

St Vincent's Catholic Primary School



"How good and pleasant it is when God's people live together in unity!"
Psalms 133.1

St Vincent's Pupil Premium Strategy Statement

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

The Pupil Premium money which St Vincent's receives in our school budget is used to make a contribution to the cost of a range of intervention and support programmes. This support ensures that all of our children are supported in their learning so that they can make the best possible progress. These children are a high priority and they are monitored half termly with the Leadership Team, Class Teachers and termly with the Governing Body. We track the children's progress through discussions with class teachers at termly meetings, and this enables us to measure the impact of additional funding we receive. The actual costs of delivering high quality

learning; providing additional teacher and teaching assistant support, and leading interventions, to enable children to reach their potential, costs significantly more than the amount received.

Detail	Data
School Name	St Vincent's Catholic Primary
Number of pupils in school	306 (April 2025)
Proportion (%) of pupil premium eligible pupils	(40 children) 13% (April 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was first published	November 2025
Date on which it will be reviewed	November 2026/27/28
Statement authorised by	FGB
Pupil premium lead	Liz Wolfenden
Governor lead	Phillippa Weekes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480 (April 2025)
Recovery premium funding allocation this academic year	£2,211(April 2025)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,471,589 (April 2025 school budget share)

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan to ensure that all of our children can achieve their potential. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not

automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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're 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.

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, to ensure our approach is effective and we cease or amend interventions that are not having the intended impact.

The review process:

- During our annual review, we will assess the impact of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Our objectives are:

- for all PP pupils to meet at least ARE by the end of KS2;
- all PP pupils who reached GD at KS1 to reach the higher standard by the end of KS2;
- for pupil premium pupils to have the same opportunities to participate in after-school activities as other pupils;

- to ensure disadvantaged pupils are exposed to the same cultural capital as other pupils through providing a rich, creative, inclusive curriculum with quality first teaching.

Challenges

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

Challenge number	Detail of challenge
1	Supporting vulnerable pupils and their families with their emotional needs in order to enable them to tackle the challenges of learning and other aspects of school particularly where there is school anxiety and low self-esteem.
2	Assessment, observations and discussions with pupils indicated under-developed oral language skills and limited range of vocabulary of disadvantaged pupils compared to other pupils particularly in EYFS.
3	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Attendance and punctuality are a challenge in relation to raising pupils' confidence, ensuring they become more resilient.
5	Pupils shared access to technology at home means they cannot fully utilise all online learning opportunities.

6	Pupils from disadvantaged backgrounds have limited experiences beyond their home life and local community compared to pupils from non-disadvantaged backgrounds impacting on their cultural capital.
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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
Vulnerable pupils are supported with their emotional needs and are able to tackle the challenges of learning and feel settled at school.	Fewer incidents of poor behaviour recorded on CPOMS when compared term by term; pupil surveys show children are happy at school
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will 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.
Attainment: Increase the attainment of disadvantaged pupils across all key stages in reading, writing and maths	% of disadvantaged pupils achieving age related expectations increasing from their starting points. Reduction in attainment gap between disadvantaged

	pupils and non-disadvantaged.
Progress: Increase % of pupils making at least good or rapid progress from their previous key stage	% of disadvantaged pupils making at least good progress from their starting point / previous key stage Reduction in progress gap between disadvantaged pupils and non-disadvantaged pupils
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupil's attendance is inline with or exceeds the national average for disadvantaged pupils. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced
Have access to quality online reading materials and engage and make good progress in Reading Eggs and Mathletics programmes.	More pupils meet targets in the programme, improving attainment and making accelerated progress over the year.
Hard to reach families play a greater role in school life, attending events and activities and feel comfortable coming to school.	Children are supported by their parents and make good and better progress in RWM, which is shown in termly data.
Disadvantaged children are able to apply experiences to their learning and forge aspirations for the future.	All disadvantaged pupils have the opportunity to take part in the full range experiences to build their cultural capital.

