

Pupil Premium Strategy Statement



St. Teresa's Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	6 pupils 2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	18 th December 2025
Date on which it will be reviewed	Autumn term 2026
Statement authorised by	Jillian Holmes
Pupil premium lead	Julie Hawitt
Governor / Trustee lead	Members of SEC Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9090
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£9090

Part A: Pupil premium strategy plan

Statement of intent

At St. Teresa's Catholic Primary School, our aim is that all pupils make good progress and achieve to the very best of their ability across all subject areas. We recognise that some of our disadvantaged pupils may have a range of barriers to their learning that may prevent them from achieving their full potential.

Our pupil premium strategy aims to support our disadvantaged children to achieve that goal by ensuring that all pupils receive high quality first teaching by a well-trained teacher alongside targeted academic support and interventions that are grounded in evidence and tailored to the individual needs of the pupils.

Our key principles of our strategy plan are:

- We have a commitment to raising the achievements for pupils who are eligible for Pupil Premium.
- We are committed to ensuring that all staff receive high quality CPD in order to support pupils achieve and make effective progress.
- We never confuse eligible pupils with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest outcomes.
- We create support aimed to tackle the range of barriers including; behaviour, external factors and learning needs. Our professional development focuses on improving outcomes for eligible pupils, improving the quality of teaching and learning, opportunities for enrichments and development of phonics, reading, writing and numeracy skills.
- We use assessment systems to track and enable thorough analysis of data (Reading, Phonics, Writing and Maths) to identify pupils who are under achieving and why.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Headteacher, Deputy Headteacher and Pupil Premium Leader have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils.
- We ensure class teachers, teaching assistants, KS leaders and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.
- The Governing Body closely monitors the school's effectiveness in closing the gap between different groups of pupils.

- We are committed to developing the whole child with particular attention on the pupils' academia, well-being and their enrichment opportunities

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics and reading is below the attainment of non-advantaged pupils.
2	Attainment in Mathematics is below the attainment of non-advantaged pupils.
3	Attainment in Writing below the attainment of non-advantaged pupils.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attendance is below our expected level of 92% for the majority of disadvantaged pupils.
6	Reduced parental engagement with school and learning for some of our disadvantaged children.

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 phonics and reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Maximum progress will be made by disadvantaged pupils in Reading and phonics. • High quality 1:1 or small group interventions which will focus on addressing gaps in learning. • Continued use of phonics scheme to support children (up to end of KS2 if necessary). • Same day intervention, adaptive teaching strategies, live marking and precision teaching ensures more disadvantaged pupils are supported effectively with their learning.

<p>Improved maths attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Maximum progress will be made by disadvantaged pupils in Maths. • White Rose maths intervention (Train the tutor) groups. • Same day intervention, adaptive teaching strategies, live marking and precision teaching ensures more disadvantaged pupils are supported effectively with their learning.
<p>Improved writing attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Maximum progress will be made by disadvantaged pupils in Writing. • High quality 1:1 or small group interventions which will focus on addressing gaps in learning. • Same day intervention, adaptive teaching strategies, live marking and precision teaching ensures more disadvantaged pupils are supported effectively with their learning.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> - qualitative data from pupil voice - questionnaires and teacher observations - an increase in participation in enrichment activities, particularly among disadvantaged pupils • Continued use of school wellbeing coach as an early help offer to further support pupil mental health and wellbeing. • Implementation of Kapow PSHE curriculum to support mental health and wellbeing. • Introduction of weekly meditation sessions for all children (as part of our Prayer and Liturgy sessions).
<p>To improve the attendance of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • The gap between attendance of disadvantaged and non-disadvantaged pupils diminishes. • The attendance of disadvantaged pupils is close to the school's target of 93%. • Barriers to regular attendance of disadvantaged pupils are addressed through individualised approaches and external support if needed.

To increase parental engagement of disadvantaged pupils.	<ul style="list-style-type: none"> • Review parental engagement strategies • Ensure regular contact with PPG families to support attendance at parents evenings, meet the teacher and SEND review meetings.
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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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous development of high quality SEND provision and CPD for all members of staff.	There is extensive evidence of the attainment gap between pupils with SEND and their peers. This is twice as big as the gap between pupils eligible for free school meals and their peers: SEND in Mainstream Schools - EEF	1, 2, 3
Continue to ensure effective on the spot feedback and live marking.	The EEF evidences that this approach has an average impact of up to 6 months over a year. Teacher Feedback to Improve Pupil Learning - EEF	1, 2, 3
Continue to utilise effective formative assessment to inform next steps in teaching. Pre-teaching is used effectively before new learning begins.	Research Summary of Assessment for Learning - Cambridge University Press	1, 2, 3
Continue to embed DfE validated synthetic phonics programme (Essential Letters and Sounds) to secure stronger phonics teaching for all pupils.	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 Toolkit Strand Education Endowment Foundation EEF	1

