

Pupil premium strategy statement 2025-2026

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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 (3 year plans are recommended)	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 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. It is intended to address inequalities in attainment and opportunity between disadvantaged pupils and their peers. At St Vincent's Catholic Primary School, the proportion of pupils eligible for Pupil Premium (8%) is lower than the national average for primary schools. The funding also supports pupils who have been looked after continuously for more than six months and children of service personnel.

At St Vincent's, our intent is to ensure that disadvantaged pupils achieve outcomes in line with, or better than, their peers, while fully accessing all aspects of school life. Overcoming barriers to learning is central to our use of Pupil Premium funding. We recognise that these barriers may be academic, social, emotional or related to attendance and engagement, and we carefully identify individual and group needs to ensure support is appropriately targeted.

Our approach is aligned with Department for Education guidance and informed by research from the Education Endowment Foundation. We prioritise high-quality first teaching as the most effective way to improve outcomes for disadvantaged pupils. Alongside this, we provide targeted academic support for pupils who require additional intervention and implement wider strategies to address non-academic barriers such as attendance, wellbeing and access to enrichment opportunities that broaden pupils' cultural capital.

We use robust assessment and monitoring systems to identify needs early, evaluate the impact of provision and ensure that interventions are precise, time-limited and responsive to pupils' progress. Through regular review and reporting, leaders and governors maintain clear oversight of Pupil Premium spending and its impact. This ensures funding is used strategically and transparently, supporting disadvantaged pupils to thrive academically, socially and personally, and preparing them successfully for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of disadvantaged pupils are not yet on track to achieve the expected standard in reading, writing and mathematics, particularly in reading fluency, writing stamina and mathematical reasoning.
2	There is a significant overlap between disadvantage and SEND. Many disadvantaged pupils require adaptive teaching, specialist intervention and personalised support to access the full curriculum and make sustained progress.
3	Attendance rates for disadvantaged pupils are lower than their peers, including higher levels of persistent absence, which reduces continuity of learning.
4	Some disadvantaged pupils demonstrate speech, language and communication needs, including reduced vocabulary exposure, which impacts reading comprehension, writing development and confidence in oracy.
5	Some disadvantaged pupils have reduced access to enrichment opportunities and wider cultural experiences beyond their immediate community, which can limit aspiration, engagement and contextual understanding within the curriculum.
6	Some disadvantaged pupils experience social, emotional and mental health needs, including medical or family challenges, which can affect engagement, resilience and readiness to learn.

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 attainment and progress in reading, writing and mathematics	<p>The proportion of disadvantaged pupils achieving the expected standard in reading, writing and mathematics increases and moves closer to that of non-disadvantaged pupils nationally and within school.</p> <p>Internal assessment shows disadvantaged pupils make sustained progress from their starting points across all key stages.</p> <p>Reading fluency, comprehension and writing stamina improve as evidenced through assessment data, book scrutiny and pupil voice.</p> <p>Disadvantaged pupils with SEND demonstrate strong progress against</p>

	personalised targets and EHCP outcomes where applicable.
Improved attendance and punctuality for disadvantaged pupils	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils improves and moves closer to whole school attendance levels. • Persistent absence among disadvantaged pupils reduces year-on-year. • Targeted attendance support demonstrates measurable impact through attendance tracking and family engagement records.
Increased access to enrichment and cultural capital opportunities	<ul style="list-style-type: none"> • All disadvantaged pupils participate in enrichment opportunities including extracurricular clubs, educational visits and wider curriculum experiences. • Participation in residential visits and extended learning opportunities increases for disadvantaged pupils. • Pupil voice and engagement monitoring demonstrate increased confidence, aspiration and participation in wider school life.
Improved wellbeing, resilience and readiness to learn	Pupils receiving pastoral or SEMH support demonstrate improved engagement, behaviour and confidence as evidenced through pastoral records, behaviour tracking and pupil voice. Targeted pupils demonstrate improved readiness to learn and sustained participation in classroom learning.
Increased attainment for higher-attaining disadvantaged pupils	<ul style="list-style-type: none"> • The proportion of disadvantaged pupils achieving Greater Depth, particularly in writing and mathematics, increases over time. • Disadvantaged pupils identified as higher attainers receive targeted challenge and enrichment opportunities. • Internal assessment and moderation evidence improved attainment at higher standards.

Monitoring and Evaluation of Pupil Premium

The impact of Pupil Premium provision at St Vincent's Catholic Primary School is monitored through a structured and rigorous cycle of evaluation to ensure funding is used effectively and provision is responsive to pupils' needs.

Spotlight Pupil Approach

Disadvantaged pupils are monitored closely through a “Spotlight Pupil” model. Each class identifies disadvantaged pupils whose progress, attendance, wellbeing and engagement are reviewed regularly.

