



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 2026 to 2027 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	106 (plus nursery)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	January 2027, July 2027
Statement authorised by	
Pupil premium lead	Cathy Blatchford
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (26-27)	£30,036
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	£30,036

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 Attendance data over the past three years indicates that attendance for disadvantaged pupils remains lower than that of their non-disadvantaged peers, with a gap of approximately 2–5%. Disadvantaged pupils are also more likely to experience difficulties with punctuality, resulting in some pupils regularly missing important learning and routines at the start of the school day. Persistent absence has been a particular area of focus. In 2022–23, 45.2% of disadvantaged pupils were persistently absent, compared with 8% of non-disadvantaged pupils. Following targeted use of Pupil Premium funding and an increased focus on attendance, this reduced significantly to 14.8% in 2023–24 and further to 9.1% in 2024–25, compared with 5.8% for non-disadvantaged pupils. In 2025–26, persistent absence amongst disadvantaged pupils increased to 19%. While this represents a setback from the improvements achieved in the previous two years, the rate remains substantially below the 2022–23 baseline. Analysis of individual pupils indicates that the disadvantaged cohort is relatively small and, consequently, the attendance of a small number of pupils with significant or complex barriers can have a marked impact on the overall percentage. This increase demonstrates that improvements are not yet sufficiently embedded and that attendance must remain a key priority within our Pupil Premium strategy. School assessments, attendance monitoring and wider observations continue to demonstrate a clear relationship between absence, lost learning and poorer outcomes for disadvantaged pupils. Improving attendance and punctuality, alongside identifying and addressing individual barriers to regular attendance, therefore remains central to our strategy.
3	Parental Engagement Our records, observations and ongoing engagement with families indicate that some families of disadvantaged pupils experience additional barriers to engaging fully with school and their children's learning. This can include lower attendance at school events and parent meetings, reduced engagement with

	learning at home, and difficulties maintaining regular communication with school. For some families, wider challenges within the home can affect their capacity to support learning, attendance and routines, as well as impacting pupils' emotional wellbeing and readiness to learn. We recognise that these barriers are often complex and require a supportive and individualised approach rather than a single solution. Our experience demonstrates that building positive, trusting relationships with families and providing timely support can improve engagement. In some cases, support for the wider family is necessary to address barriers and create the stability and routines that enable children to attend regularly, engage successfully with learning and thrive in school. Strengthening relationships with disadvantaged families, identifying barriers early and working collaboratively with parents, carers and appropriate external agencies therefore remain important elements of our Pupil Premium strategy.
4	Gaps in reading, writing and maths Historically, internal and external assessments have identified gaps in attainment between disadvantaged pupils and their non-disadvantaged peers, particularly in reading and writing. In 2024–25, the proportion of disadvantaged pupils achieving age-related expectations (ARE) was 16 percentage points lower in reading and 21 percentage points lower in writing. Maths outcomes were broadly in line with non-disadvantaged pupils, indicating that targeted teaching and intervention were having a positive impact. Our assessment information also demonstrates that disadvantaged pupils have historically been more likely to enter Reception below age-related expectations. Over the previous three years, between 50% and 100% of disadvantaged pupils entered Reception below age-related expectations, compared with approximately 10–35% of their peers. Historically, mobility has also been a contributing factor; in 2024–25, approximately one quarter of pupils on the Pupil Premium register had joined the school after the start of Reception. The picture strengthened considerably in 2025–26. The proportion of disadvantaged pupils who had been educated at our school since Reception increased to 82% in Sept 26. Outcomes at the end of KS2 were particularly strong for disadvantaged pupils: 100% 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; and 83% achieved ARE or above in grammar, punctuation and spelling, compared with 67% of non-disadvantaged pupils. In EYFS, 100% of disadvantaged pupils achieved a Good Level of Development (GLD), although this represented a cohort of only two pupils and should therefore be interpreted with caution.

