



Pupil Premium Strategy- St Walburga'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	419
Proportion (%) of pupil premium eligible pupils	11.7%
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)	2024-25
Date this statement was published	October 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Resourcing Committee
Pupil premium lead	Sarah McKinley
Governor / Trustee lead	Matt Betts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,290.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£ 56,290.00

Part A: Pupil premium strategy plan

Statement of intent

At St Walburga's Catholic Primary School, our aim is to target and strategically use the Pupil Premium Grant to support us in providing a learning environment that enables all individuals to realise their full potential, regardless of their social or economic background or academic starting point. We strive for a caring community, within an atmosphere of friendship and understanding, that gives time and thought to valuing each and every individual for their uniqueness.

To ensure our Pupil Premium funding is spent in the most effective way, we have adopted the Education Endowment Fund's evidence-based tier approach:

1 High Quality Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistant can provide targeted academic support, including to link structured one-to-one or small group intervention classroom reaching, is likely to be a key component of an effective pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that specific features of the community each school serves will affect spending in this category.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' self-esteem and perceptions of themselves as learners Teachers identify that the majority of pupil premium children who are not making expected progress also require, as a primary need, nurture support to raise their self-esteem before they can begin to see themselves as being successful learners. There is a continued focus on

	learning behaviours, alongside the whole school priority of supporting pupils' mental health and well-being.
2	<p>Pupil aspirations and access to wider opportunities</p> <p>Attitudes to learning and discussions with pupils eligible for Pupil Premium show that some do not have high aspirations for the future or more often they do not have an understanding of what they could do in the adult world. Using school events to raise awareness of career choices, jobs in the community will support this e.g. parent visitors to talk about the jobs they do. At the start of the academic year 2025/26, the strategy of speaking to parents of identified children face to face or over the phone before the club bookings go live will be used to ensure that PP pupils have the opportunity to attend at least one club each term.</p> <p>Funding is allocated through this strategy to ensure that all pupils can benefit from school trips, visits, residential and other school events.</p>
3	<p>Oral language skills of children coming into Reception and Year 1</p> <p>Data suggests that disadvantaged pupils entering school have skills below that expected for their age, particularly in the strand of communication and language. This impacts on their development in other areas such as personal, social and emotional development. Identified speech and language needs have increased in EYFS in the last three years. The SENCO refers pupils early to the Speech and Language services. During the last few academic years, the school invested in a number of speech and language based courses, including: sign-a-long; PECS, intensive interaction, PEIC-D, Speech Sound Production, Phonological Awareness and Sound Gym. Two TAs have been identified as Communication Champions. They go on termly network events and support in running the NELI and Sound Gym intervention in EYFS and KS1. Reception TAs will undertake the Nuffield Early Language Intervention screening which will identify children and provide early, targeted and evidence-based support.</p>
4	<p>Have Special Education Needs or their families are receiving additional support</p> <p>NASEN's 'The Pupil Premium' states that 'there is an established link between SEN and deprivation and it is estimated that 30% of pupils with SEN will benefit from pupil premium'. In order to recognise and support this overlap, the SENCO is also responsible for monitoring progress of all pupil premium children in addition to supporting and addressing needs relating to SEN for these children. Training events are arranged in order to ensure that adults working with children with specific needs and difficulties are able to support the child fully. Outreach is sought through a number of outside agencies, including BOOST and Educational Psychologists.</p>
5	<p>Require additional nurture support in school to allow them to focus on learning</p> <p>The school continues to employ two ELSA trained staff who work with identified children across the school on a range of nurture support tailored to individual children's needs. In addition, the PSW is an invaluable support for the wider family of identified children. The school also runs a RAINBOWS group because there is an upward trend of children experiencing loss and bereavement such as through divorce and family separation.</p>
6	<p>Does not read regularly at home and need additional in-school support to complete home learning tasks</p> <p>Monitoring of home reading records show that a number of children that are inconsistent with or do not read at home are those eligible for pupil premium. School reading events will be targeted at specific parents and additional support in school given. In the summer, reading packs will be created for Pupil Premium pupils, including the use of a reading challenge. In addition to this, there has been a whole school focus on enhancing the reading curriculum and</p>

