



Pupil Premium Statement

2025-26

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	St. Christopher's Catholic Primary School
Number of pupils in school	Nursery – Y6 = 385
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Pupil Premium Focus group
Pupil premium lead	Nicola Harrop
Governor / Trustee lead	Rita Byrne/Fr. Ed Cain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,400
Early Years PP estimate	£5535 (EY)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1234 late EY PP payment
Total budget for this academic year	£249,129

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 believe strongly that education is the key to social mobility and equality.

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 mainstream teaching with highly skilled additional adult support 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. Central to the intended outcomes detailed below, is the intention that disadvantaged pupils' and their non-disadvantaged peers will both achieve to the very best of their potential.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- ensure that children falling behind are identified at the earliest possible opportunity to allow for timely intervention.
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	End of KS2 Assessments alongside teacher assessments show that only 69% of pupils reached the expected standard in Writing in 2024 compared to 72% nationally. Writing is a key area at the end of Reception, which prevents pupils from achieving a Good Level of Development.
3	2024/25 KS2 assessment data, teacher assessments, observations and discussions with pupils indicate pupil progress in Maths is below expected. At KS2 attainment of the expected standard (100+) in mathematics (71%) was below the national average of 74%. The average score of children taking the Year 4 MTC was 18.3% compared to the national average of 21.0
4	Pupils, including disadvantaged pupils' attainment and progress in Phonics has improved over the past three years, however we need to sustain and accelerate this improvement. In the Year 1 PSC, 72% of pupils achieved the expected standard compared to 80% nationally. Only 67% of disadvantaged pupils achieved the expected standard, compared to 77% of non-disadvantaged. At KS2 in 2024, only 69% of pupils reached the expected standard compared to 75% nationally.
5	Although attendance is on a three year upward trajectory, attendance for 2024/25 was below the national expectation at only 93% and in the highest 20% for absence. Persistent absenteeism was 21.7% and again although this has fallen over the previous three years, it is still stubbornly high. Securing great attendance for all children continues to be a challenge.
6.	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased over previous years.

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
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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that the gap to national for disadvantaged pupils meeting the expected standard has reduced significantly. Gap to national for Year 1 and 2 phonics screening check significantly reduced.
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that the gap to national for disadvantaged pupils meeting the expected standard has reduced significantly and within the Year 4 MTC, average score and percentage of children achieving full marks has increased and closed the gap with national.
Improved writing attainment and progress for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2027/28 show that the gap to national for disadvantaged pupils meeting the expected standard has reduced significantly and % of pupils achieving the expected and higher standard for RWM has increased and closed the gap to national.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behavioural incidents and children falling out. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance continuing to 2027/28 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 15%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4
<p>Implementation of Wellcomm screening and intervention toolkit and Nuffield Early Language Intervention and Whole Class NELI.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 6
<p>Continued funding of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, including RWI Fresh Start, RWI Comprehension scheme purchase and ongoing teacher training and release time.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 2
<p>Continue to implement NCETM Mastering Number programme and extend to be taught across Reception –Year 5 to develop number fluency.</p> <p>We will fund teacher release time to embed</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, including Zones of Regulation, Think Bricks.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5, 6

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

Budgeted cost: £144,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Nuffield Early Language Intervention and whole class NELI across Reception to improve language and early literacy skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Nuffield Early Language Intervention EEF	1,4
Additional daily RWI Fast Track phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4,2
Additional reading support/ interventions for the lowest 20% of readers, not	Tuition targeted at specific needs and knowledge gaps can be an effective method	

accessing phonics eg Fresh Start.	to support low attaining pupils or those falling behind, both one-to-one and in small groups: Teaching Assistant Interventions EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Delivery of First Class @Number maths intervention and analysis of the programme.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: Teaching Assistant Interventions EEF EEF Promising Programmes 1stClass@Number1 Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and continued CPD for key staff to improve attendance. Increased EWO hours.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Updated whole staff training on Restorative Practice and Zones of Regulation with the aim of continuing to enrich our school ethos and improve wellbeing and behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
With the support of Magic Breakfast, funding to develop	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their	All

Breakfast club including to provide a daily breakfast every school day for every child. Including costs of staffing to prepare breakfast.	reading, writing and maths results by the equivalent of two months' progress over the course of a year (Education Endowment Foundation) Magic Breakfast EEF	
Funding to subsidise enrichment opportunities including visits, visitors and extra-curricular clubs.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts Participation EEF	All
Contingency fund for acute issues.	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

Total budgeted cost: £249,500

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 2024 to 2025 academic year.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils was still below national levels in key areas of the curriculum. The outcomes we aim to achieve in our pupil premium strategy were therefore not fully realised.

Overall attendance in 2024/25 was 93.%, which had increased from 92.6% in 23/24 and 91.6% in 22/23. Whilst still high, persistent absenteeism had also reduced to 21.7%, down from 23.4% in 23/24 and 29.4% in 22/23. However, despite significant investment in time, training, procedures and staffing, attendance remains a constant challenge, which is why attendance is a focus of our current plan and a priority on our SDP. There have been great successes with many individual children and families and many interventions also enabled barriers to attendance to be removed.

Our investments in our systematic synthetic phonics programme (Read Write Inc) has proved extremely successful and we were pleased with our phonics screening score of 72%, however there was still a gap of 8% to national. Only 67% of our disadvantaged pupils achieved the expected standard in Phonics compared to 77% of our non-disadvantaged pupils, so we know that we need to continue to focus on this area and sustain and improve on progress made.

At KS2 Reading, Writing and Maths all showed improvements on the previous three years however, only 69% of pupils achieved the expected standard in Reading and 71% in Maths. These were a difference to national of 5% and 2% respectively. Year 4 MTC average scores increased slightly but continue to be significantly below national averages. Mathematical fluency and automaticity are a high priority on the SDP and with all staff.

Writing progress and attainment continue as a key focus for improvement, with only 69% of KS2 pupils reaching the expected standard, compared to 72% nationally. Our investments into a new and updated English scheme and a 2-year writing development project demonstrate our commitment to targeting this area for school improvement.

Our assessments and observations indicated that pupil behaviour has continued to improve over the previous three years however pupil wellbeing and mental health continued to be a cause for concern. This is particularly acute for our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted

interventions where required. We are building on that approach with the activities detailed in this plan.

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
Read Write Inc Phonics	Ruth Miskin
White Rose Maths	White Rose
Ready, Steady, Write	Literacy Counts
Everybody Read Together	Literacy Counts