

Pupil premium strategy statement St Pius X Catholic Primary School

2025-26

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	77
Proportion (%) of pupil premium eligible pupils	24.67%
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)	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emily Hudson Head of School
Pupil premium lead	Emily Hudson
Governor / Trustee lead	Christine Wilks COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£38,590

Part A: Pupil premium strategy plan

Statement of intent

- As St Pius X Catholic Primary School is a small school with fluctuating cohorts, we have to adapt to the needs of pupil groups within each of our mixed age classes. We currently have 24.67% of pupils eligible for PP funding. However, we do have a higher percentage of children who may come from families who are on the cusp of the benchmark for claiming benefits and tax credits. We are very mindful of this when we use our pupil premium funding and endeavour to support all those pupils who are in any way disadvantaged.
- Our ultimate objective for disadvantaged pupils is that they achieve in line with, or better than pupils who are not disadvantaged. We aim to remove barriers to learning and attendance and ensure that all pupils experience high quality, effective teaching from skilled practitioners.
- We believe that our pupils should have equal access to all aspects of school life regardless of economic or social factors and that our taught and extra-curricular offer is 'poverty proofed' to ensure no pupil misses out.
- We consider good attendance as a vital part of this success and endeavour to support pupils and their families in achieving this, putting in place measures to improve attendance. Staff are committed to identifying and removing barriers that would otherwise prevent pupils achieving this.
- Our Pupil Premium spend is reviewed annually with careful consideration of actual cohorts, data analysis and knowledge of pupils to ensure the funding is used effectively to close any gaps between those who are disadvantaged and those who are not. As a small school, we consider the appropriate use of the funding so that it can support all pupils who are disadvantaged within a cohort.
- We acknowledge the combined challenges of some of our disadvantaged pupils. For example, where a pupil eligible for PP funding has also experienced moving schools (mobility), where English is an additional language or where a pupil experiences other challenges relating to a special need or medical condition. These pupils require further consideration of how to best support them in reaching their full potential.
- At our school there is a culture of aspiring to achieve high expectations for all our pupils. Funding is used to support improved outcomes in English and Math's predominantly, so that pupils are ready for the next stage in their learning as they proceed to secondary school.
- In 2023-24 there was a significant drop in funding for SEND pupils within the school because of pupils transitioning to Key Stage 3 provision. The support staff are an integral part of our staff team for tackling disadvantage. Therefore, senior leaders have committed a significant part of our PP funding to staff retention to

allow us to continue to meet the needs of pupils through quality in class support and targeted intervention as part of our curriculum offer.

Challenges

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

Challenge number	Detail of challenge
1	Starting points for our EYFS pupils can be varied. Some pupils arrive in school with challenges including communication and language difficulties and some with social and emotional needs. Not all our pupils have attended nursery provision regularly before starting school. Irregular attendance and additional SEND needs add to these complexities for some disadvantaged pupils. Our challenge is to ensure these youngest pupils access higher levels of adult support to keep up with curriculum expectations.
2	Some disadvantaged pupils have lower attendance than their non-disadvantaged peers and this impacts on their learning. Pupils with irregular attendance are less likely to make progress and reach age-related expectations or achieve in-line with their peers. Some of our disadvantaged pupils could be less motivated to attend school because of lack of equipment, PE / swimming kits/ warm coat/ suitable footwear, lack of confidence in lessons where they have less experience due to disadvantage and access e.g. dance, gymnastics.
3	There was a significant gap between the attainment of our disadvantaged pupils by the end of Year 6 in 2025. There is a need to continue to invest in high quality teaching and targeted support for all cohorts in mathematics, Reading and high-quality phonics teaching. There is a need to close the attainment gap at the end of Key Stage 2 so that it is at least in line with other PP nationally.
4	KS1 and KS2 Potential barrier for pupils accessing clubs / trips / extended provision/ music tuition / wrap around clubs.
5	Attendance for PP children stood at 91.3% for 2024-25 compared to 95.3% for non-disadvantaged. Raising attendance to be in line with NA continues to be a focus.