	promoting reading for pleasure. PP children will be able to choose a book from the visiting book fair free of charge.
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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
1. The desired outcome is that pupil perceptions of themselves improve as learners and as a result they are more engaged in the learning process, can identify, in an age appropriate way, their strengths and what they need to improve at. As a result, greater proportions make expected or better than expected progress.	There are currently 49 PP children across the school. Class teachers to work with SENCO to track these children and report on academic outcomes. Any children not making expected progress to be considered for intervention.
2. The desired outcome is that pupils engage in activities as part of the school community, as well as activities and clubs outside school hours. As a result, pupils will engage in conversations about future aspirations with a wide range of choices, recognising the options that they aren't interested in, alongside the ones that inspire them to achieve.	All PP children who wish to attend an after school club have been able to. Children identified as PP will be offered access to the club before it being offered to other children to ensure they get a priority space. This will increase their social network by connecting with more children across the school. PP children will be amongst those offered a tailored well being club to support the 5 areas of well being and with the focus on creating lifelong changes. Parents will also be invited to attend to recognise how they can support those changes.
3. The desired outcome would be that assessment information shows that identified pupils make accelerated progress in the areas of communication and language which positively impacts on their wider achievement.	PP children identified as needing to access the NELL catch up programme in reception are tracked to ensure they make expected progress. Any pupil premium children will access the full 20 week programme and if results don't show significant improvement, they will be targeted again at Year 1.
4. The desired outcome is to accelerate the progress of pupil premium pupils who also have Special Educational Needs so that they make similar, or accelerated, rates of progress to their peers	SENCO keeps a record of children who are PP and who have SEN. Data of PP and SEN children are tracked regularly at key data points and targeted intervention such as reading intervention and catch up numeracy.
5. The desired outcome is that pupils and parents are positive about the timely support they receive and can identify the difference it makes. Teachers identify the positive impact of nurture support on pupils' well-being, behaviour and learning.	Assessment information, including work in books shows that pupils can focus on learning and are making good progress. Parents evening give parents up to date information on their child's academic progress and their well-being.
6. The desired impact is that identified pupils show positive attitudes to reading and talk with excitement about the books they have read.	Teachers know who the PP children are in their class and ensure they are involved in reading intervention if appropriate. PP children have access to high quality, age appropriate texts. PP children are given a token to use at the book fair and enjoy choosing their own book.

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: £30,410.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school priority of further developing provision for supporting children’s mental health and wellbeing. Staff wellbeing advocates trained to support identified need across phases.</p> <p>Continued use of SCARF and PHRE.</p> <p>School will work to achieve United Against Bullying Silver School status.</p> <p>Accreditation costs £600 plus Teacher time to prepare and organise = 2 x days of supply = £465.86</p>	<p>Increasing evidence of mental health conditions recognised in young people.</p> <p>‘When young people have good emotional and mental health their engagement in academic learning increases.’ <i>(Mental Health and Wellbeing: Towards a Whole School Approach, CofE Education Office)</i></p>	<p><i>Challenge 1 and 5</i></p>
<p>Two TAs (Communication Champions) to be trained to deliver the NELI intervention and the Sound Gym Intervention. The language, communication and interaction skills of pupils in EYFS and KS1 improves and this has an impact on pupil learning</p> <p>£320.22 based on 2x TAs accessing training throughout the year.</p>	<p>Children who enter school with poorly developed language are at high risk of educational failure and it is imperative that they receive intervention before they fail to learn. The programme aims to ameliorate the language weakness seen in disadvantaged groups at school entry level.</p> <p><i>EEF toolkit evidence: NELI +3 months</i> <i>EEF Toolkit evidence: Early Years Interventions and Oral Language Interventions +5 months</i></p>	<p>Challenge 3</p>
<p>CPD opportunities for staff: Training for teachers and teaching assistants on inclusive strategies. Increase support available from the Educational Psychology Service to ensure that assessments/observations/professional discussions of SEN pupils who are also PP can take place to assist early identification of needs and strategies.</p>	<p>Analysis of assessments indicates that the majority of PP pupils who have not made expected progress are also SEN.</p>	<p>Challenge 4</p>

