

Pupil premium strategy statement 2025 - 2026



St Vincent de Paul Catholic Primary School

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	430
Proportion (%) of pupil premium eligible pupils	7% (32/434)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2025 to August 2028
Date this statement was published	28 th September 2025
Date on which it will be reviewed	31 st July 2026
Statement authorised by	Alexandra Whitty
Pupil premium lead	Michelle Curry
Governor / Trustee lead	Nathan Barry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
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	£49, 995

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, to fulfil their potential; access all the opportunities in our school; make good progress and achieve high attainment across all subject areas.

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 teaching 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.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel.

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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.

3	Financial constraints on some families means that sporting and cultural opportunities are very restricted. Funding will provide children with extra-curricular opportunities, trips, visits and music lessons that would otherwise not be accessible.
4	Our assessments (including pupil profiling, observations and discussions with pupils and families) have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their rates of progress and attainment

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
Challenge 1: 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.
Challenge 2: Improved phonics, reading and writing attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics and KS2 end of year data shows diminished difference from 2024-25.
Challenge 3: Embed a curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for the Pupil Premium Grant.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as after school clubs, residential and educational visits.
Challenge 4: Achieve and sustain improved mental health and wellbeing	Children's behaviour is in line with school expectations. Targeted children and families are provided with bespoke and intensive support from both the school and outside agencies to help

for all pupils, particularly our disadvantaged pupils.	<p>provide strategies for promoting a positive mental health and wellbeing.</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys, pupil profiles and teacher observations; • A reduction of incidents on CPOMs linked to mental health
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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: £ 32,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Language Screening, staff training and staff resource time Targeted Language groups across Reception, Y1 and Y2	<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 EEF</p>	1, 2, 3
Staff training provided by Herts Speech and Language Service to support school's attainment of Herts Shining Communication award	<p>The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation.</p> <p>According to a report by the National Literacy Trust, at age 11, spoken language skills are the most important indicator for literacy skills. 'One in four (23%) children who struggle with language at age five do</p>	1, 2, 4

	not reach the expected standard in English at the end of primary school, compared with just 1 in 25 (4%) children who had good language skills at age five' (UCL, Institute of Education, on behalf of Save the Children, 2016). Planned training: Language for Thinking, Social Communication; Adults supporting talking/communication; Vocabulary	
Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all Nursery to Year 3 staff.	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. Phonics EEF	1, 2
Staff CPD program to develop reflection skills and embed new skills introduced in training	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes (EEF). Feedback EEF Collaborative learning approaches EEF Metacognition and self-regulation EEF	1, 2

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

Budgeted cost: £10,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group interventions in need of additional support, delivered in addition to, and linked with, normal lessons (including 1:1 and small group support).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF Small group tuition EEF . There are also often wider benefits for low-income pupils in terms of attendance at school, behaviour and relationships with peers (+2.5 months).	1, 2, 3, 4

Booster groups for Y6		
Additional 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 EEF	1, 2, 3, 4
TA to provide specific support for pupils with SLCN via Targeted Language groups in Rec, Y1 and Y2	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	1, 2, 3, 5, 6
To provide regular opportunities for class teachers to work with disadvantaged children and their parents to ensure all pupils receive the highest quality provision and that any disadvantaged children whose rates of progress or attainment have been impacted are prioritised with 'catch-up' sessions	The Education Endowment Foundation Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older children. The EEF publication states that small group tuition can make +4 months progress and one to one tuition +5 months.	1, 2, 3, 4
Development of pupils' oracy and language skills on entry to the school.	The EEF Early Years Toolkit states that effective communication and language strategies can bring +6 months progress impact. The EEF publication on Oral Intervention	1, 2, 3, 4

	states that +5 months progress impact can be achieved by using these approaches effectively. There is clear evidence that children who are below the expected standard in language and vocabulary at the end of Reception are more likely to be below the expected standards when they are eleven.	
Release teachers so that they are able to be involved in all Pupil Progress Meetings and meetings with parents and external agencies.	It is essential that all adults who contribute to the child's learning are involved in discussions about progress and attainment. This will ensure that every facet of the child's developmental journey is considered when making any evaluative judgments about progress made.	1, 2
Parent education programme - staff resource time to prepare and deliver a range of parent workshops to help parents support their children's learning at home eg phonics, maths	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Parental engagement EEF	1, 2
Extra curricula work and support in a range of areas: *Sports lessons *Regulation strategies e.g. sensory circuits	EF: Arts Participation EEF: Self-regulation	1, 2, 3, 4

