



Pupil premium strategy statement – St Gerard'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	235
Proportion (%) of pupil premium eligible pupils	46% (96 pupils)
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)	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governors Finance Committee
Pupil premium lead	Katrina Bannister, Headteacher
Governor / Trustee lead	Hayley Macilwraith Inclusion Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,584
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 - Funding finished 31.08.2024.
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>	£ £149,584



Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all of our pupils receive the right level of help and support in order to make the best academic progress and attainment in all areas of the curriculum during their time at our school as they can.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach. At St Gerard's, through high quality first teaching, we have a proven record of closing the disadvantage attainment gap and at the same time ensuring all children achieve to their full potential. We believe that all children must have the opportunity to succeed and develop their experiences to ensure they continue to thrive once they leave our school.

Our main key principles are:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensuring that appropriate provision across the curriculum is made for pupils who are disadvantaged and for those that are vulnerable by addressing their specific needs and weaknesses with appropriate levels of support and measuring impact.
- Targeted academic support is provided to all pupils who are not making good progress through appropriate interventions, smaller teaching groups to narrow the gap between disadvantaged and non-disadvantaged.
- To support our children's health and wellbeing to enable them to be ready to learn and access learning.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- To ensure all children, regardless of background or ability, are provided with the same experiences both inside and outside the classroom. It is the responsibility of the whole school team for the provision for our disadvantaged children.



Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Phonics results in KS1 has been in a decline the last 2 years.</p> <p>“Without strong foundations in oral language, comprehension can crumble, no matter how well a child can decode.” (EEF, March 2025)</p>
2	<p>Attendance and punctuality of our disadvantaged pupils continues to be prevalent when analysing attendance data.</p> <p>According to recent EEF analysis of school Pupil Premium statements, 78% of schools highlighted attendance issues as a key barrier to learning for disadvantaged pupils. The same analysis showed 83% of schools cited “challenges linked to literacy attainment,” often intersecting with attendance problems. (EEF, September 2025)</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>EEF’s “Reading House” resource emphasises that reading comprehension depends on both decoding and language comprehension — and that oral language is foundational for reading success.(EEF, March 2025)</p>
4	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, impacting on their attainment in addition to their personal development. Increasing the opportunities for enrichment is a priority as pupils have limited cultural capital experiences beyond their home life and immediate community and lack positive role models, aspirations and opportunities to follow and develop interests.</p> <p>In its most recent analysis, EEF found that along with literacy and attendance, social, emotional and mental health (SEMH) and wellbeing needs were among the most frequently cited barriers to learning for disadvantaged pupils. (EEF, September 2025)</p>
5	<p>Internal assessments indicate that maths and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Key areas include Greater depth Writing and Grammar in KS2.</p>



6	<p>Continuing in developing a life-long love of reading and the English written language can have an immeasurable impact on future well-being and aspiration and can open doors to experiences and opportunities beyond what they know. It is essential that our disadvantaged pupils know that it 'can be them' and raise their aspirations through a love of reading, giving a broader experience and seeing a representation of cultures and backgrounds being successful. Raising aspiration is crucial to their long-term success.</p> <p>"Reading is one of the most important building blocks for young people to achieve their potential across many subjects in school — building their vocabulary, grammar and overall general knowledge. This goes beyond school achievement though. Good literacy levels are vital to building a successful career and engaging with the wider world." (EEF, November 2024)</p>
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations 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.
Improved reading and writing attainment among disadvantaged pupils.	<p>KS2 reading and writing outcomes in 2027/28 show that children who are disadvantaged meet the expected standard and a higher proportion of disadvantaged children achieve greater depth in line with their non-disadvantaged peers.</p> <p>In KS1 (24/25) the Gap between PP and Non-PP children was closed, this need to continue on a upwards trajectory. As is the KS2 where a higher percentage of PP children achieved ARE than non-pp children</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that most children who are disadvantaged meet the expected standard and a higher proportion of disadvantaged children achieve greater depth in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing from 2027/2028 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations



particularly our disadvantaged pupils.	<ul style="list-style-type: none">• increased support for mental health and well-being has enabled pupils to become mentally more aware and mentally healthy• a significant increase in the breadth of enrichment activities and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is zero.• the percentage of all pupils who are persistently absent reduced and the figure among disadvantaged pupils is no lower than their peers.• Children and families of all backgrounds recognise the importance of good school attendance and actively seek to ensure their children are in school.
To develop a life-long love for reading.	<ul style="list-style-type: none">• All children, especially disadvantaged, understand the importance of and develop a love for reading seen through Pupil Voice, author visits, book talk, participation in reading events and reading for pleasure in school and at home.• There is a reading culture within school all children are enthused by books and excited to read more and learn more.• Links with parents supporting their child's love of reading.
To improve attendance in order to provide opportunities for academic success and improve mental health.	<ul style="list-style-type: none">• Disadvantaged children attendance is at least in line with those of their peers