Teachers monitor spotlight pupils through:

- Half-termly pupil progress meetings
- Ongoing assessment and book scrutiny
- Monitoring attendance and engagement
- Review of intervention impact
- Pupil voice discussions

This approach ensures provision is personalised and responsive, particularly for pupils experiencing overlapping barriers such as SEND and social or emotional needs.

Leadership Oversight

Senior leaders monitor the effectiveness of Pupil Premium provision through:

- Termly analysis of attainment and progress data
- Monitoring of attendance and persistent absence
- Learning walks and teaching and learning reviews
- Intervention monitoring and impact evaluation
- Review of SEND progress for disadvantaged pupils
- Evaluation of enrichment participation and engagement

Where provision is not demonstrating sufficient impact, support strategies are reviewed, adapted or replaced.

Governor Monitoring and Accountability

Governors maintain strategic oversight through:

- Regular review of attainment, progress and attendance data
- Monitoring Pupil Premium spending and value for money
- Challenge and support through governor meetings and reports
- Review of the annual Pupil Premium strategy and impact statement

Working in Partnership with Families

We recognise that strong parental engagement is key to improving outcomes. The school works closely with families to:

- Support attendance and punctuality
- Provide guidance to support learning at home
- Remove financial barriers to participation
- Support pupil wellbeing and engagement

Value for Money and Strategic Use of Funding

St Vincent's Catholic Primary School is committed to ensuring that Pupil Premium funding is used strategically, transparently and in line with Department for Education expectations. Spending decisions are informed by evidence from the Education Endowment Foundation (EEF), internal data analysis and professional evaluation of pupil need.

Funding is prioritised towards approaches that demonstrate the greatest impact on improving outcomes for disadvantaged pupils. Our strategy focuses primarily on strengthening high-quality teaching, as evidence shows this has the most significant and sustained impact on pupil progress. Alongside this, funding is allocated to targeted academic support and wider strategies that remove barriers to learning, engagement and attendance.

Leaders carefully evaluate the cost and impact of all interventions. Provision is reviewed regularly through pupil progress meetings, assessment analysis, attendance monitoring and evaluation of pastoral support. Where strategies demonstrate strong impact, they are sustained or expanded. Where provision is not demonstrating sufficient impact, it is adapted or discontinued to ensure funding is used effectively.

Due to the relatively small number of disadvantaged pupils within the school, funding is used flexibly to respond to individual need. This includes providing personalised academic interventions, pastoral support and financial assistance to ensure disadvantaged pupils can fully access enrichment opportunities, educational visits and wider curriculum experiences. This targeted approach ensures that funding is used where it has the greatest potential to improve outcomes and remove barriers to participation.

Governors maintain oversight of Pupil Premium spending through regular monitoring and review of progress, attendance, participation and wellbeing indicators. This ensures accountability, challenge and strategic direction remain central to the school's approach.

Through this rigorous and evidence-informed approach, the school ensures that Pupil Premium funding delivers meaningful impact, supports disadvantaged pupils to achieve highly and promotes equity of opportunity across the school community.

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: £4021

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher works with subject leaders to strengthen curriculum implementation, adaptive teaching and consistency of classroom practice across all subjects.	<p>The EEF states that improving the quality of teaching has the greatest impact on disadvantaged pupil outcomes. Strengthening subject leadership supports curriculum quality, teacher development and consistency of provision.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	1,2,4
Targeted Continuing Professional Development (CPD) for teachers and Teaching Assistants, focused on explicit teaching, adaptive teaching, vocabulary development and inclusive classroom practice. Impact of CPD is monitored through learning walks, pupil progress meetings and book scrutiny.	<p>EEF research identifies high-quality CPD as a key driver of improved teaching quality and pupil outcomes. Evidence shows that structured professional development improves teacher knowledge and classroom practice, particularly for disadvantaged and SEND pupils.</p> <p>– see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	1,2,4,6
Implementation of a whole-school instructional coaching programme for teachers and	The EEF highlights instructional coaching as one of the most effective professional development approaches, supporting sustained	1,2,4,6

Teaching Assistants, led by senior leadership.	improvements in teaching practice and pupil progress. https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	
Investment in high-quality curriculum resources, including reading, writing and mathematics initiatives, assessment tools and high-quality texts across EYFS, KS1 and KS2.	EEF evidence highlights the importance of high-quality curriculum resources and reading materials in improving literacy outcomes, vocabulary development and engagement for disadvantaged pupils. – see www.Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully .	1,2,4

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

Targeted academic support at St Vincent's is carefully balanced across reading, writing and mathematics. Internal assessment demonstrates that disadvantaged pupils may experience barriers across multiple core subjects; therefore, intervention provision is designed to strengthen literacy and numeracy simultaneously. Structured support focuses on improving reading fluency, comprehension, writing composition, mathematical reasoning and problem-solving. All interventions are closely aligned with classroom teaching to ensure learning is reinforced, sustained and transferable across the curriculum.