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

Budgeted cost: £7,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved systems of Identification of PPG/FSM eligible pupils using the Eligibility Checking Service (ECS)	Accurate and timely identification of eligibility is essential in PPG management.	1, 2, 3, 4
To support with the financial cost of the wider engagement in school life (e.g. affordability of school tripsetc). Subsidise educational visits and other events for pupils eligible for the pupil premium grant	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes. Outdoor adventure learning EEF	3, 4
Deliver whole staff training (CPD) on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF Evidence base: The Therapeutic Thinking model emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Children who feel safe within their school environment will be more conducive to learning.	4
Family Learning Support service package has been	By working with schools (and other agencies), the Family Support Service supports children and	3, 4

purchased to support families who are experiencing difficulties.	families to overcome adversity and disadvantage they face, particularly where these are affecting a child's emotional wellbeing, mental health and educational achievement.	
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Total budgeted cost: £72,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 24/25 academic year:

EY 24/5	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Pupil Premium Eligible (2)	100.0	40.0	100.0	up 60.0%
Not Pupil Premium Eligible	66.7	74.5	69.0	down -5.5%

KS1 phonics 24/5	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Pupil Premium Eligible (6)	66.7	100.0	66.7	down -33.3%
Not Pupil Premium Eligible	78.9	86.2	74.1	down -12.1%

KS2 Expected R, W, M	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Pupil Premium Eligible (12)	0.0	25.0	66.7	up 41.7%
Not Pupil Premium Eligible	56.6	78.6	75.0	down -3.6%

Maths Expected	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Pupil Premium Eligible	16.7	25.0	75.0	up 50.0%
Not Pupil Premium Eligible	75.5	89.3	93.8	up 4.5%
Writing Expected				
Pupil Premium Eligible	33.3	75.0	66.7	down -8.3%
Not Pupil Premium Eligible	67.9	85.7	79.2	down -6.5%
Reading Expected				
Pupil Premium Eligible	33.3	25.0	75.0	up 50.0%
Not Pupil Premium Eligible	73.6	96.4	87.5	down -8.9%
GPS Expected				
Pupil Premium Eligible	50.0	75.0	75.0	neutral 0.0%
Not Pupil Premium Eligible	81.1	92.9	89.6	down -3.3%

The Pupil Premium Lead and Link Governor for Pupil Premium met with a group of children in receipt of the PPG March 2025:

Personal growth and wellbeing	<ul style="list-style-type: none"> • Lots of clubs the children take part in – football, PE, choi, netball, drama, archery, cross country • They feel safe and looked after in school; if they're worried they know who to go to "I trust the teachers" • Sometimes behaviour of some children isn't good but if something happens it is sorted asap • Assembly – their feelings towards it depends on the topic; they don't like the long Thursday ones which always talk about Jesus but they do like the Monday one which is short and gives out the attendance certificate; when it's whole school it can be too busy • Children could name SLT • They like getting WOW awards • They do not like Wednesday singing
Learning	<ul style="list-style-type: none"> • Children shared examples of their learning they were most proud of – maths, RE, art and French • There are opportunities for cross curricular especially RE and art and teachers make these links explicit • They find Science and Maths easy • They would like to do more Science, Art and DT • Lots of examples of pupils editing their work as per school policy • Most explicit challenge is in Maths – that is the one they feel most challenged in through extra tasks etc • Teachers ask them to check their joined up handwriting and they have to do it again • Reference is made by teachers to next steps in terms of how this current learning may link to next year e.g. in Y3 they refer to using times tables in Y4, in Y6 there's reference to preparing for secondary school or PGL • Teachers using display boards to support learning, there are sheets in books to fill in and there are tests for teachers to check understanding; some pupils referenced being able to look back in their books to help them remember what they did