	These outcomes provide encouraging evidence that our approach to high-quality teaching, early identification and targeted support is helping disadvantaged pupils to achieve well and, in some areas, outperform their peers. However, small cohort sizes mean that percentages can fluctuate significantly from year to year and outcomes must continue to be considered at individual pupil level. This remains an important area of focus for 2026–27. Currently, 47% of our disadvantaged pupils are also identified as having SEND. The interaction between disadvantage and additional needs creates increased risk of barriers to learning and attainment for a significant proportion of the cohort. Maintaining strong outcomes will therefore require continued high-quality adaptive teaching, careful monitoring of individual progress and timely, evidence-informed intervention where gaps emerge.
5	Speech, language and communication Assessments, classroom observations and discussions with pupils indicate that some disadvantaged pupils have underdeveloped speech, language and communication skills, including gaps in vocabulary, expressive language and confidence in communicating their ideas. These needs are evident from Reception through to KS2 and are more prevalent amongst our disadvantaged pupils than their non-disadvantaged peers. For some pupils, limited vocabulary and oral language skills can create barriers to accessing the curriculum, understanding increasingly complex texts and expressing ideas effectively in both spoken and written language. These difficulties can also impact pupils' confidence, participation in lessons and ability to engage successfully with their peers. While early identification and targeted support have had a positive impact for individual pupils, speech, language and communication remains an important area of focus. Developing pupils' vocabulary and oracy across the curriculum, alongside targeted intervention where appropriate, will continue to be important in reducing barriers to learning and enabling disadvantaged pupils to achieve well.

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 for 2026–27
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To achieve and sustain positive wellbeing, engagement and a strong sense of belonging for disadvantaged pupils.	• Pupil voice, wellbeing measures, parent feedback and staff observations demonstrate that disadvantaged pupils feel safe, supported and that they belong at school. Trauma-informed school measures demonstrate positive or improving outcomes, particularly in relation to belonging and relationships. Disadvantaged pupils participate in enrichment, clubs, trips and wider school opportunities, with barriers to participation identified and addressed. Behaviour and bullying data are monitored for disadvantaged pupils and do not indicate a disproportionate pattern of concern.
To improve attendance and punctuality for disadvantaged pupils and reduce persistent absence.	• Attendance for disadvantaged pupils improves from the 2025–26 baseline and the gap with non-disadvantaged pupils narrows. Persistent absence amongst disadvantaged pupils reduces from 19% in 2025–26, with individual pupils at risk of persistent absence identified early and supported. Punctuality improves and fewer disadvantaged pupils miss learning at the beginning of the school day. Individual case studies demonstrate the impact of targeted attendance and family support.
To strengthen engagement with families of disadvantaged pupils and ensure families experiencing barriers receive appropriate support.	Increased and sustained engagement from disadvantaged families in parent meetings, workshops, school events and communication with school. School records demonstrate that barriers to engagement are identified early and appropriate support is provided. Parent voice indicates that families feel welcomed, listened to and well supported by school. Evidence from individual pupils demonstrates the positive impact of effective home-school partnerships on attendance, wellbeing and/or learning.
To sustain strong attainment and progress for disadvantaged pupils, with emerging gaps identified and addressed quickly.	Disadvantaged pupils make strong progress from their individual starting points. Attainment is at least in line with national outcomes for disadvantaged pupils, with

	gaps between disadvantaged and non-disadvantaged pupils narrowing where they exist. Strong 2025–26 outcomes in reading and mathematics are sustained where cohort characteristics allow. The progress of disadvantaged pupils with SEND is carefully monitored, recognising that 47% of the 2026–27 disadvantaged cohort are also identified as having SEND. Assessment information demonstrates that targeted support is responsive to individual need rather than determined by disadvantage alone.
To improve speech, language, communication and vocabulary for disadvantaged pupils where these are identified as barriers to learning.	Assessments, pupil voice and classroom observations demonstrate improved oral language, vocabulary and communication for identified pupils. Disadvantaged pupils increasingly use appropriate subject-specific vocabulary and communicate their ideas with confidence. Improvements are evident across the curriculum through lesson engagement, formative assessment and pupils' work. Pupils requiring additional speech and language support are identified early and receive appropriate targeted provision.