Phonics intervention groups/1:1 to continue with trained adult in KS2 if needed.		
<p>The development of a strong reading culture across school, developed through high quality CPD for all members of staff, in line with the DfE and EEF guidance.</p> <p>Use of Reading Plus throughout key stage two.</p>	<p>The DfE guidance is based on a range of the best available evidence:</p> <p>The Reading Framework: teaching the foundations of Literacy</p>	1
<p>Continue to implement a mastery approach to mathematics in line with DfE and EEF guidance.</p> <p>The maths leader will continue to embed key elements of guidance in school through high quality CPD and access to the local Maths Hub (Abacus North West) resources and training.</p> <p>Train the Tutor White Rose Maths interventions in both key stage one and two.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the EYs and KS1</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Further enhancement of our English teaching and curriculum planning (in particular, writing) in line with DfE and EEF guidance.</p> <p>The English leader will embed key elements of guidance in school through high quality CPD.</p>	<p>The EEF guidance based on improving literacy in key stage one and two:</p> <p>Improving Literacy in Key Stage 1</p> <p>Improving Literacy in Key Stage 2</p>	1,3
Improve the quality of pupil well-being (social,	There is extensive evidence associating childhood social and emotional skills with	4

emotional and mental health - SEMH). SEMH approaches will be embedded across the PSHE curriculum and school practices and strengthened by professional development and training for staff.	improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 4090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 Toolkit Strand Education Endowment Foundation EEF	1
Plan and implement targeted intervention to raise attainment in Reading (Additional Reading Plus sessions), Writing and Maths (White Rose Train the Tutor)	Small Group Intervention – the EEF evidences that this approach has an average impact of 4 months additional progress over a year, depending upon how frequently the programme is implemented.	1, 2, 3

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole staff training on social, emotional and mental health (SEMH) approaches with the aim of further developing our PSHE curriculum and school ethos; improving pupil well-being across school.	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4
Effective and targeted pastoral support through access to an in-house well-being coach.	The EEF recognises strong SEMH as essential in supporting effective learning.	4
All pupils have access to educational trips/residential to enrich their cultural capital.	Ofsted's guide 'The Pupil Premium' (Jan 2013) evidences the top 10 'gap busters' to improve access to a full curriculum and improve outcomes.	4

Total budgeted cost: £ 9090

Part B Review of the Year - Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year

Desired Outcomes	Success Criteria	Further Evaluations
A higher proportion of targeted pupils in the EYFS, KS1 and KS2 achieve age related expectations in Reading, Writing & Maths and the attainment gap is narrowed.	Targets are met for a proportion of pupils in EYFS, KS1 and KS2 to meet their full potential in Reading, Writing and Maths.	To continue to use systems to measure progress in Reading, Writing and Maths.
Targeted pupils (pupils eligible for PP) have improved phonic skills. Evidence of improved vocabulary.	Targets are met for a proportion of pupils in KS1 to meet their full potential in phonics. Measured improvement of taught vocabulary.	To continue to use systems to measure progress in phonics Continue to focus on developing oral language skills and vocabulary gaps.
Target pupils are supported with the coaching and strategies they need to help them overcome issues relating to SEMH. Most pupils are better equipped to deal with their emotions and strategies for how to self-regulate.	Sustained high levels of wellbeing from demonstrated by: • qualitative data from pupil voice, questionnaires and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils	Continue to target wellbeing and engagement with enrichment opportunities and access to our well-being coach when required.
A higher proportion of targeted pupils have attendance above 92%, with the majority at least at our school baseline of 94%.	Increase in attendance data demonstrated through attendance records. Open and honest communication with parents. Support offered to parents to overcome barriers to regular attendance.	New attendance strategy for 2025-26 to focus on improving attendance.
An increase in parental engagement with school and learning for the targeted pupils.	Regular contact with PPG families: - Support attendance - Meet the teacher meetings - SEND review meetings - Parents evenings	Regular contact maintained with PPG families, over the telephone/email/seesaw when in person is not possible. For SEND PPG pupils, parents have attended 3 review meetings in the academic year.

In 2024/25 100% of disadvantaged pupils attended school visits (including Y6 residential visit).

Externally provided programmes

Programme	Provider
IDL	Ascentis
Essential Letters and Sounds subscription and top up resources	Oxford University Press
Reading Plus subscription	Reading Solutions UK
White Rose Maths	Trinity Mat

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around metacognition and self-regulation. [EEF evidence](#) demonstrates this has significant benefits for pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The Headteacher has been trained as a Senior Mental Health Lead to oversee the wellbeing of students and staff and will be responsible for shaping practice, writing policy and driving change. This will continue to have a significant impact on our disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.