	<ul style="list-style-type: none"> • Homework – mixed views, some say there is too much, some want more; they'd like more challenge in maths and English homework; they like the competition on TT Rockstarts • There are challenges in maths for boys who can do them really fast
What are you most proud of about our school?	<ul style="list-style-type: none"> • We're a Catholic school which shows God's love across the school but we also learn about other religions • The maths we do, enjoying the learning • The teachers helping everybody when they need help; they encourage you to do things you didn't think you could do before • Lunchtimes and playtimes – we can play different things like volleyball and there's good opportunities and lots of equipment • There's a big amount of clubs for us to go to • Maths, science and we get to play with our friends • The teachers push us to be the best that we can be and they have to put up with us everyday.
<p>Key actions:</p> <p>Feedback to all staff and celebrate the positive opportunities which are being given - completed</p> <p>Feedback re: gender challenge in maths – completed and being monitored</p> <p>Feedback re: DT/Art coverage - completed</p> <p>Continue to track PP data – ongoing as per pupil progress meetings/data analysis</p>	
<ul style="list-style-type: none"> • Little Wandle has ensured clear progression in phonics across EY and KS1. Teaching is consistent and uses high quality resources with a range of diverse reading books pitched to the correct phonics level for the child. Children who did not pass the phonics test in Y1 and Y2 have been quickly identified and small group support has been put in place for these children now in Y2 and Y3. • No child is ever excluded from participating in school trips/activities throughout the year due to personal circumstances (including the Year 6 residential trip to PGL). We consider it particularly important to provide enrichment opportunities for families who may be less able to access them outside of school. There are a range of after school 	

clubs e.g. STEM, sport, sewing, art, board games, mindfulness and children in receipt of the PPG are given full access to these.

- **Provision mapping process** includes provision for PP children – this is completed by teachers for their class (who have a greater awareness of classroom) and is personalised for the child's needs. Provision may be in a small group or individual. PP children who are also SEN have had PPPs and parents have been involved in this process. This is reviewed termly to assess impact of provision and is changed/amended accordingly. Provision for PP children may be to support or enrich depending on their need. Pupil Progress meetings have had a focus on PP children which has meant that each PP child is discussed in terms of their attainment, progress and emotional/mental health needs.
- **Family Support Worker** referrals in place for children in receipt of PP with a focus on supporting mental health and wellbeing through Protective Behaviorus and information from the FSW has been targeted towards PP children e.g. heating grants, Asda vouchers etc. She also supports families in completing forms to ensure they can access grants they are entitled to. The FSW has also supported on assessments to outside agencies e.g. CAMHs
- **Therapy** has been paid for individual pupils. This has supported their mental health and wellbeing and enabled them to access school.
- **Lowest 20% of readers heard daily** means that children are being heard to read regularly and further provision can put put in place quickly.
- **Staffing provision** ensures that the majority of classes have a full time TA. This support is used for interventions and daily support in class in the core subjects.
- **Targeted Language groups** have been introduced across Reception, Y1 and Y2, thus providing children with specific language support. Staff were supported by members of the Speech and Language team to ensure accurate delivery and assessment. The EYFS team have continued to identify areas of concern in language, communication and interaction development in order to ensure early targeted intervention which has had a positive impact on rates of progress.

- **Termly Pupil Progress Meetings** took place at the end of each term, to analyse the progress of key groups of children and to identify those children who needed additional/specifically targeted support to reach ARE. In all of our meetings related to pupil progress, release time has allowed all adults involved in the pupils' teaching and learning to be involved in the meetings, which has increased the quality and scope of analytical discussions between key adults. Early intervention and teaching strategies were identified and implemented in the classroom
- **Tracking rates of pupil progress and attainment on a termly basis** has taken place with the aim to ensure that the interventions that we have put in place are the right ones – whilst maintaining our offer of a broad and balanced curriculum. We feel strongly that the sequences of our units of teaching and the progression within planning has been a key factor in the progress that the children have made. Precisely targeted support in English and Maths has been delivered as 'Same day/Next day' interventions e.g. Little Wandle, in which teachers and support staff have been picking up on daily misconceptions or providing increased security in key objectives for individuals who have struggled in specific lessons. Additional prescribed interventions have also been delivered for targeted groups.
- **Monitoring standards of work** has also focused on disadvantaged pupils when looking at support provided in lessons, books and planning. This has included with external monitoring visits from our School Effectiveness Advisers (SEA). Evidence of this can be seen in the range of external visit reports that are filed in the school office. School leaders have also compared the progress and attainment rates of disadvantaged children with all other key groups across all core subjects to ensure that they are at least in line with all other key groups.
- Alongside the daily support and quality first teaching that are provided for the children each day, **Year 6 Booster classes in English and Maths** were also delivered from January to May. These bespoke planned lessons provided extra, targeted support to those pupils in Year 6 who were just below the age related expectations for the end of Key Stage 2. The impact of the Boosters was measured by using the children's end of year assessments.

- A **sensory room** has been created to provide an environment which is appropriate for SEN children and children with sensory needs to access – there has been a reduction in challenging behaviour due to environmental overload
- Through the **Letterbox Book Trust** scheme all eligible children received a monthly package of high quality books and resources to support their love of reading and access to learning. This continued into the 2nd year with parental support.

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
Literacy Gold	
SATs Companion	