has also been provided for pupils who have not yet met the expected phonics standard or who are not yet fluent readers.

Current assessment information indicates that **4 of 8 pupils (50%) are expected to meet the Year 1 Phonics Screening Check standard**. The needs of individual pupils within this cohort are significant and the headline percentage alone does not fully reflect progress from individual starting points. Of four pupils receiving targeted support following previous difficulties with phonics, two are expected to meet the required standard.

The strategy will therefore continue to prioritise early identification, regular assessment and targeted phonics and fluency support, with greater emphasis placed on measuring

individual progress and evaluating the impact of intervention rather than relying solely on statutory threshold measures.

Speech, language and communication

Speech, language, communication and vocabulary remain barriers for a number of disadvantaged pupils. Classroom observations, assessments and discussions with pupils indicate that these difficulties can affect pupils' ability to access learning, articulate their ideas and engage confidently across the curriculum.

Whole-school oracy approaches developed through the Plymouth Oracy Project have continued to be embedded, with agreed oracy guidance evident within classrooms. Specific language support has also been provided in Reception. While progress has been made, further work is required to ensure that effective strategies are consistently embedded across all classes and that targeted support is provided where assessment identifies additional need.

This will remain a priority in 2026–27, with a stronger link between whole-class oracy and vocabulary teaching and targeted speech, language and communication provision.

Attendance and punctuality

Overall school attendance in 2025–26 was strong at **96.5%**, compared with the reported national figure of **94.8%**. Attendance for disadvantaged pupils was **94.7%**, demonstrating that the overall attendance gap has narrowed considerably.

There has also been significant improvement in persistent absence over the longer term. In 2022–23, **45.2% of disadvantaged pupils were persistently absent**, compared with 8% of their peers. This reduced to **14.8% in 2023–24** and further to **9.1% in 2024–25**, compared with 5.8% for non-disadvantaged pupils.

However, in 2025–26 persistent absence amongst disadvantaged pupils increased to **19%**. While this remains substantially below the 2022–23 baseline, the increase demonstrates that improvements are not yet fully embedded and that attendance remains a significant barrier for a small number of disadvantaged pupils.

The Attendance Officer and school staff have maintained robust systems for monitoring attendance and supporting families. In 2026–27, there will be an increased focus on early identification of pupils at risk of persistent absence, punctuality and individual family support. Given the relatively small disadvantaged cohort, evaluation will consider individual pupil circumstances and improvements alongside headline percentages.

Wellbeing, behaviour and belonging

Trauma-informed practice has continued to develop across the school. Staff, including midday supervisors, have received training and a TIS-trained member of staff receives

regular supervision. Further support and training have also been provided through the Trust TIS lead.

A planned afternoon 'Hub' was available to support identified pupils during 2025–26 but was not required as anticipated. This is viewed positively: pupils who may otherwise have required withdrawal were successfully supported to remain within their classrooms. Future provision will therefore remain responsive to individual need rather than routinely removing pupils from high-quality classroom teaching.

Targeted therapeutic and pastoral support continues to be provided where required. The impact of this work will continue to be evaluated through pupil voice, observations, wellbeing measures, behaviour information and individual case studies.

Parental engagement and family support

Family support continues to be an important element of the strategy. School records and experience demonstrate that some disadvantaged families face wider barriers which can affect attendance, engagement with learning and children's wellbeing.

The Family Support Worker has continued to provide targeted support to families and is fully trained in trauma-informed practice. This has enabled the school to provide support that extends beyond the immediate academic needs of the child and to work with families where wider circumstances are creating barriers to successful engagement with school.

This provision is highly valued by the school and will continue. Evaluation in 2026–27 will be strengthened through more systematic recording of engagement, parent voice, attendance and wellbeing outcomes and individual case studies so that the impact of family support can be demonstrated more clearly.

Enrichment and wider opportunities

Financial support has continued to remove barriers to disadvantaged pupils participating in trips, residential and other wider opportunities. This included supporting **four disadvantaged pupils to participate in the Year 6 residential**.

The school remains committed to ensuring that financial circumstances do not prevent disadvantaged pupils from accessing the wider curriculum and enrichment opportunities available to their peers. In the next year of the strategy, participation will be monitored more systematically so that the school can evaluate not only the financial support provided but also whether disadvantaged pupils have equitable access to enrichment and the impact this has on engagement, confidence and belonging.

Overall evaluation and next steps

Overall, evaluation of the first year of the 2025–28 strategy demonstrates a positive impact. Particularly strong KS2 outcomes in reading, mathematics and GPS indicate that disadvantaged pupils can achieve as well as, and in some areas better than, their non-disadvantaged peers. High-quality teaching, subject leadership, targeted support and a strong focus on inclusion remain central to this success.

The review also demonstrates that disadvantage does not present as a single or consistent barrier. The needs of individual pupils vary considerably and, with **47% of the disadvantaged cohort in 2026–27 also identified as having SEND**, provision must increasingly be responsive to individual starting points and identified barriers rather than based on disadvantaged status alone.

As a result of this review, priorities for the next year of the strategy will be to:

- reduce persistent absence amongst disadvantaged pupils from the 2025–26 baseline of 19% and improve punctuality;
- sustain the strong attainment achieved in reading and mathematics while identifying and addressing emerging gaps quickly;
- strengthen writing outcomes through high-quality teaching, precise assessment, feedback and targeted support;
- further embed whole-school approaches to oracy and vocabulary, alongside targeted speech, language and communication support;
- strengthen adaptive teaching and provision for the significant proportion of disadvantaged pupils who also have SEND;
- continue targeted family and pastoral support, with clearer measures of impact;
- maintain equitable access to trips, residential and enrichment opportunities; and
- evaluate interventions and expenditure more systematically, using individual pupil progress, participation, attendance, wellbeing and case studies alongside headline attainment data.

The strategy will continue to be reviewed throughout 2026–27 and provision will be adapted where evidence indicates that an approach is not having the intended impact.

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
Powermaths	Pearson
Times Tables Rockstars	Maths Circle
Accelerated Reader	Renaissance Learning
Neli	Nuffield
Pathways to Write	The Literacy Company
Pathways to read	The Literacy Company
ReadWriteInc	Ruth Miskin