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, 475

High-quality teaching

Activity	Evidence that supports this approach	Challenge(s) addressed	Cost / implementation	Review – Feb 2027

Provide coaching, mentoring and release time for subject leaders to strengthen the quality and consistency of teaching across the curriculum, with a particular focus on disadvantaged pupils and those with SEND.	Evidence from the EEF identifies high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils. Effective professional development, including ongoing support, feedback and opportunities to apply and embed new approaches, can improve classroom practice.	4, 5	COST: £1,978. Leadership/HLTA cover to enable English, mathematics and wider curriculum leaders to monitor provision, coach colleagues and evaluate the progress of disadvantaged pupils.	Subject leaders will monitor the quality and consistency of teaching, including provision for disadvantaged pupils and those with SEND. Review will consider lesson visits, pupil work, teacher feedback and assessment information to evaluate whether agreed approaches are embedded and having an impact on pupil progress.
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Further embed a consistent whole-school approach to oracy, vocabulary and dialogic teaching, building on learning from the Plymouth Oracy Project.	EEF evidence indicates that oral language approaches can have a positive impact on pupil attainment when they are integrated with the curriculum. Explicit vocabulary teaching, purposeful classroom talk and opportunities for pupils to articulate and develop their thinking are particularly relevant given the speech, language and vocabulary needs identified amongst some disadvantaged pupils.	2, 4, 5	COST: Within CPD programme. Continue to embed agreed oracy approaches across all year groups, alongside targeted language support where assessment identifies additional need.	Monitoring will evaluate whether agreed oracy approaches are consistently evident across the school and whether identified disadvantaged pupils demonstrate improved vocabulary, confidence and ability to articulate their learning. Evidence will include pupil voice, classroom observations, formative assessment and outcomes from targeted interventions.
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Continue to embed the mastery approach to mathematics, supported by Power Maths and high-quality professional development.	EEF evidence indicates that mastery approaches can have a positive impact when implemented effectively. Maintaining a consistent, carefully sequenced approach to mathematics is particularly important in ensuring that disadvantaged pupils develop secure conceptual understanding and that misconceptions and gaps are identified quickly.	4	COST: £2178 for Power Maths materials/resources.	This approach contributed to a strong picture in 2025–26, when 100% of disadvantaged pupils at the end of KS2 achieved ARE or above in mathematics, compared with 87% of non-disadvantaged pupils. Monitoring will focus on sustaining strong outcomes across year groups, pupil progress from individual starting points and ensuring that disadvantaged pupils who also have SEND receive appropriate adaptive teaching and support.
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Provide SENDCo support, coaching and monitoring to strengthen adaptive teaching and ensure provision for disadvantaged pupils with SEND is precisely matched to individual need.	EEF guidance emphasises that pupils with SEND benefit from high-quality teaching supported by approaches including explicit instruction, scaffolding, flexible grouping and effective use of assessment. This is particularly relevant to our disadvantaged cohort in 2026–27, of whom 47% are also identified as having SEND.	4, 5	COST: £11436 (10% CB). Dedicated SENDCo time to support teachers with assessment, provision, target setting and review for disadvantaged pupils with SEND.	Review will consider whether disadvantaged pupils with SEND have precise and appropriate provision, whether teachers demonstrate increased confidence in adapting teaching, and whether pupils are making strong progress from their individual starting points. Provision will be adjusted where monitoring demonstrates that interventions or adaptations are not having sufficient impact.
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Maintain a strong whole-school approach to reading, ensuring disadvantaged pupils have access to high-quality, appropriately challenging texts and targeted support where assessment identifies need. Review the effectiveness of Accelerated Reader and other reading provision to ensure expenditure demonstrates impact.	Evidence indicates that reading comprehension strategies, explicit vocabulary development and opportunities to engage with high-quality texts can improve reading outcomes. Access to appropriately challenging texts and developing reading fluency and comprehension are important in supporting pupils' wider vocabulary, curriculum access and writing.	2, 4, 5	COST: £1883 . Review AR alongside other reading provision, including learning from the Sparx Reader pilot, to ensure resources provide value and meet identified pupil needs.	Reading outcomes for disadvantaged pupils were strong at the end of KS2 in 2025–26, with 84% achieving ARE or above compared with 63% of non-disadvantaged pupils. Review will therefore focus on sustaining these outcomes and evaluating impact across the school rather than relying solely on KS2 data. Evidence will include reading assessments, progress data, pupil voice, reading engagement and outcomes for identified pupils receiving additional support.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27088

