

Pupil premium strategy statement – St Swithun’s Catholic Primary School

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	346
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028 This plan covers 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jenny Verhiest, Head Teacher
Pupil premium lead	Matthew Dunn, Assistant Head
Governor / Trustee lead	Cara Guedeney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,070
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>	£90,070

Part A: Pupil premium strategy plan

Statement of intent

At St Swithun's Catholic Primary School, we hold high aspirations for every child, regardless of background or starting point. Rooted in the belief that each person is created in the image and likeness of God, we recognise the inherent dignity and worth of every learner. We believe that all pupils can achieve excellence when they experience high-quality teaching, targeted support, and a culture of care and ambition.

Our approach is guided by our Catholic mission to help each child grow in faith, knowledge, and confidence, nurturing both academic and spiritual development. We recognise that effective teaching benefits all pupils — and that the greatest impact for disadvantaged learners comes from consistency, precision, and inclusion within the classroom, where every child is known and valued.

We adopt a three-tiered approach to our Pupil Premium strategy:

- High-quality teaching – ensuring lessons are well-sequenced, adaptive, and ambitious.
- Targeted academic support – providing small-group and one-to-one interventions to address specific learning gaps.
- Wider strategies – promoting attendance, wellbeing, behaviour, and family engagement to remove barriers beyond the classroom.

Our overarching aim is for every pupil to make at least expected or better progress, achieving in line with or above national standards. Guided by our Gospel values and commitment to the common good, we seek to narrow the gap between disadvantaged and non-disadvantaged pupils - ensuring that every child flourishes as a unique and loved member of God's family.

Challenges

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

Challenge number	Detail of challenge
1	Persistent Writing Gap Across Key Stages. Analysis suggests that disadvantaged pupils often struggle with stamina, sentence construction, and the confident application of vocabulary, which impacts both accuracy and creativity. For some, limited exposure to rich language outside school further compounds these gaps.
2	Variability in the Impact of Interventions. This inconsistency often links to differences in diagnostic assessment use, intervention design, and TA confidence in adapting sessions responsively. Our aim is to strengthen the fidelity and consistency of intervention programmes, ensuring every session is purposeful, time-limited, and measured for impact.
3	Vocabulary, Oracy and Language Development. A significant barrier for many disadvantaged pupils is limited vocabulary and expressive language. This affects reading comprehension, reasoning, and the sophistication of writing. Interrupted early language development, fewer opportunities for structured conversation at home, and reduced exposure to varied texts all contribute to this challenge.
4	Attendance and Consistent Engagement. A small number of families continue to require significant support to sustain regular attendance and punctuality. Absence, even among a few pupils, directly affects continuity of learning and contributes to slower progress in reading and writing.
5	Depth and Challenge for PP Pupils. Too few reach Greater Depth, particularly in writing and maths. Lesson observations and work scrutiny indicate that PP pupils are often well supported but not consistently <i>stretched</i> to think deeply, reason independently, or take risks in learning. This limits their long-term academic confidence and readiness for the next stage of education.

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) By 2028, the gap between disadvantaged and non-disadvantaged pupils in Writing will have narrowed to less than 10 percentage points across all phases. Disadvantaged pupils will write with greater fluency, stamina, and independence, showing confidence in composition, vocabulary, and structure	• PP pupils achieve at least 70% ARE and 15% GDS in Writing across the school. • Internal moderation confirms improved quality of sentence structure, vocabulary, and extended writing. • All teachers use model–shared–guided–independent sequences and writing conferencing for targeted pupils. • Pupil voice shows improved engagement and confidence in Writing tasks.
2) By 2028, interventions will be consistently high-impact, with disadvantaged pupils making accelerated progress that closes gaps. All interventions will be diagnostic, time-limited, and monitored for measurable impact.	• Each intervention has clear entry and exit data using standardised assessments. • At least 80% of pupils in interventions make more than expected progress in target areas. • Teaching assistants are trained in precision teaching and adaptive support, with termly fidelity checks. • Governors receive half-termly impact summaries with quantitative and qualitative data.
3) By 2028, all pupils identified as both PP and SEND will make at least expected progress from their starting points in Reading, Writing, and Maths. Classroom practice will ensure these pupils remain within the main teaching sequence, accessing core learning through scaffolded tasks and adult support.	• 100% of PP/SEND pupils have bespoke provision maps reviewed termly. • No PP/SEND pupil remains below pre-key-stage descriptors for more than one academic year. • Lesson observations evidence inclusive teaching strategies (visual scaffolds, pre-teaching, adaptive questioning). • Pupil and parent voice demonstrate improved confidence and engagement in core learning.
4) By 2028, disadvantaged pupils will be proportionally represented in the GDS group across all subjects. Teachers will consistently plan for high challenge, ensuring that PP pupils are stretched and encouraged to think deeply and independently.	PP representation at GDS $\geq$ 15% in Reading and Maths and 10% in Writing across the school. Classroom walkthroughs show teachers routinely using stretch questioning and mastery tasks for PP pupils. Feedback shows pupils responding to next-step challenges that extend reasoning or inference. Increased PP pupil participation in academic enrichment (e.g., writing competitions, maths challenges).
5) By 2028, disadvantaged pupils will demonstrate age-appropriate spoken language, vocabulary, and comprehension that enable strong outcomes in Reading and Writing. Oracy will be embedded in every subject, improving reasoning, explanation, and collaboration.	PP pupils' reading comprehension and writing vocabulary scores rise year-on-year in diagnostic assessments. All staff trained in explicit vocabulary instruction and structured talk routines. Speech and Language programmes reinstated and delivered with fidelity to the programme Pupil voice evidences improved ability to articulate ideas and reasoning in lessons.
6) By 2028, Pupil Premium attendance will consistently meet or exceed 95% , with persistent absence below 8%. Disadvantaged pupils will display positive attitudes to learning and emotional regulation that support sustained academic progress.	Attendance tracking shows no significant gap between PP and non-PP groups. 0 pupils below 85% attendance for two consecutive terms without a clear intervention plan. Family Liaison Officer and attendance officer maintain half-termly review logs for all PP families. Behaviour and engagement logs show declining incidents and improved emotional resilience through ELSA and nurture provision.

