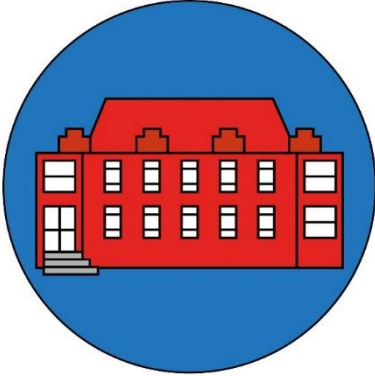


# Pupil Premium Strategy Statement 2025-2026

## 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	150
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year	2025-2026
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	£42 597.92
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
<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>	£42 597.92

# 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.'***

#### 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.

Our Curriculum Vision is at the heart of all that we do ( please see document)

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 Quality First Teaching 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 opportunities beyond the classroom through our 7 by 11 initiative and Enrichment offer.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Early Reading and Phonics</b> A higher proportion of pupils eligible for Pupil Premium enter Reception and Key Stage 1 with weaker early reading skills and limited phonological awareness. These pupils are more likely to have gaps in oral language, reduced exposure to books and print, and less secure understanding of letter–sound correspondence. As a result, they often struggle to keep pace with the school's phonics programme, leading to slower progress, reduced confidence and lower reading fluency. Where early gaps are not identified and addressed swiftly through high-quality, systematic phonics teaching and targeted support, pupils are at increased risk of not meeting the expected standard in the Phonics Screening Check and of experiencing ongoing difficulties with reading comprehension as they move through the school.
2	<b>Attendance and Wellbeing</b>

	<p>Pupils eligible for Pupil Premium are disproportionately represented among those with lower attendance and persistent absence. For many pupils, barriers linked to social, emotional and mental health needs, including anxiety, low self-esteem, difficulties with emotional regulation and family circumstances, negatively impact their engagement with school. Reduced attendance limits access to high-quality teaching and interrupts learning, which in turn contributes to gaps in attainment and progress. Without a consistent, whole-school approach to supporting pupils' SEMH needs and improving attendance, disadvantaged pupils are less likely to attend regularly, fully engage in learning and develop the resilience and self-regulation needed to succeed academically and socially.</p>
3	<p><b>Foundational Skills</b></p> <p>A higher proportion of pupils eligible for Pupil Premium enter primary school with underdeveloped foundational skills, particularly in early language, phonics, reading fluency and basic number. These pupils are more likely to have limited vocabulary, weaker oral language skills and reduced exposure to reading and mathematical concepts before starting school. As a result, they can struggle to access high-quality classroom teaching and to keep pace with age-related expectations. Without timely, targeted and consistently strong teaching of foundational skills, gaps in attainment widen as pupils move through the school, impacting progress across the wider curriculum and reducing pupils' confidence and engagement with learning</p>
4	<p><b>Challenge: Access to Enrichment and After-School Sports</b></p> <p>Pupils eligible for Pupil Premium are less likely to access enrichment opportunities and after-school sports clubs than their peers. Financial barriers, limited transport, family commitments and lower confidence can restrict participation, despite the recognised benefits for pupils' physical health, wellbeing, social development and engagement with school. Reduced access to enrichment opportunities can limit pupils' opportunities to develop teamwork, resilience, leadership skills and a sense of belonging within the school community. Without targeted support to remove barriers and actively encourage participation, disadvantaged pupils may miss out on experiences that positively impact attendance, behaviour, self-esteem and overall achievement.</p>

## Intended outcomes 2025/2026

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
<p><b>Early Reading and Phonics</b></p> <p>To ensure disadvantaged pupils develop strong early reading and phonics skills through the consistent, high-quality delivery of Read Write Inc training and materials, enabling them to read fluently, build confidence, and quickly close gaps with their peers.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make rapid progress in phonics from their starting points, as shown through regular Read Write Inc assessments.</li> <li>• An increasing proportion of disadvantaged pupils meet or exceed age-related expectations in phonics and early reading.</li> <li>• Gaps between disadvantaged pupils and their peers in early reading and phonics are narrowed or closed.</li> <li>• Read Write Inc is delivered with fidelity across all relevant classes, supported by staff training and effective use of materials.</li> <li>• Disadvantaged pupils read with increasing fluency, accuracy and confidence, evidenced through assessment outcomes, lesson observations and pupil voice.</li> <li>• Leaders can demonstrate that investment in Read Write Inc training and resources has a measurable, sustained impact on disadvantaged pupils' early reading outcomes.</li> </ul>
<p><b>Foundational skills</b></p> <p>To strengthen the teaching of foundational skills (including early reading, phonics, language development, and basic numeracy) so that pupils eligible for Pupil Premium make accelerated progress, rapidly close gaps with their peers, and develop the secure knowledge and learning behaviours needed for long-term academic success.</p>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Pupils eligible for Pupil Premium demonstrate accelerated progress in foundational skills (phonics, early reading, language acquisition and basic numeracy) compared with their starting points.</li> <li>• Gaps in attainment between Pupil Premium pupils and their peers in foundational skills are significantly reduced across all relevant year groups.</li> <li>• The proportion of Pupil Premium pupils meeting or exceeding age-related expectations in foundational skills increases year on year.</li> <li>• Teaching of foundational skills is consistently strong, with evidence from lesson observations, work scrutiny and pupil voice showing high-quality, inclusive practice.</li> <li>• Targeted interventions for Pupil Premium pupils are timely, evidence-informed, and show clear impact through regular assessment and review.</li> <li>• Pupil engagement, confidence, and learning behaviours in foundational skill lessons improve, as evidenced by attendance, participation, and reduced need for intervention over time.</li> </ul>