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: £15,250



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Sound! Start Phonics' to secure stronger phonics teaching for all pupils.</p> <p>Continuation of phonics support and Phonics Training for subject lead and new to year group teachers, include an audit. As well as building links with local English Hub.</p>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:	1,2,3
<p>EYFS audit and review from external support.</p> <p>Continuing to improve our early foundations to set our children up for success going forward into primary phase.</p>	<p>““A strong foundation in the early years is crucial for children’s success throughout their education and beyond.” (Ofsted, 2023)</p>	1,3,6
<p>School training SLT member to become a Maths specialist and part of the Maths Hub team</p>	<p>EEF states that “spending on developing high quality teaching and ensuring an effective teacher is in front of every class, is the key ingredient to every school”</p> <p>Whole school curriculum development of Maths through CPD and Team Teaching from Maths Lead.</p>	3
<p>WELLCOMM Speech and Language tool and associated Training</p>	<p>Professionals confident in assessing children’s speech and language acquisition, analysing data to identify trends and delivering appropriate support, having a positive impact on outcomes for disadvantaged children in Reception.</p> <p>The EEF states, “Gaining a thorough knowledge of disadvantaged pupils’ levels of attainment is the first step in an effective pupil premium strategy.”</p>	1, 2
<p>Whole School CPD: Assessment and moderating.</p> <p>Staff and pupil mental well-being.</p>	EEF states that “spending on developing high quality teaching and ensuring an effective teacher is in front of every class, is the key ingredient to every school”.	2,6



	Working with the local SEMH team to support everyone's mental health and well-being is essential. Including training for staff who are not trauma informed trained.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £112,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured phonics and early reading intervention	<p>The EEF states, "Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the pandemic."</p> <p>Individual/small group intervention from a teacher.</p>	1,2,6
TA Intervention	<p>Ongoing summative assessments identify pupils who have gaps in learning will have intervention from their TA on the same day.</p> <p>The EEF states, "Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the pandemic."</p>	1, 2, 3, 6
Maths Intervention: TA lead	<p>The EEF states that 'On average, one to one tuition is very effective at improving pupil outcomes. It might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'</p>	3



	6 Pupils in each class per half term receive small group tutoring 3x a week.	
Pastoral TA to support and lead on groups. Play Worker to support our most vulnerable with regulation.	Developing children's self-regulation and emotional skills has a positive impact on learning and behaviour, particularly for disadvantaged pupils. EEF notes that structured adult-led SEL activities can lead to "improved social interactions, reduced emotional distress and increased academic progress."	2,6

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

Budgeted cost: £21,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve emotional and social wellbeing of all children	Employment of Pastoral TA, Play Worker and outside agencies (GA) Who support children's mental health as well as transition into Secondary school. The EEF states that "school leaders should take account of their in – depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal data and information including information on wellbeing, mental health and safeguarding."	2,4
To support children with personal development opportunities and to increase the breadth of enrichment opportunities.	To ensure all children can access school trips, after school clubs, enrichment activities and ensuring there is a contingency to support families with a variety of needs as they arise e.g. help with gas and electricity, basic food, bus passes, uniform etc.	2,4



	<p>Ensure children have the necessary support for mental health working closely with newly formed Mental Health team.</p> <p>The EEF states that" school leaders should take account of their in – depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal data and information including information on wellbeing, mental health and safeguarding."</p>	
<p>To encourage and support families to ensure their children attend school regularly.</p>	<p>Rewards systems in place to encourage those who are finding attendance difficult as we know there is a significant link with low attendance and poor academic success.</p> <p>"Being away from school not only limits a child's ability to succeed academically, but also puts them at risk of criminal exploitation or trapped in dangerous home environments. Absences from school means that children can't receive the support they might need from their teachers or pastoral staff, which could help to keep them from harm. Simply put, to keep children safe, we need to know how best to keep them in school." Youth Endowment Fund</p>	<p>(1, 2, 3, 5,6)</p>

Total budgeted cost: £ 149,584



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25

In Phonics, the class as whole declined below National Average. PP children made up 50% of the class and 60% achieved the required pass benchmark, compared to 67% of Non-PP children (difference of 2 children)

At the end of KS1 1 PP child had still not passed the phonics screening test. In other assessments, PP children continued to be behind their Non-PP counterparts in achieving ARE across Reading, Writing, Maths and GPS.

End of KS2 results: PP children made up 50 of the class. In Reading 73% of PP children achieved the required threshold for ARE compared to 60% Non-PP, however were significantly behind in pupils achieving GD. In Writing 73% of PP achieved ARE compared to 67% of Non-PP, however only 7% achieved GD compared to 27% of non-PP. In Maths 60% of PP achieved ARE compared to 67% of Non-PP. In GPS 67% of PP achieved ARE and 20% GD, compared to 40% ARE and 60% GD for Non-PP.

EYFS...

2023/2024

In Phonics 85% children reached the expected standard, of the 12% who did not 2 children were PP – 6% of the class. Most PP children achieved the standard.

At the end of KS1 PP children make up the majority of the class (16 out of 30) of 25% achieved the expected standard in English , writing and maths, compared to non-pp (8 out of 14) 54%.

End of KS2 data show that 62% of the 13 PP children achieved the standard in Reading , writing and Maths (8 children), where as 88% (14) of non-PP (17 in total) children achieved the standard. However PP children on average made better progress from KS1 with a total of +3.04 progress measure across the board.

In EYFS 50% of the class are PP, with 63% of the whole class achieving the GLD.out of the 37% of children who did not achieve GLD, 5 (38%) were PP. More PP achieved the GLD than did not.

2022/2023



In Phonics 100% passed, showing that PP children stayed in line with their class mates.

End of year KS2 data shows a slight Gap between PP and non-pp however the difference between the two groups was one child, so the data gaps are not that significant. 54% PP children achieved expected standard in Reading, Writing and Maths, whilst 85% of non-PP achieved the standard. No child from both group achieved GD in all 3 areas.

In KS1 Non PP (16 Children) children outperformed the PP group with 63% of non-PP children achieving expected standard in Reading writing and Maths, whilst 57% of PP(14) children achieving the standard.

There was a significant gap in EYFS data with 36% of PP (11 children) achieving GLD, whilst 74% of non PP (19) achieved GLD.

Externally provided programmes

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

Programme	Provider