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: £ 40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school focus on Writing for Mastery – consistent model–shared–guided–independent sequence; embed pupil conferencing and live feedback for PP pupils.	EEF: “Feedback” (+6 months); “Writing Interventions” (+4 months). <i>Structured modelling and feedback improve outcomes, especially for disadvantaged learners.</i>	1,4
High-quality CPD for teachers and TAs – training on adaptive teaching, scaffolding, and inclusive questioning.	EEF: “Teaching Assistant Interventions” (+4 months); “Professional Development” (+5 months). Effective CPD strengthens classroom impact and consistency for PP pupils.	2,3,4
Mastery Maths approach with reasoning focus – embed daily reasoning, problem solving and mathematical discussion.	EEF: “Mastery Learning” (+5 months); “Maths Interventions” (+4 months). Mastery approaches reduce attainment gaps through conceptual depth.	1, 4
Explicit vocabulary and oracy instruction – tiered vocabulary displays, and structured talk (dialogic talk, sentence stems, oral rehearsal, think -pair-share) across subjects.	EEF: “Oral Language Interventions” (+6 months); “Metacognition and Self-Regulation” (+7 months). Explicit vocabulary teaching improves comprehension and writing outcomes.	5
Adaptive teaching for PP pupils – consistent scaffolds, chunked learning, and adaptive questioning to ensure access to core curriculum.	EEF: “Adaptive Teaching” (2021); “SEN in Mainstream Schools.” Tailored instruction increases engagement and attainment for disadvantaged pupils with SEND.	3, 4

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

Budgeted cost: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality, diagnostic-led interventions – small group and precision teaching sessions in Reading, Writing, and Maths.	EEF: “Small Group Tuition” (+4 months); “Teaching Assistant Interventions” (+4 months). Effective when short, regular, and linked to classroom teaching.	2,3
Pre-teaching and targeted feedback – PP pupils receive pre-teaching on vocabulary, key concepts, and writing structure.	EEF: “Feedback” (+6 months); “Metacognition and Self-Regulation” (+7 months). Improves access and confidence for disadvantaged learners.	1,3,4
Sustained Speech and Language programme – trained TA with SALT oversight; targeted support for EYFS and KS1.	EEF: “Early Years Intervention” (+5 months); “Oral Language Interventions” (+6 months). Early communication support boosts long-term reading and writing attainment.	5,3
Structured Writing intervention – regular sentence-combining, editing, and extended-writing sessions for pupils below age-related expectations.	EEF: “Writing Interventions” (+4 months); “Feedback” (+6 months). Focused writing intervention leads to measurable gains in composition and structure.	1,2

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

Budgeted cost: £18,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance mentoring and family support – weekly attendance reviews and Family Liaison Officer -led home contact to sustain 95%+ attendance.	EEF: “Parental Engagement” (+4 months); “Behaviour Interventions” (+4 months). Personalised mentoring improves attendance and engagement for vulnerable pupils	6
ELSA and nurture provision – targeted emotional literacy and self-regulation sessions for PP pupils.	EEF: “Social and Emotional Learning” (+4 months). Strengthens emotional wellbeing, leading to improved classroom engagement.	2,6
Parental learning workshops and showcase events – equip parents to support phonics, reading, and maths learning at home	EEF: “Parental Engagement” (+4 months). Regular, practical communication with parents improves home learning environments.	5,6
Monitoring – termly Pupil Premium meetings reviewing impact data and progress.	EEF: “Implementation Guidance Report.” Ongoing leadership oversight ensures consistent monitoring and accountability.	All

Total budgeted cost: £90,070

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

To ensure children who have fallen behind in their learning to receive targeted high-quality interventions.

