

# Pupil premium strategy statement – St Theresa’s Catholic Primary School

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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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	S. Johnson (Headteacher)
Pupil premium lead	S. Johnson
Governor / Trustee lead	Fr P Swanson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£127,610

# Part A: Pupil premium strategy plan

## Statement of intent

At St Theresa's, our mission is to provide every pupil, regardless of background, with the opportunity to thrive academically, socially, and spiritually. We recognise that disadvantaged pupils face additional barriers, including limited early language, reduced access to enrichment, and higher risk of attendance and wellbeing challenges.

Our strategy aligns with:

- EEF evidence summaries (notably on oral language development, small group tuition, and social/emotional learning).
- DfE guidance including the Reading Framework (2023) and Working Together to Improve School Attendance (2022).
- Our School Development Plan priorities: Reading, Oracy, and Restorative Justice.

Our ultimate objectives are to:

1. Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
2. Support all disadvantaged pupils to make at least expected progress and achieve outcomes in line with national standards.
3. Improve attendance, resilience, and wellbeing so disadvantaged pupils are ready to learn.

How we will achieve this:

- High-quality teaching for all, prioritising early reading, vocabulary, and oracy.
- Targeted academic support (1:1, small group, evidence-based interventions).
- Wider strategies to address attendance, wellbeing, and family engagement.

## Challenges

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

Challenge number	Detail of challenge
Challenge	Detail
1	Low levels of language and communication on entry (EYFS baseline data both in school assessment and statutory baseline).

2	Gaps in phonics and reading attainment, with disadvantaged pupils below peers at KS1 and KS2.
3	Social, emotional and mental health (SEMH) needs, including self-regulation and resilience.
4	Attendance gaps: disadvantaged pupils at 92.7% (vs. 95.5% for peers); persistent absence disproportionately high.
5	Increase in number of children with SEND also eligible for PP.

## 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 oral language and vocabulary.	Early Talk Boost , Wellcomm assessments and observational data show progress; improved vocabulary use in lessons and pupil voice in EYFS. Improved oracy and confidence in speaking observed across the school
Improved reading attainment (phonics, KS2).	PP outcomes in KS1 Phonics, EYFS GLD, and KS2 reading broadly in line with national by end of 2026 academic year.
Improved SEMH and self-regulation, fewer incidents of poor behaviour and fixed term exclusions.	Fewer CPOMs behaviour incidents over the year, fewer exclusions and positive pupil voice. Pupils able to evaluate their responses to challenges and make better choices
Sustained improvement in attendance.	PP attendance $\geq 95\%$ ; PA gap reduced by 2026.

## 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: £ 7950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy-rich talk opportunities linked to reading texts and curriculum subjects. Staff training on back-and-forth dialogue techniques, modelling extended vocabulary and sentence structures using Tongue Fu Oracy resources</p>	<p>(EEF: Oracy and Language Development research) (EEF Teaching and Learning Toolkit: Oral Language Interventions).</p>	<p>1,2</p>
<p>All staff trained and consistently using RJ approaches</p>	<p>EEF highlights that teaching and modelling social and emotional skills reduces the need to manage misbehaviour. RJ scripts and restorative conversations provide practical tools for this modelling and teaching. (Source: EEF - Improving Behaviour in Schools; EEF - Improving Social and Emotional Learning in Primary School)</p>	<p>1,3,</p>
<p>Use of Circle Time and checking in, checking up and checking out with pupils</p>	<p>Circle time aligns well with key recommendations from the Education Endowment Foundation (EEF) on improving Social and Emotional Learning (SEL) in primary schools. EEF highlights that SEL skills such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making can be explicitly taught and reinforced through structured group activities like circle time.</p> <p>Schools that embed circle time in their behaviour management approach report reductions in low-level disruption and improved pupil relationships. (Source: EEF - Improving Social and Emotional Learning in Primary Schools)</p>	<p>1,3,5</p>
<p>Subject leads compile essential Tier 3 vocabulary lists specific to topics. Explicit vocabulary teaching using Frayer models integrated into lessons (EEF:</p>	<p>The Education Endowment Foundation (EEF) highlights that expanding pupils' vocabulary is crucial for developing their speaking and listening skills, which underpin oracy.</p> <p>Pupils with a richer vocabulary can articulate thoughts more clearly, engage</p>	<p>1,2,3,4,5</p>

<p>Vocabulary Instruction evidence). Regular vocabulary quizzes and end-of-topic assessments to monitor pupil progress.</p> <p>Use of vocabulary-rich resources and visual aids for PP pupils with additional language needs.</p>	<p>in reasoning, and participate confidently in discussions, which supports your SDP priority of developing oracy ("We Use Our Words"). (Source: EEF - Improving Literacy in Key Stage 1)</p>	
<p>Whole school training on CUSP Reading Framework. Staff will teach reading skills and strategies alongside, phonics and literacy each day.</p>	<p>The DfE's <i>Reading Framework</i> (July 2023) emphasises that teaching specific reading skills such as decoding, fluency, vocabulary, and comprehension strategies leads to better reading outcomes.</p> <p>Pupils benefit from explicit instruction in skills like prediction, questioning, clarifying, summarising, and activating prior knowledge to monitor and deepen understanding. (Source: DfE - The Reading Framework, July 2023)</p>	<p>1,2,3</p>

