

## Pupil premium strategy statement – St. Teresa’s 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	215
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Becky Maguire Headteacher
Pupil premium lead	Liz Burrows
Governor / Trustee lead	Mary Johnson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,264
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£27,264

## Part A: Pupil premium strategy plan

### Statement of intent

Disadvantaged pupils not to be at a disadvantage. Our intention is that all pupils, regardless of their background or challenges they face, make good progress and their attainment is at or above age-related expectations.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs. We will focus on controllable factors rather than factors that are out of our control. E.g. housing, parenting, social environment.

High-quality teaching and building relationships are 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, based on robust assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Pupils' work shows gaps in writing basics/mechanics. Gaps are addressed and tracked to ensure pupils achieve at least age-related expectations.
2	Observations and discussions with pupils and families have identified an increasing need for social, emotional and mental well-being support for pupils and families. This includes an increase in the number of parental concerns about possible neurodiversity, seeking advice and support from school and paediatric referrals.
3	The increase in the number of pupils experiencing anxiety, including EBSA, continues.

## 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
Improve children's ability and consistency with writing basics/mechanics.	Assessments and work scrutiny (book looks) indicate improved standards of writing among disadvantaged pupils. Attainment and progress in writing is good.
Disadvantaged pupils provided with safe, secure environment underpinned by the catholic ethos of our school that allows pupils to have good emotional wellbeing and good mental health.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teachers</li> <li>a significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils</li> </ul>
Improved attendance of children identified as 'anxious attenders'.	Pupils with identified anxiety around attending school, including separation anxiety continue to attend school. Where EBSA is identified support plans are put in place and these enable children to attend more regularly.

## Activity in this academic year 2025 - 2026

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: £2500

Activity	Evidence that supports this approach	Challenge number addressed
<p>Ongoing high quality CPD for all teachers (retention of teachers who consistently deliver high quality teaching).</p> <p>Exceptional support for early career teachers.</p> <p>Whole school focus on delivering outstanding teaching of writing consistently across all year groups.</p> <p>Staff meetings allocated to deliver CPD ensuring the teaching of writing is improved.</p>	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p> <p>The EEF Guide to the pupil premium</p>	1
<p>Increase expertise, knowledge and skills of the Pastoral Lead.</p> <p>Develop systems to monitor the impact of the SEMH provision.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2
<p>Embed the phonics scheme 'Little Wandle' introduced in September 2025.</p> <p>Ongoing 'Little Wandle' CPD</p> <p>Observations of phonics teaching and sharing of good practice.</p>	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Developing EBSA one-plans and working with families to support better school attendance.</p> <p>Staff training on EBSA.</p>	<p>'Let's talk We Miss You' guidance.</p>	3

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

Budgeted cost: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group teaching	Teacher working with a small group of pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
Phonics Keep up and Catch up Interventions	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals can have a 4+ months impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1

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

Budgeted cost: £ 23,864

Activity	Evidence that supports this approach	Challenge number(s) addressed
A designated member of staff holds the post of Pastoral Lead - this member of staff will input on a range of activities related to improving attendance, improving behaviour and improving well-being of pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3
Identify pupils requiring more specialised support and ensure they receive additional support e.g.	SEMH support depending on need- therapeutic strategies embedded and implemented by Pastoral Lead.  ELSAs.	2, 3

ELSA, Psychodynamic counselling	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Continue to provide a range of extra-curricular opportunities.	<p>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable. Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people’s mental health and wellbeing.</p> <p>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility  Michael Donnelly, Predrag Lažetić, Andres Sandoval-Hernandez, Kalyan Kumar and Sam Whewall  Department of Education and Institute for Policy Research, University of Bath</p>	Continue to provide a range of extra-curricular opportunities.

**Total budgeted cost: £27,264**

## Part B: Review of the previous academic year 2024 - 2025

### Outcomes for disadvantaged pupils

#### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2025 performance data with us, to help us better understand the impact of the disadvantage has on our pupils and how this varies between different groups of pupils.

EYFS- 78 % of pupil met a good level of development. This is significantly higher than local (70%) and national (68%).

Phonics- 90% of pupils achieved the pass mark or higher in phonics. This is 10% higher than both local and national which both sit at 80%.

KS2- Outcomes at the end of the 24/25 academic year were as follows: 94% Reading, 81% Writing, 81% Maths and 87% GPS. Each of these is significantly above local and national data.

Attainment and progress of disadvantaged and non-disadvantaged pupils is similar.

Absence rates among disadvantaged pupils is similar to absence among non-disadvantaged

Pupil well-being and mental health continued to a priority area for the school. Apart from academic support, premium funding was used to provide emotional and well-being support by adding a Pastoral Lead to the school staff. Establishing a Pastoral Lead, who attended several training courses, including the ELSA training (Emotional literacy support assistant) enabled more pupils to access SEMH support. The Pastoral Lead works directly with staff, pupils, parents/carers and outside agencies.

### Service pupil premium funding (optional)

#### How our service pupil premium allocation was spent last academic year

The service pupil premium was mainly spent on providing pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

The support provided was bespoke to each individual child. Social and emotional support was provided by our Pastoral Lead or with one our trainees, organised and overseen by the Pastoral Lead.

Academic support was provided in the form of additional sessions or interventions, either one to one or in a small group, to support their learning.

**The impact of that spending on service pupil premium eligible pupils**

Teachers observed improvements in wellbeing amongst those service children identified as needing emotional support.

Assessments demonstrated that the progress of service children was in line with other children.