Activity	Evidence that supports this approach	Challenge(s) addressed	Cost / implementation	Review – February 2027
Deploy trained teaching assistants strategically within Read Write Inc. phonics across EYFS and KS1 to provide closely matched, targeted teaching groups and rapid support for pupils at risk of falling behind.	Evidence indicates that systematic synthetic phonics is an effective approach to developing early reading, particularly for disadvantaged pupils. Teaching assistant support is most effective when it is carefully structured, linked closely to classroom teaching and delivered by appropriately trained staff. Regular assessment and regrouping ensure that teaching is closely matched to pupils' current phonic knowledge.	2, 4, 5	COST: £9319 (5% of total TA salary costs). TA deployment to support RWI delivery, assessment and targeted grouping across EYFS and KS1.	RWI assessment information will demonstrate that disadvantaged pupils are making strong progress from their individual starting points. Pupils at risk of not meeting the expected standard will be identified quickly and receive additional support. Review will consider progress over time rather than relying solely on the headline Year 1 Phonics Screening Check percentage, particularly where pupils have identified SEND or additional language needs.

Provide targeted, time-limited phonics and reading fluency intervention for pupils who have not met the expected phonics standard or who are not yet reading fluently.	Evidence for systematic phonics approaches is strong, particularly for younger and disadvantaged pupils. Targeted intervention is most effective when it is based on accurate assessment, closely matched to identified gaps and delivered consistently alongside high-quality classroom teaching. Developing reading fluency supports pupils in moving from decoding towards increasingly automatic and confident reading.	2, 4, 5	COST: £3205 (25% of identified staff salary). Intervention to be targeted according to RWI/reading assessment rather than PP status alone.	Entry and exit assessments will demonstrate the impact of intervention for individual pupils. Pupils will make measurable progress in identified areas of phonics, decoding and/or fluency. Provision will be reviewed regularly and adapted or discontinued when pupils have secured the intended learning.
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Provide targeted support for disadvantaged pupils who are not yet achieving age-related expectations in writing or are not making strong progress from their starting points. Support will be closely linked to high-quality classroom teaching and the school's Pathways to Write approach.	High-quality classroom teaching remains the primary approach to improving outcomes for disadvantaged pupils. Where assessment identifies specific gaps, carefully targeted small-group or individual support can supplement, rather than replace, high-quality teacher instruction. Support should be responsive to pupils' identified needs, including vocabulary, sentence construction, transcription and composition.	2, 4, 5	COST: £6,392. Staff time to provide targeted support based on assessment and ongoing review.	Writing assessment and book scrutiny will demonstrate improved progress for identified pupils. Intervention will have clearly defined starting points and intended outcomes, with progress reviewed regularly. Monitoring will consider whether improvements made through targeted support transfer into pupils' independent classroom writing.
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Provide regular writing conferencing and high-quality feedback for identified pupils, particularly disadvantaged pupils who are not yet at ARE or whose progress indicates that additional support is required.	Effective feedback can have a positive impact on learning when it is timely, specific and enables pupils to understand how to improve. Individual or small-group conferencing provides opportunities for teachers to identify misconceptions, model improvements and support pupils to reflect on and improve their writing while maintaining pupil ownership of the writing process.	2, 4, 5	COST: £3172 (5% of M6 teacher salary). Protected teacher time currently provides approximately 30 minutes per week for conferencing.	Book scrutiny, writing assessments and pupil voice will evaluate whether identified pupils understand their next steps and increasingly apply feedback independently. Progress of disadvantaged pupils will be monitored specifically, including whether improvements are sustained in subsequent independent writing rather than being evident only in conference-supported pieces.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24532

Activity	Evidence that supports this approach	Challenge(s) addressed	Cost / implementation	Review – February 2027