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

Budgeted cost: £ 69,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance phonics provision with Read Write Inc training and resourcing.</p>	<p>EEF: Systematic phonics has high impact (+5 months). DfE Reading Framework (2023).</p>	<p>1,2</p>
<p>Professional development on oracy strategies across EYFS–KS2.</p>	<p>EEF: Oral language interventions high impact (+6 months).</p>	<p>1,2,5</p>
<p>SENDCo to train as registered Dyslexia Assessor.</p>	<p>Early identification improves access and reduces attainment gaps.</p>	<p>1,2,5</p>

Deployment of TAs for structured catch-up groups	EEF: Teaching Assistant interventions, when evidence-based, add +4 months.	2,6
Continued use of SEND provision unit (Butterflies) to support children with dysregulated behaviours and SEMH issues	Sensory SEND provision should be personalised, based on thorough assessment of individual pupil needs (e.g., via the graduated approach: assess, plan, do, review).  Collaboration with SEND specialists enhances effectiveness. (Source: EEF - Special Educational Needs in Mainstream Schools; SEND Code of Practice 2015)	1,2,3,4,5

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

Budgeted cost: £ 47712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Champion to build parental engagement and deliver targeted support for families	EEF: Parental engagement (+4 months).	3,4
All staff trained in Trauma-Informed and Restorative Approaches.	EEF: SEL interventions (+4 months).	3,5
EWO attendance support, parental contracts, governor monitoring of attendance.	DfE: Working Together to Improve School Attendance (2022).	4
Subsidies for trips/residentials to ensure equity in access to cultural capital. Free breakfast and afterschool clubs	DfE: Pupil Premium must broaden experiences and aspiration.	3,4
SLT to complete Inclusive Leaders programme.	DfE SEND Review (2022) – importance of inclusion.	3,5

**Total budgeted cost: £ 125137**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Good Level of Development

**54.5%** of your school's Disadvantaged cohort achieved a good level of development, **6** - out of 11.

This is **17.0%** - the **national Non-Disadvantaged** cohort at **71.5%**.

The Disadvantaged pupil(s) in your school are in **percentile 43** for **EYFS good level of development** when compared to other schools.

#### GAP TO:

**National: Non-Disadvantaged**

**-17.0%**

**National: Disadvantaged**

**+3.1%**

**School: Non-Disadvantaged**

**-12.2%**

#### Expected Standard (Year 1) Phonics

**80.0%** of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **12 pupils** out of 15.

This is **3.4%** lower than the **national Non-Disadvantaged** cohort at **83.4%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 16.5%** from -19.9% in 2023/24, to -3.4% in 2024/25.

Your Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 16.4%** from 63.6% in 2023/24, to 80.0% in 2024/25.

The Disadvantaged Year 1 pupil(s) in your school are in **percentile 30** for **Phonics Expected Standard** when compared to other schools.

## GAP TO:

National: Non-Disadvantaged

-3.4%

National: Disadvantaged

+13.2%

School: Non-Disadvantaged

-5.7%

## PRWM Expected Standard

**57.1%** of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **8 pupils** out of 14.

This is **11.8%** lower than the **national Non-Disadvantaged** cohort at **68.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 5.6%** from -17.4% in 2023/24, to -11.8% in 2024/25.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **increased by 7.1%** from 50.0% in 2023/24, to 57.1% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 32** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

## GAP TO:

National: Non-Disadvantaged

-11.8%

National: Disadvantaged

+9.7%

School: Non-Disadvantaged

-22.9%

## Reading Expected Standard

**71.4%** of your school's Disadvantaged cohort achieved the expected standard in Reading, **10 pupils** out of 14.

This is **9.1%** lower than the **national Non-Disadvantaged** cohort at **80.5%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 14.3%** from -23.4% in 2023/24, to -9.1% in 2024/25.

Your Disadvantaged cohort's **Reading Expected Standard** has **increased by 15.1%** from 56.3% in 2023/24, to 71.4% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 39** for **Reading Expected Standard** when compared to other schools.

### GAP TO:

**National: Non-Disadvantaged**

-9.1%

**National: Disadvantaged**

+8.2%

**School: Non-Disadvantaged**

-8.6%

## Writing Expected Standard

**78.6%** of your school's Disadvantaged cohort achieved the expected standard in Writing, **11 pupils** out of 14.

This is **0.5%** higher than the **national Non-Disadvantaged** cohort at **78.1%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 15.6%** from -15.1% in 2023/24, to +0.5% in 2024/25.

Your Disadvantaged cohort's **Writing Expected Standard** has **increased by 16.1%** from 62.5% in 2023/24, to 78.6% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 19** for **Writing Expected Standard** when compared to other schools.

### GAP TO:

**National: Non-Disadvantaged**

+0.5%

**National: Disadvantaged**

+19.2%

**School: Non-Disadvantaged**

-8.1%

## Maths Expected Standard

**92.9%** of your school's Disadvantaged cohort achieved the expected standard in Maths, **13 pupils** out of 14.

This is **12.6%** higher than the **national Non-Disadvantaged** cohort at **80.3%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 17.0%** from -4.4% in 2023/24, to +12.6% in 2024/25.

Your Disadvantaged cohort's **Maths Expected Standard** has **increased by 17.9%** from 75.0% in 2023/24, to 92.9% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 11** for **Maths Expected Standard** when compared to other schools.

### GAP TO:

**National: Non-Disadvantaged**

+12.6%

**National: Disadvantaged**

+32.3%

**School: Non-Disadvantaged**

+6.2%

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**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>