<p><b>Quality First Teaching</b></p> <p>To ensure disadvantaged pupils receive consistently high-quality teaching at St. Gerard's, with planned pre-learning and post-learning opportunities that build prior knowledge, consolidate understanding, and enable pupils to make accelerated progress, closing gaps with their peers.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils demonstrate accelerated progress across all subjects, making at least expected or better than expected progress from their starting points.</li> <li>• -Pre-learning activities prepare disadvantaged pupils effectively for upcoming lessons, resulting in improved engagement and confidence in class.</li> <li>• Post-learning opportunities consolidate understanding and address misconceptions, leading to higher attainment and retention of knowledge.</li> <li>• Teachers consistently plan and deliver high-quality, inclusive lessons that meet the needs of disadvantaged pupils, evidenced through lesson observations, work scrutiny, and assessment data.</li> <li>• Gaps between disadvantaged pupils and their peers are narrowed over time, across all key stages and subjects.</li> <li>• Leaders can demonstrate that pre- and post-learning strategies have a measurable, sustained impact on disadvantaged pupils' outcomes and learning behaviours.</li> </ul>
<p><b>Attendance and Wellbeing</b></p> <p>To improve attendance and engagement of disadvantaged pupils at St. Gerard's by providing targeted support from the Learning Mentor, addressing social, emotional and mental health (SEMH) needs, and enabling pupils to access learning consistently and achieve their potential.</p>	<ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils improves, with persistent absence reduced and overall attendance at least in line with or above national averages.</li> <li>• Disadvantaged pupils accessing Learning Mentor support show improved engagement in learning, demonstrated by classroom participation, homework completion, and positive learning behaviours.</li> <li>• SEMH needs of disadvantaged pupils are effectively identified and addressed, leading to measurable improvements in wellbeing, resilience, and confidence.</li> <li>• Behaviour incidents for disadvantaged pupils decrease, reflecting improved self-regulation and social-emotional skills.</li> <li>• Leaders can demonstrate that targeted Learning Mentor interventions have a sustained impact on pupils' attendance, engagement, and readiness to learn.</li> </ul>
<p><b>Enrichment: 7 before 11</b></p> <p>To increase and sustain participation of disadvantaged pupils in high-quality after-school sports clubs and enrichment activities, both in and out of the classroom, so that they develop</p>	<ul style="list-style-type: none"> <li>• <b>Increased participation:</b> A higher proportion of disadvantaged pupils regularly attend after-school sports clubs and enrichment activities, with participation at</li> </ul>

<p>confidence, wellbeing, teamwork and wider life skills, and are able to engage fully with school life alongside their peers.</p>	<p>least in line with non-disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• <b>Improved wellbeing and engagement:</b> Disadvantaged pupils who attend enrichment activities demonstrate improved confidence, wellbeing, attendance and positive learning behaviours.</li> <li>• <b>Sustained impact and inclusion:</b> Barriers to access are effectively removed, ensuring sustained engagement and measurable positive impact on disadvantaged pupils' wider outcomes.</li> </ul>
--	--

## 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: £18 105.42**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To deliver high quality Read Write inc sessions for all pupils including one to one extra support</i></p> <p>Resources RWI £244 TA hours £17 861.42 (with o/c)</p>	<p>EEF report Improving Literacy in Key stage 1</p> <p>EEF Teaching and Learning toolkit</p> <p>The Read Write Inc uses a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills.</p>	<p>1 3</p>

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

**Budgeted cost: £11 862.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To continue to increase Teaching assistant hours in all classes so</i></p>	<p>EEF Targeted Academic support</p>	<p>1 2 3</p>

<i>that all pupils have access to QFT</i>		4
---	--	---

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

**Budgeted cost: £12 630**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Learning mentor to provide bespoke packages of SEMH and attendance support for disadvantaged pupils and families.</i>	<p>EEF Attendance evidence review.</p> <p>To Use the Learning Mentor to ensure that that Social, Emotional skills are taught explicitly and promoted throughout the whole school ethos and curriculum</p> <p>To promote strong attendance for all pupils and families.</p> <p>To signpost pupils to sports and afterschool provision</p>	<p>2</p> <p>4</p>

**Total budgeted cost: £ 42 597.92**