

# St Catherine's Catholic Primary School

## Pupil Premium Strategy Statement 2025-26



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Derek Croghan
Pupil premium lead	Lucy Musgrove
Governor / Trustee lead	Rosaleen Murphy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,489
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£64,489</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Catherine's Catholic Primary School, our intention is that, regardless of their background, all pupils make good progress and achieve to the best of their ability across all subject areas. The focus of this Pupil Premium Strategy is to ensure disadvantaged pupils are supported in achieving this goal.

We will consider the challenges faced by disadvantaged pupils and aim to address these from their perspective.

High quality teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. This is why it is at the centre of our approach, focussing on the areas where these pupils need the greatest support. At the heart of our School Development Plan is the development of Quality First Teaching. Following extensive development work on Rosenshine's Principles of Instruction previously, we have developed our own Teaching Toolkit which underpins our practice and drives impactful teaching. Through this, there has been a focus on retrieval practice, scaffolding and challenge to support all pupils. The school's Teaching Assistants also received quality first teaching training from West Sussex County Council to support with this.

We are dedicated to improving the oracy development of our disadvantaged pupils, which will benefit their learning in all areas of the curriculum and will reduce barriers to learning. A concentrated focus on the development of their reading abilities, through the introduction of a reading fluency intervention and other strategies has also been put into place. There will also be a focus in the school on vocabulary as this has proven to be a barrier to some of our disadvantaged pupils.

Targeted support will be offered for pupils who need the most support, including non-disadvantaged pupils. Termly Pupil Progress Meetings focus on all pupils in the school, identifying current support and additional measures to implement to ensure that all pupils can access the curriculum and achieve.

Our approaches are in response to current challenges within the school and the individual needs of the pupils. They take into account evidence from a variety of sources, including data and research from the Education Endowment Foundation, and have been put into place to allow all children, no matter what their background, to achieve their full potential.

To ensure we are effective we will:

- maintain a high profile for Pupil Premium across the school, ensuring that all staff understand their place within this strategy
- ensure all staff have high expectations for all pupils
- act early to intervene when a need is identified

- gather Pupil Voice to help measure impact and so inform future development of our strategy

## Challenges

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

Challenge number	Detail of challenge
1	<b>Writing</b> Observations and book monitoring shows that there is an achievement gap between disadvantaged and non-disadvantaged pupils. These gaps are evident from Reception up to Year 5.
2	<b>Reading</b> Data shows that Reading attainment of disadvantaged pupils is significantly below the attainment of non-disadvantaged pupils across the school as a whole.
3	<b>Mathematics</b> Data shows that Mathematics attainment of disadvantaged pupils is significantly below the attainment of non-disadvantaged pupils across the school as a whole.
4	<b>Oracy Development</b> An increasing number of pupils join the school with Speech and Language difficulties and a limited vocabulary, this being particularly prevalent with disadvantaged pupils. In addition, many disadvantaged children in the school have not yet developed the same oracy skills as their peers.
5	<b>Parental Engagement</b> Historically in the school, some parents of disadvantaged pupils have been less engaged with school life and their pupils' learning. 22% of our disadvantaged group are deemed as being persistence absentees, compared to 38% in the 2024-2025 academic year. Increased communications on the importance of attendance in the school following the introduction of a new Attendance Policy, as well as the signing of Attendance Action Plans will be in place.
6	<b>Cultural Capital and Wellbeing</b> We want to ensure that all disadvantaged pupils in the school have access to the same extra-curricular activities and trips that their peers do. This also includes encouraging pupils to participate in sports events, school council and the Liturgy Team. Many of our disadvantaged pupils also need pastoral support.

## 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 Writing attainment among disadvantaged pupils	End of KS2 writing outcomes in 2025/2026 will show that 72% of disadvantaged pupils will reach expected standard.