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:£16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (subscription to BPSI)	High quality staff CPD is essential. Information is then disseminated and followed up during Staff meetings and INSET.	1-6
Purchase revised RWI DfE approved phonics scheme and ongoing CPD to secure stronger phonics teaching for all pupils.	Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils Phonics Toolkit Strand Education Endowment Foundation EEF	3
Enhancement of early number skills in KS1 through teaching and curriculum. Teacher release time to embed key	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on	4

<p>elements of guidance in school and to access White Rose Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF</p>	
<p>Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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): Social and emotional learning EEF</p>	1
<p>Conferencing</p>	<p>Teachers have a clearer understanding of how to personalise the curriculum for disadvantaged pupils and provide enhanced learning opportunities.</p>	1,2,3,4,6
<p>Mentoring and Coaching Early Career teachers</p>	<p>Ensuring the ECT training provider adheres to the following approach The mechanisms of PD EFFECTIVE PROFESSIONAL DEVELOPMENT</p>	

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language screening and targeted interventions.	<p>Children have been identified and receive tailored support to help with speech and language difficulties and strategies put in place to support pupils within the classroom setting and at home.</p> <p>Oral language interventions EEF Communication and language approaches EEF</p>	1,2,3
Small group intervention in literacy and Maths.	<p>EEF Rationale ‘In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’</p> <p>Small group tuition EEF</p>	1,2,3,4,6

Morning intervention in small groups plus online home learning opportunities and CPD in the use of: TTRockstars, MyMaths, Reading Eggs, Mathletics.	Opportunities for children to consolidate learning at home and parents to support home learning	6
Educational Psychologist (paid for doubled EP hours)	The proportions of children with SEND support, including the allocations of EHCPs, has steadily increased. Buying into the Educational Psychologist service allows the school to ensure we can fully meet the needs of our children.	1,3, 4
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 Toolkit Strand Education Endowment Foundation EEF	2,3
Additional writing sessions targeted at disadvantaged pupils who require further support.	Individualised instruction involves providing different tasks for each learner and support at the individual level. Individualised instruction EEF	3,4
Development of oracy skills	Oral language interventions can have a positive	

through use of Noisy Classroom resources across the school	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 (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on well-being, Trauma Informed Schools, EBSA to reinforce the school ethos and Vincentian Values..	Collaborative learning, with a common goal (such as reinforcing the well-being of others and themselves) has proven to have a very high impact for a low cost.	1
Extended school visits and cultural capital enrichment activities	School evidence is that this establishes united relationships and gives a child licence to be secure in their learning environment in order to take calculated learning risks	1,6

	Arts participation EEF We will provide a reduction in payments for school visits and residential visits with links to the National Curriculum.	
Contingency fund for acute issues.	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.	1-6
Parent workshops - Phonics - Early Years - KS1 Maths - Online safety	Parents are more equipped to support pupils with their learning through the involvement of parents in their children's learning activities (parent workshops). 'Parental engagement has a positive impact on average of 4 months' additional progress.' Parental engagement EEF Parental engagement EEF	1,2, 3, 4, 6
Breakfast and after school clubs	To aid with concentration and be ready to learn, children have access to breakfast and after school clubs to help families give children a nutritious meal before school. Extra hours EEF	1-6
Safeguarding team analyse attendance and contact low attenders. Office staff complete First Day Call and support	Support in place for families who need extra support in consultation with the local authority.	1,5

families to raise attendance/punctuality		
Reinforcement of Restorative Justice approach	To provide consistent behaviour management strategies with all stakeholders to minimise low level behaviour and have long-lasting impact in line with our School Vincentian Values. Behaviour interventions EEF	1,4

Total budgeted cost: £39,900

Pupil premium strategy outcomes

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

The data demonstrated that EYFS disadvantaged pupils achieved broadly in line with the National average of disadvantaged children for achieving a good level of development (GLD). They were significantly higher in their Personal, Social and Emotional development (PSE).

The percentage of disadvantaged children who passed the phonics check in Y1 was above the National average of disadvantaged children.

In KS2 the disadvantaged children achieved above national averages of disadvantaged children in the expected standard for reading and writing but below in Maths.

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

The data demonstrated that 15% of disadvantaged children had below 90% attendance rates which significantly impacts learning.

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
Reading Eggs	3P learning
Mathletics	3P Learning
Mathseeds	3P Learning

Read Write Inc	Oxford University Press
White Rose Hub	White Rose Education