



Pupil premium strategy statement 2024-2027

Year 2 of 3 year plan

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Louis Catholic Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	9% (38 pupils) funding as per latest census Actual PP 11% (46 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Catherine Machin Headteacher
Pupil premium lead	Christine Woodward Deputy Headteacher
Governor / Trustee lead	David Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,570
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

Our school mission statement, '*We work together, we pray together, we grow together*', lies at the heart of all the decisions we make as a school. As such, it is also the basis of our strategy for improving the outcomes for our disadvantaged and most vulnerable children.

Together, we make effective use of evidence and research, accurate assessments, dialogue with teachers and parents, and frequent pupil conferencing to ensure that the combined and individual needs of our disadvantaged pupils are being met in order for them to succeed. This ensures that all disadvantaged children, regardless of their starting points or challenges, are supported to succeed. Key to the success of our strategy is the understanding that the success of our approach is everyone's responsibility – it is only through our school community working together that our pupils will reach their potential.

Our aim is for all children to achieve academically and develop a broad set of skills to support their future success, and our Pupil Premium Strategy outlines the approaches we have in place that will enhance this success.

The key principles of our Pupil Premium Strategy are:

- **A collective responsibility**
- **A robust, evidence-led individualised approach**
- **High-quality teaching for all, targeted intervention and wider support**

At the core of our approach is a focus on high-quality teaching and learning. There is compelling evidence to show that good teaching is the most important lever that schools have to improve outcomes for disadvantaged children (The EEF Guide to the Pupil Premium, 2021). It is for this reason that our Pupil Premium Strategy has an emphasis on improving the quality of teaching for all, with a particular focus on developing excellent teaching and learning that will most benefit our disadvantaged children.

Alongside our broad, balanced and rich curriculum offer for pupils, disadvantaged pupils are given access to a wide range of interventions to support their individual needs. Evidence consistently shows the positive impact that targeted academic support can have and, as such, this forms key part of our offer for our disadvantaged pupils. Our approach is responsive to the common challenges faced by our disadvantaged pupils as well as supporting their individual needs. Our approach is rooted in well-established diagnostic assessments, rather than assumptions, of the impact of their disadvantage. Our aim is to ensure that support for our disadvantaged pupils is targeted, timely and effective.

Further to this, we will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will further support their academic achievement and develop their wellbeing. This includes our aim of ensuring that disadvantaged children have attendance in line with their peers, enabling them to fully experience life and learning at St Louis Catholic Primary School.



Challenges

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

Challenge number	Detail of challenge
1	<p>Maths attainment at EXS level Internal & external assessments (Summer 2025) indicate that there is an average of a 16% gap of between disadvantaged pupils and non-disadvantaged pupils (23-24: 4%; 24-25: 7%) A recent survey detailed that 40% of Pupil premium pupils feel they need extra support in Maths and find it difficult.</p>
2	<p>Achieving Greater Depth (GDS) standard in Writing and Reading There is a low % of disadvantaged pupils achieve GDS in Reading (7%) and Writing (5%) compared to their peers (R- 24% & W- 10%) A survey detailed that 46% of Pupil premium pupils do not enjoy reading “a lot” and 44% only read to an adult at home either once a week or not at all. Assessments and observations indicate that some of our EY/KS1 disadvantaged pupils require Speech and language support.</p>
3	<p>Teaching and learning Recent observations show that some pupils experiencing disadvantage may need extra support and scaffolding to help them participate confidently and fully in lessons, and we are committed to providing this.</p>
4	<p>Phonics Current internal assessment indicate that disadvantaged pupils are not on track to achieve the PSC expected standard in Summer 2026.</p>
5	<p>Parental Engagement Observations and tracking indicate that parental engagement for some disadvantaged pupils is currently lower than for other groups. On average, around 25–30% of parents in this group have been unable to attend previous parents’ evenings.</p>
6	<p>Pupil’s attitudes to self and School. Recent observations, GL PASS survey findings and discussions with pupils indicate that some disadvantaged pupils may experience challenges with aspects of their wellbeing, including their confidence in learning and their belief in their own learning ability. These factors can create barriers to their engagement and progress.</p>
7	<p>Attendance Advent attendance tracking indicates that 40% of Disadvantaged pupils have attendance lower than the national average (94/95%)</p>
8	<p>Wider-curricular opportunities and experience culture capital. Our observations and most recent survey indicate that 57% of our current Pupil Premium pupils are not yet registered for an afterschool club for the 2025-26 academic year.</p>
9	<p>Resources Through our observations and conversations, we understand that some families experiencing disadvantage may face challenges in accessing home-learning resources and covering the cost of uniform, PE kit and other school items. We are committed to supporting all families so that these factors do not affect pupils’ learning.</p>



