

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Vincent's Catholic Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 (September) to 2025/2026 (July)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Juliana Gonzalez
Pupil premium lead	Juliana Gonzalez
Governor / Trustee lead	Barbara Burns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24240
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£24240

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (8%) is significantly lower than the national average (25.7%) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent as St Vincent's Primary School to erase the gap between disadvantaged pupils and their non-disadvantaged peers.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium. This monitoring is carried out by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

## Challenges

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

Challenge number	Detail of challenge
1	High number of disadvantaged children are currently not on track to reach the expected standard in reading, writing, maths and science.
2	High numbers of PP children also have diagnosed SEND needs.
3	Lower attendance of Pupil premium children, including persistent absentees.

4	Increased speech and language difficulties within our PP families and a lack of exposure to a wide range of vocabulary.
5	Pupils have limited experiences beyond their home life and immediate community.
6	Pupils and their families have social & emotional difficulties, including medical and mental health issues.

## 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 improve outcomes for PP children in reading, writing and maths.	Literacy Progress –Reading 90%, writing 90%  Maths Progress – Maths 95%,
To improve attendance rates of PP children.	Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
To improve well-being of PP children	Mentoring in place, targeted children receiving support

## 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: £4021

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy head to work with subject leaders to improve/enhance the teaching and learning within every subject.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1,2,4
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	Good and Outstanding teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> .	1,2,4,6
Deputy Head teacher to work with SLT to run a whole school coaching programme for teachers and Teaching assistants.	<a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a>	1,2,4,6
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Good and Outstanding teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> .	1,2,4

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

Budgeted cost: £ 19669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by deputy head and SLT.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding">www.Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding</a> successfully.	1,2,4
Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding">www.Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding</a> successfully.	1,2,4

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP children are provided with a £50 uniform voucher to	<a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a>	3,6

alleviate any potential financial barrier to children attending school.		
Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.	<a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a>	2,3,5,6
Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Art Therapy sessions.	<a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</a>	5,6
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.	<a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a>	5,6

**Total budgeted cost: £25169**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Our use of Pupil Premium funding in 2024–2025 was closely aligned to the school's priorities: improving the quality of teaching, raising attainment in reading, writing and maths, supporting pupils with SEND, improving attendance, and ensuring access to enrichment opportunities.

Although the proportion of Pupil Premium pupils is significantly lower than the national average (8% compared to 25.7%), the needs of this group are varied and complex, with a high proportion also identified as having SEND.

#### Academic Outcomes

##### Groups

##### Expected standard

Group	Reading	Writing	Maths
All (32)	84%	91%	97%
SEN (8)	50%	62%	87%
Pupil premium (2)	50%	50%	50%
Non pupil premium (30)	96%	97%	97%

##### Greater depth standard

Group	Reading	Writing	Maths
All (32)	41%	16%	38%
SEN (8)	13%	13%	13%
Pupil premium (2)	0%	0%	50%

Our 2024–2025 outcomes demonstrate that disadvantaged pupils (2 children in the cohort) did not perform in line with their peers.

50% Pupil Premium pupils achieved Expected Standard in reading, writing and maths, significantly below non-Pupil Premium pupils (96%, 97% and 97% respectively).

0% Pupil Premium pupils achieved Greater Depth Standard in reading and writing, but one child achieved greater depth in maths (50%), showing that with targeted support, higher attainment is possible.

This mirrors the national picture of disadvantage gaps but is more pronounced due to the very small cohort size.

This highlights the continuing importance of targeted support through our Pupil Premium strategy.

Internal tracking shows that across KS2 30% of PP children are on track to reach or exceed the expected standard in Maths, Reading and Writing combined. 70% are on track to reach the expected standard in Reading, 60% in Maths and 50% in Writing. Attendance for disadvantaged pupils improved compared to the previous year, with persistent absence reducing for several children.

The provision of uniform vouchers and ongoing family support removed financial barriers and strengthened parental engagement.

Our SENCo and our Headteacher worked with vulnerable families to address attendance concerns and wider social or emotional barriers.

Nurture sessions, Art Therapy and positive play support contributed to improved wellbeing for targeted pupils, with qualitative evidence from staff, parents and pupils showing increased confidence, resilience and readiness to learn.

All disadvantaged pupils accessed enrichment activities including educational visits, sporting opportunities and cultural events. Feedback from pupils highlighted the value of these experiences in building confidence, broadening horizons and enhancing engagement in classroom learning.

### **Overall Impact**

The funding had a positive effect in reducing barriers to learning and improving outcomes for disadvantaged pupils. Progress was strongest where targeted academic interventions were sustained over time and combined with high-quality first teaching. The overlap between disadvantage and SEND remains the most significant challenge, and this will continue to be a focus within the next stage of the strategy. Strengthened monitoring, coaching for staff, and close work with families will ensure that disadvantaged pupils continue to be supported both academically and pastorally.