<p>Year 3, 4, 5 & 6 to use the Birmingham Toolkit to track progress of children that left KS1 as pre-Key Stage.</p> <p>£27,054.90 based on 1.5 FTE TA delivering interventions.</p> <p>Educational Psychology Service-traded service. 3 days @ £650 per day = £1950</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3015.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of Total Communication Approach in EYFS. Fifth year of using the Nuffield Early Language Intervention Programme (NELI)</p> <p>Continued CPD to aid early identification of communication and interaction needs. Intervention put in early.</p> <p>Outreach support for individuals and groups.</p> <p>£2,578.50 based on TA 7.5 hours a week, for 2x 20-week programme</p>	<p>Children who enter school with poorly developed language are at high risk of educational failure and it is imperative that they receive intervention before they fail to learn. The programme aims to ameliorate the language weakness seen in disadvantaged groups at school entry level.</p> <p><i>EEF toolkit evidence: NELI +3 months</i></p> <p><i>EEF Toolkit evidence: Early Years Interventions and Oral Language</i></p> <p><i>Interventions +5 months</i></p>	Challenge 3
<p>Interventions: Intervention Reading, Catch Up Numeracy, More Reading & Thinking, Precision Teaching of personalised spellings, Learn to Move, Balance ability and catch up, SEN/PP Forest School.</p>	<p>Analysis of assessments indicates that the majority of PP pupils who have not made expected progress are also SEN.</p> <p>The EEF identifies that feedback can add 6 months of progress to individuals. Providing feedback is a well-evidence and has a high impact on learning outcomes.</p>	Challenge 4

<p>SENCo lead tracking of assessments to identify pupils who are not making expected progress.</p> <p>Pupil progress meetings include lead for PP pupils to effectively plan provision. Teachers to feedback to pupils through AFL in class.</p> <p>£436.80 cover for teachers to update assessments and meet with SENCO.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,154.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Worker (PSW) - 20 hours a week over 5 days following up pupil absences and attendance concerns, providing Early Help provision and tailored support for children and families – targeted support as required for Pupil Premium and Forces Personnel children and families.</p> <p>PSW to support in identifying families needing support including organising and holding TAF meetings.</p> <p>£5,363.28 based on 8 hours a week of PSW</p> <p>Rainbows – loss and bereavement programme led by PSW and ELSA assistant x 14 sessions x 2 hours = 28 hours = £866.32</p>	<p>The PSW was successful in engaging with harder to reach families in 2024/2025. The PSW continues to work closely with families across the school building effective relationships.</p> <p><i>EEF Toolkit evidence (Parent involvement +3months)</i></p> <p>EEF identifies that parental engagement has extensive impact, especially approaches and programmes which aim to develop parental skills.</p>	<p>Challenge 2 and 5</p>

<p>Deploy Emotional Literacy Support Assistants (ELSA) to work with Pupil Premium pupils who have been identified as requiring additional emotional literacy and nurture support.</p> <p>ELSA - £1,340.82 based on 2 hours a week</p>	<p>Research and national Pupil Premium conferences have identified nurture provision as having a significant impact on the academic progress of disadvantaged pupils.</p> <p><i>EEF Toolkit evidence (Social and emotional learning +4months)</i></p>	<p>Challenge 1, 4 and 5</p>
<p>Monitor the attendance of PP pupils in clubs.</p> <p>Gather pupil voice on preference of opportunities and clubs.</p> <p>Send letters and communicate with parents to encourage further involvement of PP pupils in after school clubs.</p> <p>Ensure that all parents have accessibility to clubs – school to support payment of one club per term for PP children.</p> <p>Develop further sports and music opportunities for PP pupils.</p> <p>£10,000 allocated for all PP children to attend 1 paid club per term.</p>	<p>Sutton Trust’s analyses of Office for National Statistics data found that although the majority of all parents report some participation in extra-curricular activities, there remains a gap between social groups, with rates of participation around 15 percentage points higher among parents in social groups A, B, or C1 than among parents in social groups C2, D, or E.</p> <p>Wide parts of life experience gained from extra-curricular activities are unavailable for the most marginalised groups in society. Household income is by far the most important factor driving the gap in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF toolkit identifies that physical activity has important benefits in terms of health, wellbeing and physical development.</p>	<p>Challenge 2</p>
<p>Subsidising of residential trips and other school based trips. All trips to be offered to PP pupils with up to 50% discount.</p> <p>Additional support for families purchasing uniform items with the school logo and other items.</p> <p>£1500 to cover uniform.</p> <p>£1000 to cover school trip costs.</p>	<p>Ethos of the school to be inclusive and for equality of opportunity. Evidence of impact of consistent uniform on expectations across the school.</p>	<p>Challenge 2</p>

