

Pupil premium strategy statement

First year review: 2024 - 2025

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview – September 2025

Detail	Data
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Conley, Headteacher
Pupil premium lead	J Conley Headteacher
Governor / Trustee lead	L Turner, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,800
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£144,800

Statement of intent

Our approach to spending the Pupil Premium Grant (PPG) is guided by our Catholic mission and our commitment to care for every child as a unique and valued individual, made in the image and likeness of God. We carefully consider a range of information to help us understand how best to support our pupils. This includes:

- information about children's learning and progress from school assessments and national data
- published information from the Department for Education
- comparisons with national expectations for children's development
- regular monitoring of attendance, punctuality and pupils' wellbeing

Our aim is that every child, whatever their background or personal circumstances, is given the opportunity to flourish, make good progress and achieve highly across all areas of learning. The pupil premium funding allows us to provide additional support for children who may face disadvantage, helping them to reach their full, God-given potential. This includes support for children who are already doing well, so that they continue to be challenged and inspired.

As a caring Catholic community, we are especially mindful of children who may be vulnerable, including those who have a social worker or who take on caring responsibilities at home. The support we put in place is designed to meet individual needs with compassion and understanding, whether or not a child is eligible for pupil premium funding.

High-quality teaching is at the heart of everything we do. We know that excellent teaching makes the biggest difference to children's learning, and this benefits all pupils. By focusing on areas where children need the most support, we work to reduce gaps in learning while ensuring that every child continues to make progress.

We also recognise that some children's learning and wellbeing were affected by the COVID-19 pandemic. Where needed, we provide timely additional support, such as targeted small-group or one-to-one help, to ensure that children regain confidence and do not fall behind.

Our approach is based on understanding each child as an individual. We use careful assessment and close communication to identify needs early and respond appropriately. To make sure our support is effective, we:

- provide work that challenges and motivates all children
- offer extra help as soon as a need is identified
- work together as a whole staff team, with shared responsibility for every child's success and wellbeing

We value our partnership with parents and carers and believe that, by working together in trust and faith, we can help every child grow academically, socially, emotionally and spiritually.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and communication</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Reading and writing English</p> <p>Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils generally have greater difficulties with reading and writing than their peers. This is across all cohorts. This is largely due to the limited range of language development and exposure to reading for pleasure.</p> <p><i>At the end-of-Reception 2024-2025, GLD and reading standards were at 33%. Of this, 14 children @ 87.5% were disadvantaged. 50% of the children who were disadvantaged achieved GLD including reading. This gap narrows but remains significant to the end of KS2. Writing and reading GLD was -11.8ppt and -16.5ppt (respectively) compared to national averages.</i></p>
3	<p>Maths</p> <p>Internal assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils across all year groups. 69% of children in Y6 achieved the expected standard compared to the national average of 75%. Similarly, only 15% of Y6 pupils achieved the greater depth standard compared to 26% nationally.</p>
4	<p>Wellbeing</p> <p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of resilience, aspiration and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p><i>Teacher referrals for support remain relatively high across school. 10 out of 32 pupils on the SEND register are cited as having significant SEMH. All of these children are disadvantaged; having received or continuing to receive either wave 2 and wave 3 targeted support. Additionally, End-of-Reception GLD data indicates that our 24-25 cohort has a -28ppt difference when compared to national averages when it comes to building relationships.</i></p>
5	<p>Attendance</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 92.2%; 1.4% lower than for non-disadvantaged pupils in school.</p> <p><i>28.2% of disadvantaged pupils have been 'persistently absent' compared to 23.3% of their peers during that period. Our assessments and observations indicate that absenteeism and poor rates of punctuality are negatively impacting disadvantaged pupils' progress. Additionally, many of these pupils also experience high levels of poor punctuality.</i></p>