- Children who fall behind are identified through termly Pupil Progress Meetings, where teachers use standardised reading and maths diagnostics to analyse gaps.
This year, targeted intervention planning has been more consistent across the school, with greater use of precise progress tracking and baseline-to-exit data.
- Reading interventions have had clear impact: most year groups are at or above national expectations, and phonics attainment is strong (91% Y1, 85% Y2 retake).
- Maths fluency interventions (particularly in KS1 and lower KS2) are showing sustained improvement — e.g. Y2 75% ARE vs national 73%, Y4 82% ARE with 40% GDS.
- Writing interventions are improving but remain inconsistent. Progress has been strongest in Years 1–4, where structured modelling and conferencing are embedded. However, Writing GDS remains low across KS2 (0–11%).
- Staff continue to use diagnostic assessment data termly to refine focus groups, and next steps include embedding precision teaching for PP and SEN pupils, ensuring every intervention has measurable outcomes linked to classroom learning.

Children to participate fully in school life both in and out of the classroom.

- Children's emotional and social needs continue to be supported through ELSA provision, nurture groups, and Family Liaison Officer (FLO) involvement. These measures have resulted in improved readiness to learn and increased confidence among targeted pupils.
- PP pupils' participation in trips, residential, and enrichment activities remains high, supported by subsidy funding.
- Family Liaison Officer support has been essential for family stability — particularly with food vouchers, uniform assistance, and early help signposting.
- Pastoral logs show improved engagement and attendance for previously anxious or disengaged pupils, especially in KS1 and Y3.
- As a result, PP pupils demonstrate improved classroom focus and participation, reflected in teacher assessments and pupil voice feedback.

Gaps between those pupils eligible for PP and those not eligible for PP to be diminished (including those pupils who achieve the higher standard). Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage.

Year	Reading		Writing		Maths	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
R	100%	82%	100%	82%	100%	82%
1	80%	91%	50%	70%	80%	84%
2	28%	78%	29%	71%	29%	75%
3	58%	77%	58%	64%	58%	77%
4	75%	84%	67%	74%	75%	82%
5	60%	72%	31%	58%	47%	58%
6	54%	76%	73%	87%	73%	76%

- There are clear signs of improvement across several year groups where the gap between disadvantaged and non-disadvantaged pupils is narrowing, particularly in Reception, Year 1 and Year 4. Reading continues to be the strongest area for disadvantaged pupils, reflecting the impact of targeted guided reading, phonics support and diagnostic intervention.
- Writing remains the most variable subject across the school, with wider gaps evident in Years 2, 3 and 5. This will remain a key focus moving forward. PP pupils continue to be a priority in all phases, with strategies in place including pupil conferencing for writing, pre-teaching in core subjects, precision feedback, and targeted adult-led intervention to close learning gaps.
- In upper KS2, there are encouraging signs that these strategies are beginning to take effect, particularly in Year 6, where writing outcomes for disadvantaged pupils have improved and the gap is narrowing. Continued focus on consistency and depth of intervention will be essential to sustain these gains and secure parity of progress across all core subjects.

Targeted academic support improves communication and language skills (including Speech and Language Support)

- Early support was disrupted by staff turnover (SILSA-trained TA leaving in December), which affected delivery continuity. However, provision has since stabilised:
- The Speech and Language team is now working directly with SENCo.

- Observations and teacher feedback show early improvements in expressive vocabulary and classroom talk, especially in EYFS and KS1.
- Next steps are to embed these interventions across all year groups and ensure oracy, sentence construction, and vocabulary development underpin Writing progress for disadvantaged pupils.

Increased attendance rates for pupils eligible for pupil premium

- Attendance of PP pupils has improved and is now broadly in line with all pupils at 94%, meeting the previous year's target.
- Weekly attendance reviews between the Headteacher, FLO, and attendance officer ensure close monitoring.
- Persistent absence has decreased: last year, four PP children were below 80%; this year, three of those have improved to at least 90%, and the fourth continues to receive intensive family support.
- Regular contact and early intervention from the Family Liaison Officer have contributed to these gains.
- The focus moving forward is to maintain attendance above 94% and target punctuality through family mentoring and incentives.

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)

*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***

The impact of that spending on service pupil premium eligible pupils