	<p>Learning walks and pupil voice will show improved vocabulary of disadvantaged pupils. This will also be evident in book scrutiny.</p> <p>Pre-teaching will be used to support the teaching of vocabulary and this will be a focus across all areas of the curriculum.</p>
<p>Improved Reading attainment for disadvantaged pupils</p>	<p>End of KS2 reading outcomes in 2025/2026 will show that 75% of disadvantaged pupils will reach expected standard.</p> <p>Children will be engaged with reading at home (ensuring they are reading at least three times a week, if not more) and will have a more positive attitude towards reading.</p> <p>Library visits will allow children to engage in interesting and inspiring texts and develop a love of reading.</p> <p>The Reading Fluency Intervention will be in-place to support children with their reading.</p> <p>Phonics interventions will take place across the school, including disadvantaged children who need additional support.</p>
<p>Improved Mathematics attainment for disadvantaged pupils</p>	<p>End of KS2 reading outcomes in 2025/2026 will show that 74% of disadvantaged pupils will reach expected standard.</p> <p>A Year 6 Maths Booster will take place to support these children and they have access to an online SATs Bootcamp.</p> <p>Disadvantaged pupils will also be invited to a Numbots club after school on a weekly basis.</p>
<p>Oracy development</p>	<p>A new strategy to develop oracy interventions in place will support children with their spoken language and evidence will show significant improvement in the oracy skills and broadened vocabulary of disadvantaged pupils.</p> <p>Pupils will learn to talk confidently, appropriately and sensitively, leading to important benefits for our pupils, including raising academic attainment, developing social and emotional skills and improving life chances, particularly for the most vulnerable pupils.</p>
<p>Increased parental engagement with strong, positive relationship with parents of disadvantaged pupils</p>	<p>Parents will be more actively engaged in their children's learning, taking part in</p>

	<p>ongoing dialogue with the school to support progress.</p> <p>The St Catherine's Hub will provide parents with opportunities to attend workshops and receive support.</p> <p>Parental feedback regarding support and relationship with the school will be positive.</p> <p>Laptops will be provided to families who do not have access to devices at home.</p> <p>Parents will ensure their children attend school regularly, taking up support offered by the school where appropriate (e.g. attendance contracts, soft starts).</p>
Cultural Capital	<p>Sustained high-levels of pupil wellbeing will be evident through the use of pupil voice.</p> <p>Disadvantaged pupils will take part in extra-curricular activities and will be able to attend trips throughout the year.</p> <p>Disadvantaged pupils will be active members of the school council, Liturgy Team and take part in sports events after school.</p>

## 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: £2,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of standardised assessment to identify gaps in learning (NFER, Phonics Tracker, NELI, etc.)	<p>The use of assessment can support pupil progress, support learning and address misunderstandings.</p> <p>Assessment can be used to identify what students have, or have not learnt, and so inform and enhance subsequent teaching.</p> <p>EEF - Teacher Feedback to improve future learning</p>	1, 2, 3, 4

	EEF Blog: Assessing learning in the new academic year - three key questions for school leaders to consider	
Raising the profile of oracy across the school with pre-teaching of vocabulary in place	<p>Frequent language approaches over time have a larger impact.</p> <p>EEF - Oral Language Interventions</p>	1, 4

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

Budgeted cost: £51,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency Intervention	The use of the Reading Fluency Intervention following training from Hertfordshire for Learning.	2
SALT interventions to be led by trained teaching assistants	<p><i>1 in 5 children with speech and language challenges remain at an increased risk of not attending school. These children who are behind may disengage from school.</i></p> <p>Speech and Language UK</p> <p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>EEF</p>	3
Homework Club to be offered to all Pupil Premium pupils from Year 3 upwards to support with their learning outside of school	<p>Homework has a positive impact when linked to classroom learning. Some pupils may not have a quiet space for home learning so this can be provided in homework club at school.</p> <p>EEF - Homework</p>	2, 3
Laptop loans to be in place for families with limited resources to access Homework at home	<p>Homework has a positive impact when linked to classroom learning. Some pupils may not have a quiet space for home learning so this can be provided in homework club at school.</p> <p>EEF - Homework</p>	2, 3

