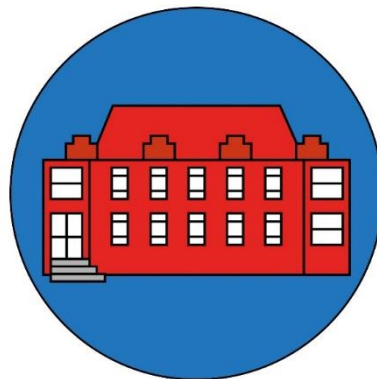


Pupil Premium Strategy Statement 2024-2025

St.Gerard's Catholic Primary School



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	151
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	B.Baxter Headteacher
Pupil premium lead	B.Baxter Headteacher
Governor / Trustee lead	Lee Riches

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37 075
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£37 075

Part A: Pupil premium strategy plan

Statement of intent

St.Gerard's Catholic Primary School Mission Statement:

'With Christ as our Teacher to enable every child to be the best they can be.'

This underpins all that we do at St. Gerard's school for all our pupils including those who are disadvantaged. We recognise the importance of Quality First teaching but strive to ensure that all our Disadvantaged pupils achieve personal, academic and pastoral targets. We offer bespoke packages of support to our disadvantaged pupils ensuring pupils have access to small group extra tuition, and access to wider curriculum. Our key objective for our pupil premium pupils is to ensure all pupils are the best they can be by attending school regularly, achieve and make progress in all areas of the curriculum and have access to extra-curricular activities including educational visits and residential trips.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are not on track to reach aged related expectations in Maths, Reading and Writing.
2	Assessments, observations and discussions with children suggest disadvantaged pupils generally have greater difficulties with phonics and Early Reading.
3	Many pupils and families from disadvantaged backgrounds need support with their emotional health and wellbeing, practical family support, and attendance monitoring.
4	Some higher attaining pupils do not always achieve greater depth and learning not always supported at home

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
To improve the phonic and reading skills of pupils in Early Years and Key Stage 1 by ensuring all staff are trained to deliver Read, Write Inc.	<p>All children to make good progress in phonics and Early Reading</p> <ul style="list-style-type: none"> -All staff to deliver at least strong standard of phonics and early reading -Early Reading lead to provide CPD and training for all Read Write Inc Staff -To provide one to one phonics sessions for vulnerable pupils. -Purchase of Online portal for one-to-one training materials -To use RWINC development days to track attainment and create intervention plans for disadvantaged pupils.
To provide one to one tuition to improve the attainment for disadvantaged pupils	<p>To narrow the disadvantage gap for identified pupils.</p> <ul style="list-style-type: none"> -To raise the attainment of identified children -SLT/Assessment lead to Staff with TLR to support pupil progress of all pupils including those disadvantaged pupils by developing bespoke packages of support and monitor the impact
To continue to offer bespoke packages of support from the learning mentor/and or tutor to support the emotional wellbeing of pupils	<ul style="list-style-type: none"> -To monitor the attendance of all disadvantaged pupils and ensure pupils are attending school regularly. -To raise the self-esteem of identified pupils. -To support the emotional need of pupils/families. -To provide SEMH support to individuals
To provide one to one tuition and targeted in class support to improve attainment wider outcome opportunities for high achieving pupil premium pupils	<p>To raise the attainment of identified children</p> <ul style="list-style-type: none"> -To continue increase the percentage of pupils who achieve greater depth in Reading, Writing and Maths

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: £15 155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To deliver high quality Read Write Inc sessions for all pupils including one to one extra support</i> Resources RWI £2 790 TA hours £12 365 (with o/c)	EEF report Improving Literacy in Key stage 1 The Read Write Inc uses a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills.	2

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

Budgeted cost: £8 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To utilise Teaching Assistant hours in classes including those in F2 and Key stage 1</i>	EEF Targeted Academic support	1 2
<i>To provide small group tuition and in class support to identified pupils</i>	EEF One to One tuition One to One tuition is very effective at improving pupil outcomes. Tuition is likely to have an impact if it additional to normal lessons.	1 2 4

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

Budgeted cost: £13 034

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To use Learning Mentor time to support emotional wellbeing of children to ensure that this does not become a barrier to their learning</i>	EEF Guidance Report Improving Social and Emotional Learning in Primary schools To Use the Learning Mentor to ensure that that Social, Emotional skills are taught explicitly and promoted throughout the whole school ethos and curriculum	3

Total budgeted cost: £ 37 089

Pupil Premium Strategy Statement 2024-2025

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Outcomes for Disadvantaged pupils

2025 Outcomes for Disadvantaged pupils

Foundation Stage 2

Number of Disadvantaged pupils: 1 Child

Number of other pupils achieving Good level of development: 13/17 = 76% (National 67%)

<i>Child</i>	<i>Good level of Development</i>
A	No

Phonics Year 1 Check

Number of Disadvantaged pupils: 3 pupils

Number of disadvantaged pupils who achieved Phonic check: 2/3 pupils (66.6%)

Number of all pupils: 15 /18 83% (National 81%)

Phonics re-check Year 2

All Children: 3 pupils

Number of disadvantaged pupils: 1

1 PP child achieved standard.

Year 2 pupils*Number of Disadvantaged pupils: 2 pupils*

<i>Child</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>A</i>	<i>Below ARE</i>	<i>WTS</i>	<i>WTS</i>
<i>B</i>	<i>ARE</i>	<i>ARE</i>	<i>ARE</i>

Year 4 Multiplication Check

Number of disadvantaged pupils: 1/26

1 child score: 23/25

Year 6 pupils*Number of disadvantaged pupils: 4/19 pupils*

<i>Child</i>	<i>Reading Scaled Score</i>	<i>GPS Scaled Score</i>	<i>Maths Scaled Score</i>	<i>Writing Teacher assessment</i>
<i>A</i>	<i>EXS</i>	<i>EXS</i>	<i>GD</i>	<i>EXS</i>
<i>B</i>	<i>WTS</i>	<i>WTS</i>	<i>WTS</i>	<i>WTS</i>
<i>C</i>	<i>WTS</i>	<i>EXS</i>	<i>EXS</i>	<i>EXS</i>
<i>D</i>	<i>EXS</i>	<i>WTS</i>	<i>EXS</i>	<i>EXS</i>
<i>Percentage of pupils achieving at least expected standard</i>	<i>2/4 50%</i>	<i>2/4 50%</i>	<i>3/4 75%</i>	<i>3/4 75%</i>

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.