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 end of year/Key stage attainment in Reading, Writing and Maths for disadvantaged pupils and an improved % of those achieving the GDS .	<ul style="list-style-type: none"> - In school termly tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation in these subjects year on year. - An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage. - Increase in pupils having strong foundational knowledge and skills (internal tracking).
Improved Phonics results for disadvantaged pupils	<ul style="list-style-type: none"> - In school tracking data, this will show an increase in Disadvantaged pupils' progress in phonics. - End of year PSC for Year 1 pupils will show an increase year on year of disadvantaged pupils achieving the expected standard.
To achieve and sustain improved emotional well-being, social and behavioural support for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - GL PASS analysis will show improved scores for those scoring low in some factors.
Improve cultural and childhood experience for all pupils across school by ensuring disadvantaged pupils have the same wider-curricular opportunities as their peers.	<p>Sustained high levels of engagement in wider-curricular opportunities will be evident by:</p> <ul style="list-style-type: none"> - Internal tracking of disadvantaged provision - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Monitoring internally disadvantaged pupils attendance half termly attendance and acting accordingly to improve. - By end of 2025-26 academic year 95%+ of disadvantaged pupils will have overall attendance of 95% or above.
To continue to further engage Parents of disadvantaged pupils in their child's learning.	<p>Sustained high levels of parental engagement will be evident by:</p> <ul style="list-style-type: none"> - Teachers ensuring all parents are updated on their child's academic progress and attainment. - Internal logs of more frequent discussions with parents.
To ensure all disadvantaged pupils have the resources they need for school.	Pupils will be well equipped and presented for school so they are not set apart from their peers and have the same equal opportunities.



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: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide the resources and training for staff to implement our structured, systematic synthetic phonics approach (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> - Purchase of reading books which align to the scheme - TA's to carry out catch up interventions - Phonics lead will have release time to monitor and ensure the teaching of phonics is effective and consistent. 	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 and 4
<p>High quality CPD for all staff to improve outcomes for all.</p> <ul style="list-style-type: none"> - Collaboration to ensure the Writing scheme (Literacy Tree) is embedded and taught effectively. - Instructional coaching to be launched by leaders in Jan 2025 - Adaptive teaching - Develop whole school modelling approach; I do, we do, you do - Weekly TA meetings to share strategies, discuss target pupils and develop own knowledge. - Moderation 	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>EEF Guidance-reports Effective-professional-development</p> <p>Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p> <p>EEF Blog Adaptive teaching</p>	1, 2 and 3
<p>Purchase of standardised diagnostic assessments. (NTS, NGRT and GL)</p> <ul style="list-style-type: none"> - Training for staff to ensure assessments are interpreted and administered correctly. - Tracking of pupil scores and Teacher assessment to be analysed by DHT and core subject leads. - PPM to identify focus pupils. 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2 and 3



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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-purchase of Lexia Core Reading 5 programme <ul style="list-style-type: none"> - Children who need additional support to improved attainment and progress in reading to be identified in PPMs. - TAs to be fully trained to carry out Lexia interventions where needed. 	Lexia is a computer based reading programme which aims to improve reading skills. The EEF found that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children. EEF Projects-and-evaluation Lexia	2
Training for TA's to deliver effective targeted interventions in Reading, Writing and Maths.	Research shows that Teaching assistants can provide a large positive impact on learner outcomes, when deployed effectively. Teaching-assistant-interventions Toolkit Strand EEF	1 and 2
Speech and language and oral language intervention support for disadvantaged pupils <ul style="list-style-type: none"> - Selected members of staff to be trained to carry out Speech and language interventions (Language Link) - Speech and language resources to be purchased to further encourage oral language in EYFS/KS1. 	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. EEF Toolkit Strand Oral-language-interventions	2
Staff to be identified and trained in delivery of an Emotional Support Programme.	The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social & Emotional learning Toolkit strand EEF	3 and 6