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
Secure the outcomes for disadvantaged pupils so they reach a GLD by the end of EYFS.	These pupils reach GLD by the end of the reception year, in line with their peers through quality provision, targeted support and excellent attendance.
To improve attendance for some of our most vulnerable disadvantaged pupils so they access uninterrupted programs of learning and experience success.	Attendance of disadvantaged pupils is in line with peers. Persistent absentees show improved attendance through robust systems within school to support both child and family.
Continue to improve the outcomes of disadvantaged in early mathematics, Reading and Phonics so that we close the gap between KS2 attainment and that of PP pupils nationally and of non- disadvantaged pupils at St Pius School.	The gap between disadvantaged pupils and their peers is narrowed significantly.
Ensure equal access to clubs, trip, music tuition and extra-curricular activities for our disadvantaged pupils so school offer is 'poverty proofed'	Pupils have equal access to enrichment activities irrespective of financial barriers.

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: £24,673.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff engagement in BWCET CPD program <i>(Already met with staffing costs for TAs listed below under staff retention and allocation of staff meeting time)</i>	That disadvantaged pupils achieve best when they access enhanced and improved in class support alongside relevant interventions. (EEF)	3

<p>To retain fulltime TA support in Class 1 and 2 (EYFS/ Reception and Year ½ - which have a combined 8 PP pupils) to support delivery of enhanced curriculum and target PP children for support including Speech and Language intervention/ phonic reinforcement. £6006.48</p> <p>Part funded 0.4 TA in Year 1 /2 class (50% PP funded) to support delivery of Maths and English. Key role in shared delivery of phonics programme across the mixed class and delivering targeted support where needed. £2444.00</p>	<p>Additional adult in key phases to facilitate vocabulary enrichment and engagement in continuous provision and to allow those who did not meet GLD to catch up and keep up with peers.</p> <p>DFE research on importance of Interactions in early years - <i>Research shows that good interactions between adults and children make a big difference to how well communication and language skills develop.</i></p> <p>Well-developed language and communication underpins future successes for all pupils.</p> <p>Research indicates the importance of delivering well planned synthetic phonics programme and that disadvantaged pupils may need targeted support as they could develop that awareness of phonics at a different pace to their peers.</p> <p><i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. (EEF Phonics)</i></p>	<p>1,3</p>
<p>0.8 HLTA (50% of their time) retained to support delivery of lessons in Class 4 (Year 5 / 6) where there are 7 disadvantaged pupils</p>	<p>Research supports this approach EEF Guide to the Pupil Premium states that 'while interventions may well be part of an effective Pupil Premium strategy, they are likely to be used alongside efforts to improve whole class teaching'</p>	<p>3</p>

<p>in the 2025-26 cohort. This staff member in place to optimise learning within the classroom and also delivered targeted interventions to key pupils.</p> <p>£16,030.50</p>		
<p>Additional support in Class 3 (Y3/4) from TA (20% of their time) to support children with fluency skills in math's and phonics to allow pupils to close gaps.</p> <p>£6199.00</p>	<p>Research supports this approach EEF Guide to the Pupil Premium states that 'while interventions may well be part of an effective Pupil Premium strategy, they are likely to be used alongside efforts to improve whole class teaching'</p>	<p>3</p>