<p>Necessitous Clothing Policy (primarysite-prod.s3.amazonaws.com)</p>		
<p>Some of our PP children are also recognised as a Young Carer.</p> <p>Support will be offered to all Young Carers through our connections with the charity- My Time.</p> <p>£600 for paid membership which ensures that we can run a Young Carers group and access support throughout the year.</p>	<p>There is a correlation between our pupils who are PP and identified as a Young Carer. Through our connection with My Time, these pupils will have opportunities to create positive memories and get respite from their caring responsibilities.</p>	<p>Challenge 1 and 5</p>
<p>Well Being Club- PP children who need additional SEMH support will be offered a place at the club.</p> <p>The club will be based on the 5 principles of well-being. The aim will be to provide children with strategies to promote positive well-being which they can draw on throughout their lives.</p> <p>1 x TA for 2 hours per week to support SENCO in delivering sessions = £1305.12</p>	<p>Children will become citizens of a diverse society and to meet their needs to allow them to thrive and contribute positively as they get older they need to focus on their well-being- both physically and mentally.</p> <p>EEF recognises the positive impact of social and emotional learning (pupils' decision-making skills, interaction with others and their self-management of emotions).</p>	<p>Challenge 1 and 5</p>
<p>Provision Map – A programme to help track interventions and progress for our PP children.</p> <p>Annual cost = £1179</p>	<p>This will ensure teachers and SENCO can keep a track of the provision offered to PP children. The SENCO will be able to oversee the provision and ensure PP children have full access to interventions to help support their learning and well-being.</p>	<p>Challenge 3, 4 and 5</p>

Total budgeted cost: £56,580.82

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS, Year 1 phonics and Key Stage 1 and 2 performance data and our own internal assessments.

100% of our PP children passed the phonics test at the end of Year 1.

100% of our Year 2 PP children met the age related expectations.

At the end of Year 6, 100% of our PP children achieved the higher standard of reading in the KS2 SATs, 100% of PP children achieved writing at the expected standard with 2 out of the 4 children achieving the higher level. All PP children met the expected standard in maths with 3 out of the 4 children achieving the higher standard. All PP children achieved the expected standard in GPS with 3 of the 4 children achieving the higher standard. This is significantly above the national average.

During 2024/25 academic year, disadvantaged pupils were able to access all activities on offer throughout to school irrespective of social barriers. This included access for all disadvantaged pupils to participate in paid after school club each term. We offered this to 36 children in total and 27 took up the offer, so 75% take up.

Every child identified as disadvantaged received a Book Fair token. All children were able to select a book of their choosing.

Data from assessments show that 100% of our reception PP pupils achieved a 'Good Level of Development.

In addition, we used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We will continue building on this approach in the next academic year. They will develop resilience to deal with their emotions and different social situations through PSHE lessons, targeted ELSA and High 5 Well Being Club. Last Year 23 children attended the High 5 Well Being Club including 10 disadvantaged pupils.

8 of our disadvantaged pupils received weekly ELSA sessions equating to 60 sessions. 2 disadvantaged pupils accessed Rainbows (loss and bereavement programme) over the course of 14 weeks led by the pastoral support worker and ELSA.

Our attendance data last year indicates that attendance among disadvantaged pupils was:

YR 93.4%

Y1 - 83.9%

Y2 - 96.0%

Y3 - 95.5%

Y4 - 97.6%

Y5 - 99.1%

Y - 96.7%

The whole school attendance was 97.3%. Attendance and lateness is reported upon fortnightly at the Safeguarding Meeting. Actions are taken by Safeguarding Leads and Attendance Officer to write to parents and offer family support. The Pastoral Support Worker is involved with families where attendance is identified as an issue and early action is taken.

We recognise there is still a gap with some individuals and this is why raising the attendance of our disadvantaged pupils and closing the attendance gap is still on our current plan.