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

Budgeted cost: £17,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP lead to track Disadvantaged pupil's attendance ½ termly alongside attendance lead. Intervene early and support parents to improve attendance.	By looking more closely at attendance data and talking with students and families, a range of different issues can be uncovered, which will be both individual and contextual.	1,2,5 and 7
Each Disadvantaged pupil to be allocated a 'Children's Champion'. The champions will meet regularly with pupils who need additional support academically, social or emotionally and to capture their voice at points in the year.	EEF Guide to the Pupil Premium recommends to implement 'Targeted Academic Support' and 'Wider Strategies'. The 'Champion' role is designed to deliver Mentoring (EEF Toolkit: +2 months impact), providing a consistent relationship to build resilience, which the evidence highlights is critical for sustaining impact. The role also addresses Social and Emotional Learning needs (EEF Toolkit: +4 months impact), which the EEF identifies as a significant barrier often affecting disadvantaged pupils	1,2,4 and 6
Intervene early for those pupils who would benefit from play therapy or counselling sessions carried out by an external providers.	Play therapy allows pupils to feel more confident in expressing their thoughts and feelings. It Develops their emotional vocabulary and more socially appropriate behaviours. It can also improve their self-image, self-esteem, concentration and organisation. <u>Play therapy</u>	6 and 8
Implement the 'Mind mentors' programme. This programme will target some of our most disadvantaged pupils with the aim to develop confidence and relationships. Programme will require training for pupils (mentors) and staff to oversee the programme.	Mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling therefore mentoring may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. <u>Mentoring Toolkit strand EEF</u>	6 and 7
Continue to enhance and monitor the parental engagement for all	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with	1,2,3,4,5,6 and 7



<p>pupils but with particular focus on our most disadvantaged.</p> <ul style="list-style-type: none"> - Parent workshops to further support learning at home - track parents attendance to parents evening - Carry out parent survey to understand what support is needed to further support children at home 	<p>better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Parental-engagement Toolkit Strand EEF and EEF Guidance-reports Supporting-parents</p>	
<p>Continue to support disadvantaged families within the school community to overcome specific financial barriers</p> <ul style="list-style-type: none"> -Provide uniform vouchers - food vouchers - Stationary packs for home - Summer activity packs - Extra library reading books 	<p>Although school uniform is unlikely to have a direct impact on pupil's attainment or progress, We at St Louis have a school uniform policy which adds to our school ethos and pupils are proud of their uniform.</p> <p>The EEF states: Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. We have made adjustments to our school uniform to support the cost for all and will continue to further support the costs of uniform for disadvantaged pupils.</p>	<p>8 and 9</p>
<p>Provide a wide range of extra-curricular activities, the vast majority of which are cost free or subsidised for disadvantaged pupils.</p> <p>Subsidised costs for:</p> <ul style="list-style-type: none"> - Breakfast club - Trips and visits - In school workshops - Curriculum projects - Music lessons 	<p>Research has found that participation in Arts as an extracurricular activity can result in improved outcomes being identified in English, mathematics and science.</p> <p>Arts-participation Toolkit Strand EEF</p>	<p>7,8 and 9</p>
<p>Contingency fund for acute issues</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>	<p>9</p>

Total budgeted cost: £57,570



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024-2025** academic year against our intended outcomes.

Improved end of year/Key stage **Reading attainment** for disadvantaged pupils

Improved end of year/Key stage **Maths attainment** for disadvantaged pupils

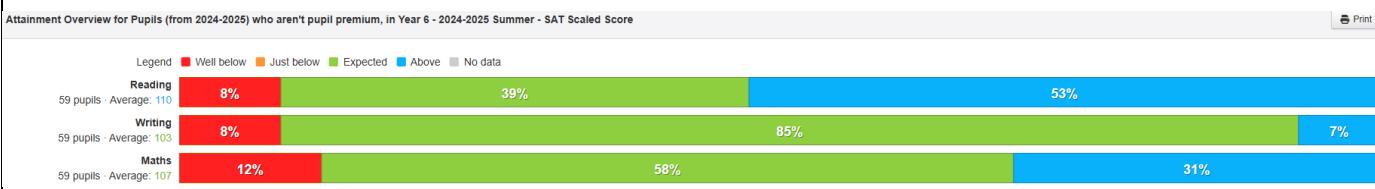
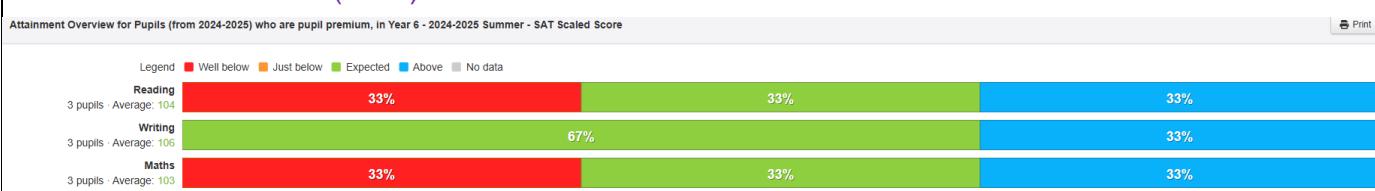
Our internal and statutory assessments at the end of 2025 shows that the performance of disadvantaged pupils was higher than the previous year (2024) in Reading and writing but lower for maths.