Budgeted cost: £ 19669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of targeted, structured academic interventions across the school, including reading fluency, writing development and maths mastery support. Interventions are	The EEF Teaching and Learning Toolkit shows that targeted academic interventions, particularly structured small-group teaching, can have a significant positive impact on pupil progress when carefully monitored and evaluated.	1,2,4

time-limited and reviewed regularly for impact.		
Interventions delivered by experienced teachers and trained Teaching Assistants, including tutoring support aligned with National Tutoring Programme principles.	EEF evidence shows that tutoring and structured intervention programmes delivered by trained staff can significantly accelerate progress for disadvantaged pupils when closely aligned to classroom teaching.	1,2,4

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

Wider strategies at St Vincent's are designed to remove non-academic barriers that may prevent disadvantaged pupils from fully engaging with learning. By supporting attendance, wellbeing, family engagement and access to enrichment opportunities, we ensure pupils develop confidence, resilience and aspiration alongside academic achievement. These strategies are closely monitored through attendance data, pastoral records, participation tracking and pupil voice.

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged pupils are provided with a £50 uniform voucher to reduce financial barriers and support consistent school attendance and inclusion.	EEF research highlights that reducing financial barriers and strengthening parental engagement can improve attendance, engagement and pupil wellbeing. https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	3,6
Senior leaders, SENCo and pastoral staff work closely with families to identify and	The EEF identifies parental engagement and targeted family support as key strategies for improving attendance, engagement and academic outcomes for disadvantaged pupils.	2,3,5,6

reduce barriers to learning, including attendance, wellbeing, SEND support and engagement in school life.	https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	
Targeted SEMH provision including nurture support, positive play sessions and Art Therapy for pupils experiencing social, emotional or behavioural difficulties.	EEF evidence shows that social and emotional learning approaches improve pupil behaviour, emotional regulation and readiness to learn, particularly for disadvantaged pupils. https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning	5,6
Disadvantaged pupils are supported to access enrichment opportunities that broaden cultural capital and promote aspiration. Provision includes: • One fully funded extracurricular club per eligible pupil each year • Fully funded curriculum day trips • 50% subsidy for residential visits	EEF research highlights that enrichment opportunities and increased cultural capital support engagement, motivation, confidence and academic outcomes for disadvantaged pupils, particularly when financial barriers are removed. https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	5,6

Total budgeted cost: £25169

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section evaluates the impact of Pupil Premium provision during the 2024–2025 academic year.

Academic Outcomes

Key Stage 2 outcomes indicate that 50% (1 out of 2 pupils) eligible for Pupil Premium achieved the expected standard in Reading, Writing, SPaG and Mathematics. In Mathematics, 50% of pupils achieved Greater Depth. Due to the very small cohort size, outcomes should be viewed cautiously, as individual pupil performance has a significant impact on overall percentages. However, internal assessment and pupil progress tracking indicate that targeted support contributed to sustained progress from starting points, particularly in Mathematics.

Provision focused on targeted academic support, structured interventions and high-quality teaching. Evidence suggests that where interventions were sustained and closely aligned with classroom teaching, disadvantaged pupils demonstrated improved confidence and engagement with learning.

Wellbeing and Pastoral Support

Mentoring and pastoral provision provided pupils with safe opportunities to discuss challenges and develop emotional resilience. Staff observations, pastoral records and pupil voice indicate that this support contributed positively to pupils' wellbeing, engagement and readiness to learn.

Disadvantaged pupils were supported to access Breakfast Club, Wraparound Care, after-school clubs and the school residential visit. Participation in enrichment opportunities was strong, with 100% of eligible pupils attending the residential visit. This demonstrates the effectiveness of removing financial barriers and supporting pupils' access to wider experiences that promote confidence and social development.

Attendance

Whole-school attendance remained strong, with overall attendance at 96%, above the national average of 93.1%. Attendance for disadvantaged pupils was 93%. While this reflects good attendance overall, a gap remains between disadvantaged pupils and their peers, highlighting the continued importance of targeted attendance support and family engagement.

Overall Evaluation

Pupil Premium funding had a positive impact in reducing barriers to participation, improving engagement in enrichment opportunities and supporting pupils' wellbeing. Academic progress was strongest where targeted interventions were sustained over time and closely aligned with classroom teaching.

The overlap between disadvantage and SEND continues to be a key factor influencing outcomes for disadvantaged pupils at St Vincent's. As a result, future strategy will continue to prioritise adaptive teaching, early identification of need and personalised intervention.