Teachers to provide additional tuition and mentoring for pupils	Small group tuition targeted at specific gaps in learning has been seen to yield positive results, particularly in Mathematics.  EEF - Small Group Tuition	3
Robust assessment and intervention system to continue to be embedded to ensure accelerated progress for struggling readers	Reading is key to accessing the curriculum.  Addressing Educational Disadvantage In Schools and Colleges – Marc Rowland  EEF - Small Group Tuition	2

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

Budgeted cost: £10,317

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pastoral Support available to Pupil Premium children	Efforts to promote SEL (Social, Emotional Learning) skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.  EEF - Social and Emotional Learning	5
Learning support resources available on school website  Close communications with parents on attendance issues  Soft starts to be put into place to ensure children are in school on time and have had breakfast	Parental engagement can increase progress by 4 months.  Providing practical strategies, tips and support may be more beneficial to pupil outcomes.  EEF - Parental Engagement  DfE - Working together to improve school attendance	2, 4

Subsidised access to curriculum enrichment and extra-curricular activities	<p>Ensuring all pupils have full access to the curriculum supports them in reaching their full potential.</p> <p>Ofsted: The Pupil Premium - How schools are spending the funding successfully to maximise achievement</p>	1, 2, 3, 5
Contingency fund for acute issues	<p>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.</p>	1, 2, 3, 4, 5

**Total budgeted cost: £64,489**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The 2024/2025 KS2 data shows that 83% of pupil premium pupils achieved the expected standard in Writing. This has increased from 14% in the academic year 2023/2024.

17% of pupil premium pupils passed the Year 1 Phonics Screening, which significantly lower than the 67% non-pupil premium pupils who passed. The KS2 reading data shows that 83% of pupil premium pupils achieved expected standard, compared to 43% in the 2023/2024 academic year. There is still a gap between disadvantaged pupils and their peers shown in the KS1 reading data.

An after-school Book Club has continued for disadvantaged pupils and teachers were given the opportunity to select pupils in their classes who they felt would benefit. This has given pupils an additional opportunity to read with an adult as well as enjoy a quiet space for reading books and comics of their choice. The children developed a love of reading, enjoying craft activities related to the book, and they also enjoyed a visit in the Summer Term to the library, where some parents signed their children up for a free library card at the end of the session. The Pupil Premium Governor also visited school a couple of times a month to listen to disadvantaged pupils read and provide additional support and she attended the trip to the library.

In the 2024/2025 academic year 67% of pupil premium pupils achieved a score of 20 or more in the Year 4 multiplication times table check and in Maths, 67% achieved expected standard in the KS2 statutory tests, an increase from 29% the previous year.

The results for KS2 were higher for Pupil Premium children in the last academic year compared to the previous year. However, the whole-school data for Pupil Premium still shows a gap between these pupils and their non-pupil premium peers in Reading, Writing and Maths.

Poor attendance and lateness is continuing to have an impact on the learning of Pupil Premium pupils. In the 2024/2025, 22% of pupils were still deemed as being persistent absentees, although this has decreased from 38%.

Continuing from last year, pupils who were unable to complete their homework at home or needed extra support were invited to an after-school homework club. Children have now all been added to Google Classroom to ensure that they can access learning at home, even if their parents were finding it hard to sign them in. The school website includes help videos for methods in Mathematics and parents were signposted to these at parents' evenings.

Over the 2024/2025 academic year, 29% of disadvantaged pupils received Pastoral Support and others signed up for 'drop in' sessions at lunchtimes.

In the 2024/2025 academic year, a range of after-school clubs was offered (including sports clubs, dance, book club, gardening club and choir) and there continued to be a high attendance from disadvantaged pupils. Disadvantaged pupils also attended class trips across the year, as well as some locality sports events.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle
ELS	Oxford Owl