



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Benedict's Catholic Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	17.7 % 37 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Body
Pupil premium lead	Mike Phillips
Governor / Trustee lead	Adam Dawes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,055
Recovery premium funding allocation this academic year	£1704
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,344

Part A: Pupil premium strategy plan

Statement of intent

At St Benedict's Catholic Primary School, every child is treated equally and nobody is disadvantaged by their background. We know that, following COVID-19, many of our pupils and families have struggled academically and socially, despite the support that school provided. Using Catch-Up funds to directly help these pupils will be vital in moving forward. We continue to closely monitor pupil progress by identifying learning gaps and meeting specific needs.

We aim to close the gap between disadvantaged and non-disadvantaged both academically and socially.

We aim to develop the whole child and to support their families in creating secure support networks.

Our Pupil Premium strategy is based on our knowledge of our pupils and the local area; using high quality resources and research with an evidence based three-tiered approach – high-quality teaching, targeted support and wider strategies; implemented in line with the School development Plan and regularly monitored and reviewed.

The principles which underpin our plan are:

- *That all strategic plans are aligned with this plan -Sports Premium, SEF,SEND,CPD.*
- *That all actions will be evidence based, monitored and evaluated*
- *That all members of staff and governors will be aware of the plan and their roles in its implementation*

Challenges

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

Challenge number	Detail of challenge
1	Lower initial starting points and difficulties with language, phonics and mathematical development identified by screening processes, Reception baseline, initial Nursery assessments
2	Specific learning difficulty with reading, writing, number work or understanding information identified by teacher administered standardised assessments
3	Emotional and social difficulties such as making friends or relating to adults or behaving properly in school - identified by teachers, the pastoral team and discussion with parents
4	Communication problems, difficulty in expressing themselves or understanding what others are saying – including non-verbal – identified by early screening processes
5	Gaps in learning due to poor attendance or persistent lateness - identified by teacher administered standardised assessments and attendance analysis.
6	Emotional effects of problems and difficulties arising at home; Some examples of limited home support with reading, spelling or homework; lack of trips or experiences to broaden and develop language and vocabulary evidenced by professional judgements and pupil voice

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
<p>Improvement in home learning support and development of experiential learning to further grow cultural capital</p> <p>To be measured by pupil and parental questionnaire and uptake of school support for home learning.</p>	<p>Increased parental participation in school events. Improved reading skills and development of experiential learning.</p>
<p>Increase attendance and reduce punctuality issues of pupils – measured half termly, appropriate actions taken; reported to Governors termly.</p> <p>Measured by monthly attendance analysis.</p>	<p>Attendance to be 96%+ with persistent absenteeism to be less than 10 pupils. Punctuality issues to be reduced to on average less than 10 a day.</p>
<p>Sustain good emotional and behavioural support for all children through work of pastoral team</p> <p>Measured by attendance analysis and by professional judgements and pupil voice and links with Alder Hay MHST</p>	<p>Improvements in attendance and engagement. Reduction in behavioural issues and references to external support services</p>

<p>Year-on-year reducing the gap between Disadvantaged and non-disadvantaged in all classes, measured through thorough assessment three times/year; Reduction of communication problems through thorough Phonics teaching programme.</p> <p>Measured by termly NFER analysis and read, write, ink assessment</p> <p>Improvements in speech and language from baselines on entry</p> <p>Measured by Liverpool speech and language Therapy ltd</p>	<p>In line with National Expectations for RWM at the end of KS2 and evidence of year on year improvements</p> <p>Improvements in speech and language skills to be in line with national expectations</p>
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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: Salaries [PP])

Budgeted cost: £ 17935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve reading for all pupils in EYFS/KS1 through read, write, ink phonics training and resource, new guided reading resources and training from consultant.</p>	<p>Advice received from English Hub (Blackpool) regarding phonics. "Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read." (EEF)</p>	<p>1,2,4,5,6</p>
<p>Develop effective reading comprehension skills and strategies for all pupils through support from specialist consultant and the purchase of new resources</p>	<p>Research from EEF evidences that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these</p>	<p>1,2,4,5,6</p>

	reasons may not acquire the necessary skills for reading and understanding challenging texts.	
Development of rich, creative curriculum with enriching opportunities, based in best practice and cognitive science, raising aspirations and life skills.	<p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation relates to a broad range of subjects including traditional fine arts, theatre, dance, poetry, and creative writing. It also includes teaching strategies which explicitly include arts elements, such as drama-based pedagogy.</p> <p>Some components of arts education approaches might include:</p> <ul style="list-style-type: none"> • Explicit teaching of creative skills and techniques. • Opportunities for pupils to practice, reflect on their strengths and identify areas for improvement. • Access to materials, equipment, extra-curricular activities and cultural experiences.” (EEF) 	1,3,5, 6
All pupils make significant progress in English and maths through additional classroom support and regular staff training	<p>“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.” (EEF)</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium</p>	1,2,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions: Catch-Up Premium)