Continue to provide targeted family support through the school's Family Support Worker, prioritising disadvantaged pupils and families where wider barriers are impacting attendance, wellbeing, engagement or learning.	Our school evidence demonstrates that some disadvantaged families experience additional barriers which can affect pupils' attendance, wellbeing, readiness to learn and engagement with school. Early identification, trusted relationships and effective partnership with families enable school to address barriers and signpost or coordinate additional support where appropriate.	1, 3	COST: £7,098 Family Support Worker time, including direct work with families, liaison with external agencies and targeted therapeutic/pastoral support where appropriate.	Review will evaluate the impact of support at individual family and pupil level. Evidence will include engagement with families, attendance and punctuality, pupil wellbeing, parent voice and case studies demonstrating how identified barriers have been reduced. The number and nature of families supported will also be monitored to ensure provision is reaching those with greatest need.
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Continue to embed trauma-informed practice across the school, providing targeted pastoral and therapeutic support for pupils where social, emotional or wellbeing needs create barriers to learning.	Evidence indicates that social and emotional approaches can have a positive impact on pupils' learning and wider outcomes. Our own observations demonstrate that some disadvantaged pupils require additional support with emotional regulation, relationships, confidence and readiness to learn. A consistent trauma-informed approach supports staff to understand behaviour and respond appropriately to individual need.	1, 3, 5	COST: £13,609 SEND and EHCP funding where appropriate. Maintain trained TIS practitioners, supervision and ongoing staff development. Targeted support to be provided according to assessed need.	Pupil voice, staff observations, wellbeing measures and behaviour information will be used to evaluate impact. Individual pupils receiving targeted support will have identified outcomes which are regularly reviewed. As the planned Hub was not required in 2025–26 because pupils were successfully supported within classrooms, provision will remain responsive rather than routinely withdrawing pupils from class.
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Remove financial barriers to disadvantaged pupils' participation in educational visits, residential, clubs and wider enrichment opportunities through targeted financial support.	Participation in wider school experiences can support pupils' personal development, confidence, relationships and sense of belonging. Our own monitoring indicates that financial barriers can prevent some disadvantaged pupils from accessing the same opportunities as their peers. Removing these barriers supports equality of access to the wider curriculum and enrichment opportunities.	1, 3	COST: £1,000. Continue to provide up to 75% financial support where appropriate for disadvantaged pupils to access trips, residential and enrichment opportunities.	Participation of disadvantaged pupils in trips, residential, clubs and enrichment activities will be monitored. The school will aim for disadvantaged pupils to have equitable access to opportunities, with financial barriers identified and addressed. Pupil and parent voice will be used to evaluate the wider impact on confidence, belonging and engagement with school.
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Continue to embed the principles and expectations of the DfE's 'Working together to improve school attendance' guidance, with targeted support for disadvantaged pupils experiencing absence or persistent absence.	Attendance is essential to pupils benefiting from education. Our school data demonstrates that disadvantaged pupils remain at greater risk of absence and persistent absence. Although overall attendance was strong in 2025–26, persistent absence amongst disadvantaged pupils increased to 19%, demonstrating the need for continued early identification, close monitoring and individualised family support.	1	COST: £1825. Attendance SLA/support, including approximately half a day per fortnight, alongside school-based monitoring and family support.	Overall attendance and disadvantaged attendance will be reviewed regularly. Particular focus will be placed on reducing disadvantaged persistent absence from the 2025–26 baseline of 19%, improving punctuality and narrowing the attendance gap. Individual attendance plans and case studies will be used alongside headline data to evaluate the impact of support, recognising the effect that a small number of pupils can have on cohort percentages.
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Maintain a small contingency fund to respond rapidly to unforeseen barriers to attendance, wellbeing, inclusion or learning experienced by disadvantaged pupils.	Our experience demonstrates that barriers affecting disadvantaged pupils cannot always be predicted at the beginning of the academic year. A small, clearly monitored contingency enables school to respond quickly to individual needs where doing so will remove a specific barrier to participation, attendance or learning.	All, where an identified barrier is evidenced	COST: £1,000. Expenditure to be agreed on an individual needs basis and clearly linked to an identified Pupil Premium barrier.	Use of contingency funding will be recorded, including the identified need, rationale for expenditure and intended outcome. Impact will be reviewed at individual pupil level to determine whether the expenditure successfully reduced or removed the identified barrier.
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Total budgeted cost: £64095 (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 25-26 academic years.

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