Intended Outcomes

Intended outcome	Success criteria
Improved speaking and listening language skills with a wider and greater usage of tier 2 and tier 3 vocabulary.	<p>Children are using a wider range of learning-specific and subject-specific vocabulary appropriately when talking about their learning.</p> <p>Children are able to use a wider range of emotive language correctly when talking about their feelings, thoughts and ideas.</p> <p>Children's spoken language display an increased application of prosody.</p>
Improved reading and writing attainment among disadvantaged pupils across all cohorts.	<p>Increased percentages of children achieving the expected and higher standards in reading and writing across the school (making year-on-year progress). (R – Y6)</p> <p>Increased rate of children achieving the national standards in reading and writing over a three-year average, demonstrating that the gap between school and national is being closed.</p> <p>Children's enjoyment of reading and writing for pleasure increases.</p>
Improved maths attainment among disadvantaged pupils across all cohorts at both the expected and higher standards.	<p>Increased percentages of children achieving the expected and higher standards in maths across the school (making year-on-year progress). (R – Y6)</p> <p>Increased rate of children achieving the national standards in maths over a three-year average, demonstrating that the gap between school and national is being closed.</p>
To achieve and sustain improved wellbeing for all pupils in our school, but particularly disadvantaged pupils with SEMH needs.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a reduction in children citing anxiety as an issue for them reduction in the number of children on the SEND register with SEMH needs. An increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that they are broadly in line with each other. the percentage of all pupils who are persistently absent being broadly in line with national % and the figure among disadvantaged pupils similar to that of their peers Improved rates of punctuality for disadvantaged pupils with less U codes being given.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized diagnostic assessments. (NFER.)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Costs pertaining to the purchase of the resources and supply to cover teachers' classes during training.</p> <p>Employing LSAs across the school to work with disadvantaged children.</p> <p>Separate N and Reception cohorts into two separate classes (from a shared space).</p> <p>Introduce enhanced provision ethos in Y1</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	All
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. (Wellcomm)</p> <p>We will introduce a range of oracy strategies to improve spoken language, focusing on prosody.</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 Teaching and Learning Toolkit EEF</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the subscription to Monster Phonics SSP scheme; replenishing consumables and resources as required.</p> <p>Subscription to Drawing Club for EYFS – Y1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery and Mastery in Maths training).</p> <p>North West Maths Hub: Training, supply cover, resources.</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>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>(Thrive, Seedlings, Forest School, RISE)</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4

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

Budgeted cost: **£44,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p> <p>Embed Oracy21 approaches into general teaching. Training and monitoring (pupil voice and lesson visits)</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: **£20,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of further developing our school ethos and continuing to promote and celebrate positive behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	4
<p>SLA undertaken with CAMHS Seedlings</p>		
<p>Participation with DGT Forest School initiative</p>		
<p>Contingency fund for acute issues (food vouchers, food parcels, purchase of new clothes, transport costs) for families in need.</p>	<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>	All

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/ support officers to improve attendance.</p> <p>This also involves the purchase of an Attendance Officer SLA with the Local Authority EWS.</p> <p>Including training costs on newly purchased MIS to enable strategic leaders to analyze data timelier and purposely needing to swift actions.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Introduce and embed "Zones of Regulation" across the school. Training, resources etc.</p> <p>Enhance the role and presence of the "School Buddies" and "School Council" groups around school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	4 and 5
<p>Renewal of subscription to Magic Breakfast (Breakfast Club partner) to provide free breakfasts to all children.</p>	<p>Evaluation by the Education Endowment Foundation (EEF) indicates that universal, free, before-school breakfast clubs can boost Key Stage 1 pupil attainment by an average of 2 months of additional progress.</p>	All

Total budgeted cost: £144,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary

Overall, Pupil Premium Grant (PPG) is used effectively to improve outcomes for disadvantaged pupils in our school; academic, social and emotional.

We have analysed the academic performance of our school's disadvantaged pupils during the previous school year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and all pupils at national level.

The following information is extracted from the school IDSR, Nov 2025 (Inspection Data Summary Report)

Academic standards – 2024/2025

The following two tables compare attainment at RWM combined for our children to all pupils nationally. Table one compares all pupils – all pupils, while the second table compares our FSM6 – National FSM6 children.