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

Budgeted cost: £ 2,265.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Reading Plus to accelerate reading speed, fluency and comprehension for all vulnerable pupils. £1365.00</p> <p>SumDog to boost spelling confidence and allow children to access mathematical fluency activities who may otherwise struggle to access them. £400.00</p> <p>ICT equipment dedicated to pupil premium intervention support so that there is no barrier in accessing. £500.00</p> <p>Pupils identified by English Lead and class teachers to ensure all PP will access over subscription period. Also made available to support other pupils with a barrier to learning or falling behind.</p> <p>Target support for more able children so that they are able to reach higher expectations in Reading</p>	<p>In year data from 2024-25 and 2025-26 for Reading Plus</p> <p>First year roll out evidenced significant success of the programme to raise attainment in reading for targeted pupils. Increased word speed, access to personalised learning at home and school.</p> <p><i>EEF – ‘PP can and should be spent supporting programmes and interventions for eligible pupils who are high attainers’ (EEF Guide to Pupil Premium)</i></p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5645.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure all pupils access trips and visits alongside their peers. PP Budget £4065.02 (Various – any shortfall met from fundraising)</p>	<p>That all pupils have equal access to extra-curricular and curricular opportunities.</p>	<p>4</p>
<p>To provide uniform items / coats / shoes/ PE kits to pupils where there is a need. (£200 approx) Some sources as donations.</p>	<p>Pupils who have uniform, warm coat, shoes, PE kit are more likely to attend school regularly.</p>	<p>4 and 5</p>
<p>Provision of free school milk for all disadvantaged pupils as directed. Approx £20 per term for 23 pupils £1,380 via School Milk.</p>	<p>Milk provides source of nutrition for pupils. Parents are offered the option to purchase milk once child turns 5 years old. Free uptake of milk for disadvantaged pupils will ensure they are not singled out from their peers or disadvantaged further.</p>	<p>4 and 5</p>

<p>To facilitate free access to clubs and wrap around care regardless of socio-economic factor.</p> <p>After school clubs - £2473 x 2 TAs 1 hour approx. <i>£4946 – part funded by PP - £2,473</i></p> <p>Delivery of breakfast Club and afterschool clubs using TA hours to ensure continuity of care, promotion of good attendance and access to food and free childcare for those who need it.</p> <p>2 x TAs daily @ 45mins each = 1.5 hours per day.</p> <p>Full cost to school is £3710 (50% funded by PP and remainder from mall change from non-disadvantaged families) £1855.</p>	<p>Access to wellbeing and extended opportunities to improve mental health and wider opportunities.</p> <p>Supports pupils in mental and physical health and wellbeing when they engage in enhanced / extended provision.</p> <p>Supports low-income families, source affordable / free wrap around care for children.</p>	<p>5</p>
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Total budgeted cost: £38,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *50% of Disadvantaged pupils (2 out of 4 pupils) passed their phonic screening test in 2025, as a result of, Quality First Teaching and targeted intervention. We are mindful that some pupils have significant challenges in other areas as well as the economic disadvantage e.g. special need, medical need.*
- *Pupils eligible for PP achieved an average point score of 18.67 out of 25 in the Multiplication Check in 2025. This is **below** the national average for disadvantaged pupils (18.9) and this is being addressed through a robust approach to the teaching of times tables through quality CPD through BWCET and purchase of appropriate software in 2024-25 and 2025-26.*
- *Performance data for our Year 6 pupils in 2025 demonstrates that 33.3% of our disadvantaged pupils achieving Age Related Expectations in Reading, Writing and Mathematics combined. as a result of the additional support in place from support staff to provide targeted interventions. The NA for PP children in GPS was 62% so the school cohort was **below** NA for similar pupils. This is being addressed through a robust approach to CPD across school, as well as the introduction of several evidence-based intervention strategies across school.*
- *School data on Arbor indicates that there has been an increase in the number of disadvantaged pupils attending clubs and wrap around care. This is having a positive outcome for some pupils for attendance and punctuality.*
- *Pupil voice reflects that our PP children recognise a sense of fairness in school and that all feel equal.*

The retention of support staff to support in- class learning and targeted intervention continues to be the most valuable and effective use of Pupil Premium Funding.

Disadvantaged pupils, particularly those who have one or more other challenges i.e. SEND, medical needs, continue to be the focus of careful monitoring and support.

Reading Plus is proving to support PP pupils and others to increase reading fluency and we envisage that this will continue to have an impact in 2025-26.

The deployment of skilled support staff in delivering phonics alongside teaching staff has proved to be very successful and we have continued to invest in this in 2025-26.

We have responded to feedback and guidance and further CPD from the Maths HUB and BW CET and have streamlined our intervention support across school.

We will continue to monitor and review the effectiveness of class based and other interventions and support throughout the year. We commit to the investment in our staff and the impact our support staff can have on enhancing the learning of pupils within lessons alongside provision of interventions.