Our data also indicates that disadvantaged pupils performed lower than their non-disadvantaged peers in Reading, Writing and Maths in 2025, with the most significant difference being in Maths.

The attainment outcomes identified within this strategy will continue to be a refined focus for this academic year.

(internal and statutory assessments)	% of pupil premium pupils (Y1-6) July 2024		% of non-pupil premium pupils (Y1-6) July 2024		% of pupil premium pupils (Y1-6) July 2025		% of non-pupil premium pupils (Y1-6) July 2025		GLD (2025)	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS	PP (34)	Non PP
Reading	73%	9%	82%	16%	75%	7%	82%	24%		
Writing	67%	3%	77%	13%	71%	5%	81%	10%		
Maths	82%	9%	86%	17%	68%	17%	84%	22%		

KS2 SATS attainment (2025)





Improved **Phonics** results for disadvantaged pupils

% of Year 1 Pupil Premium pupils achieving the expected standard for the PSC 2024	% of Year 1 Non- PP pupils achieving the expected standard for the PSC 2024
71%	87%
% of Year 1 Pupil Premium pupils achieving the expected standard for the PSC 2025	% of Year 1 Non- PP pupils achieving the expected standard for the PSC 2025
86%	81%

One out of the Seven Year 1 pupils did not pass the 2024 PSC.

To achieve and sustain improved **wellbeing** for all pupils in our school, particularly our disadvantaged pupils.

Improve cultural and childhood experience for all pupils across school by ensuring disadvantaged pupils have the same **wider-curricular opportunities** as their peers.

42% of PP pupils attend one or more after school clubs. All pupil premium pupils benefitted from a subsidised trip or work shop last academic year. We will continue to offer this to this year's PP pupils.

In Summer 2025, all PP pupils were given a summer bundle which included resources to help keep learning alive at home during the long break, this was also intended to support parents further engage with their child's learning.

To achieve and sustain improved **attendance** for all pupils, particularly our disadvantaged pupils.

For the 2024-2025 academic year, PP pupils had an average attendance of 96.1%, This is above the national average (94.8%) and in line with their non-PP peers (95.8%).

Although this is positive, we will continue to have a focus on attendance of our most vulnerable as we have some individuals who need support.

To continue to further **engage Parents** of disadvantaged pupils in their child's learning.

11% of PP parents did not attend the most recent parents evening held in October 2025. Teachers will continue to make contact and build an effective relationship with the parents of disadvantaged pupils.

Overall, our activities carried out during the last strategy have been successful, in particular the increased attainment of disadvantaged pupils in Reading and Maths. Therefore, many of the activities will continue for this next strategy.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rockstars (Continued subscription)	Maths Circle Ltd
MyMaths (Continued subscription)	Oxford University Press
Purple Mash (Continued subscription)	2Simple Ltd.
Lexia Core 5 Reading	Lexia
Language link	Speech Link Multimedia Ltd

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA



Further information

In addition to the Pupil Premium funding, there are a variety of programmes and resources used more widely by the school that supports disadvantaged pupils:

- The school continues to fund a qualified, external counsellor to support the well-being of identified pupils (including disadvantaged pupils)
- Where the school engages in school improvement peer review, pupil premium is an area of focus in order to continually ensure our offer is maximised.
- The school's Pupil Premium Lead is the school's Deputy Head teacher ensuring that PP is championed at Senior Leadership level. National and Regional courses are regularly attended.
- Pupil progress meetings held termly have a strong focus on disadvantaged pupils' attainment and progress.

Context of our Pupil premium pupils for 2025-2026

	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Reception	4	1	3	2	1	4	1	0	15.5%
Year 1	5	2	3	3	2	5	0	0	4.4%
Year 2	7	2	5	3	4	7	0	0	6.6%
Year 3	8	3	5	2	3	8	1	0	1.3%
Year 4	6	5	1	3	4	6	2	0	0.7%
Year 5	9	5	4	4	4	9	2	0	3.7%
Year 6	7	3	4	3	4	7	3	0	7.1%

For this pupil group, the school is above national with regards to % of pupils with SEND(21.1%- NA 17.1%) and EAL(28.9%- NA 22.8)