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	86	53%	61%	Below (non-sig)	Not applicable	Not applicable
2025	26	54%	62%	Close to average (non-sig)	No sig change	High - FSM, Low - Stability

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	57	47%	46%	Close to average (non-sig)	68%	-20	Not applicable	Not applicable
2025	19	58%	47%	Close to average (non-sig)	69%	-11	Narrowing	High - FSM, Low - Stability

The attainment gap for our FSM6 children compared to all FSM6 children nationally is closing. Given the high rates of FSM6 children in our school compared to the national average, this demonstrates that the PPG is having a positive impact on academic standards for our most disadvantaged children.

Attainment in individual subjects at the expected standard by Y6 pupils in 2025.

Reading			
All pupils		FSM6	
School	National	School	National
73	75	79	63
Close to average (non-sig difference)		Close to average (non-sig difference)	

Writing			
All pupils		FSM6	
School	National	School	National
65	72	68	58
Close to average (non-sig difference)		Close to average (non-sig difference)	

Maths			
All pupils		FSM6	
School	National	School	National
69	74	79	61
Close to average (non-sig difference)		Close to average (non-sig difference)	

The PPG is having a positive impact on standards and outcomes for children who are designated as being disadvantaged (FSM6) in our school.

A greater percentage of FSM6 in our school achieved the expected standard in reading, writing and maths compared to FSM6 pupils nationally whereas this was not the case for our "all pupils" group in relation to their national counterparts.

Y4 Multiplication Timetable Check

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2024	19	20.3	20.6	Close to average (non-sig)	No sig change	High - FSM, Low - Stability

This is the most up-to-date information for the MTC. There is no published information for FSM6 children as a group. School is inline with the standards achieved by all pupils nationally, being only 0.3% behind.

Attendance

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

IDSR data demonstrates that outcomes for our FSM6 children are as follows.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	140	93.8%	94.9%	Below	Relative improvement	High - FSM, High - SEN

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	98	93.4%	92.6%	Close to average	Relative improvement	High - FSM, High - SEN

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	140	20.0%	14.3%	Above (non-sig)	No sig change	High - FSM, High - SEN

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	98	20.4%	24.4%	Close to average (non-sig)	Sig decrease	High - FSM, High - SEN

Absenteeism

In our school, FSM6 pupils' attendance rate is in line with that for "all pupils", being only 0.4% lower. This demonstrates that there is no negative difference between the two groups.

Our FSM6 group has a higher attendance rate than their national counterparts, with a lead-in of 0.8%.

Persistent absence

Schools' FSM6 absence rate is lower than their national counterparts by 4%. This is a significant difference to the absence rate of all pupils in school compared to their national counterparts.

It is recognised that neither school group (all pupils and FSM6) is currently in line with the national average attendance rate for both categories of absence and persistent absence. Ergo, much work still needs to be done to improve attendance rated for all pupils

Behaviour

Standards of behaviour in our school are very good. Suspensions and exclusions are used as a very last resort, once all other approaches have been used.

All pupils - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	167	0.60%	0.99%	Close to average (non-sig)	No sig change	High - FSM, High - SEN

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	100	1.00%	2.33%	Close to average (non-sig)	No sig change	High - FSM, High - SEN

For both school groups, "all pupils" and "FSM6", school has undertaken significantly less suspensions than for both groups nationally. The difference between school FSM6 and national FSM6 is much greater @ 1.33%.

PPG is effective in supporting FSM6 children maintain very high standards of behaviour.

Conclusion

Based on all the information we regularly review, we are pleased that our disadvantaged pupils are making good progress and are currently meeting expected standards. We are on track to achieve the outcomes we have set for the period up to 2027/28, as outlined in our Intended Outcomes section. Our review of the support provided last academic year shows that the approaches we put in place are having a positive impact. These strategies are helping children to grow in confidence, make strong progress in their learning and succeed both academically and personally.

As a reflective and caring school community, we continually evaluate our work to ensure it meets the needs of our children. Where necessary, we make thoughtful adjustments to how funding is used so that support remains effective and responsive. This academic year, we have refined some aspects of our approach to ensure that resources continue to be directed where they will make the greatest difference for our pupils.

We remain committed to working closely with families and to using pupil premium funding wisely, so that every child is supported to flourish and reach their full, God-given potential.

Externally provided programmes

Programme	Provider
	NOT APPLICABLE

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
NOT APPLICABLE
The impact of that spending on service pupil premium eligible pupils
NOT APPLICABLE