Budgeted cost: £20,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 program of phonics intervention every afternoon for children in year1 and 2	<p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p> <p>Learning to read is one of the most formative phases of a child's school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital.</p>	1,2,3,4,5,6
1:1 reading, writing and maths catch up support in all classes from year 1-3	<p>https://educationendowmentfoundation.org.uk</p> <p>Focus on filling gaps in pupils' knowledge and skills identified by NFER assessments</p>	1,2,4,5
1:1 speech and language intervention from specialist therapist for 1 day per week working with children in	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/933836/COVID-19_series_briefing_on_early_years_October_2020.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>identified as a growing issue for pupils on entry</p>	1,2,4,5,6

foundation and key stage 1 Additional staff training	https://educationendowmentfoundation.org.uk/using-pupil-premium	
Reading intervention using the read, write, ink program	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Importance of ensuring age appropriate reading standards to fully access the curriculum	1,2,4,5,6
Additional support to identify additional barriers for disadvantaged pupils (e.g. dyslexia screening)	Schools should aim to understand individual pupils' learning needs using the graduated approach of the 'assess,,plan,do, review approach' EEF	2,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing: Resources [PP])

Budgeted cost: £ 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance across the school will be 96%+ All pupils to be in school on time, prepared and ready to learn Appointment of EWO to make first day visits and target persistent absentees Introduction of new rewards system to encourage regular attendance	Regular school attendance is an important part of giving children the best possible start in life. The aim should be 100% of the time. Students who miss school frequently can fall behind with their work academically but this can also affect their social development and friendships.	1,2,3,4,5,6

<p>Consistent exemplary behaviour across the school</p> <p>New Behaviour Policy based on ' respect, kindness and working hard'.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p>	<p>3,4,6</p>
<p>Support for Parents through Early Help and development of parents positively in school life.</p> <p>All parents are involved and receive feedback from teachers – ensuring inclusivity</p>	<p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions.” (EEF)</p>	<p>3,4,6</p>
<p>for those who would be unable to access otherwise</p>		
<p>Improving self-esteem of all pupils, led by Pastoral Support role.</p>	<p>“Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.” (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	<p>3,4,6</p>

<p>Ensure all PP children can access our sport and healthy living activities to the same extent as non-PP</p> <p>Reference to Sports Premium Plan</p>	<p>EEF Physical activity toolkit: Physical activity has important benefits in terms of health, wellbeing and physical development. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance and retention. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them</p>	<p>3,6</p>
<p>Ensure pupils have a wide range of educational and enriching experiences as non-PP to enhance their cultural capital</p>	<p>The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. 2,4 11 Reviewed October 2021 Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others. Since the introduction of the 2014 National Curriculum which defined cultural capital as 'the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said', usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice</p>	<p>6</p>
	<p>issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, well-rounded and informed citizens.</p>	

Total budgeted cost: £ 56055

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 20235academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2024 outcomes showed an excellent level of attainment in relation local and national outcomes. There is evidence that the use of teacher administered standardised assessments in order to identify learning gaps and provide appropriate targeted support has been successful and this approach will be maintained throughout the current school year.

In 2024 -confirmed data shows that 73% of eligible pupils achieved the expected standard in English and Maths and also achieved in line with non-PP children with average score of 107 in reading and 106 in Maths

2025 provisional data shows further improvements on 2024 with 82% of Pupils achieving expected standards in reading and 89% in Maths with above average numbers achieving at greater depth.

Similar good scores are seen in Y1 phonics and Y4 times tables..

We continue to build support links in relation to SEMH and to further improve attendance

Y1 phonics 90 %

Y2 Phonics 90 %

Y6 Reading 93 % expected 33% GD

Y6 Maths 83 % expected 20% GD

Y6 Grammar 80 % expected 27% GD

Y6 Writing 73 % expected 10% GD

There has been a strong focus on ensuring that targeted support, based on evidence, remains at the centre of our planning to ensure that the most vulnerable pupils make a good level of progress. The use of termly standardised assessments continues to play a key role in ensuring no pupil falls through the net.

All pupils, including those eligible for Pupil Premium made good progress

Key stage 1 phonics intervention

Every afternoon we continue to deploy 2 TAs delivering phonics to children not on track to pass the test. The children get help on the exact sounds they don't know eg tailored exactly to their needs using regular assessment as the guide.

This has had a positive impact and pupils have made good progress. Detailed evidence is available for each pupil.

Pastoral support

We have a full time pastoral mentor providing behavioural and emotional support to children in all year groups. She also provides support to any families in need

This was a key activity in terms of providing practical support for our most vulnerable following their return to school post lockdown. A strong focus has been sustained on pupil wellbeing, re-establishing routines and providing targeted support throughout the year. The impact is borne out by positive behaviour evidence with no exclusions

throughout the school year and also the progress measured for the most vulnerable pupils with SEND.

We have further invested in an in house attendance officer and additional EWO hours with a focus on further improving attendance – this was 93.4% last year

In class TA support

Funding has contributed to the salaries of TAs that work either 1:1 or with groups to drive up progress and ensure a consistent level of support is maintained.

This support has proved to be invaluable in helping vulnerable pupils to overcome gaps in knowledge, skills and learning routines.

Evidence of individual pupil progress is available

Music tuition

Children in foundation and key stage 1 receive specialist singing tuition. Year 3 receive specialist teaching of the recorder. Year 4 and 5 receive woodwind whole class teaching

This was sustained as far as possible to maintain a strong focus on cultural capital and has been very well received by pupils who enjoy these additional opportunities.

Enrichment opportunities

We have continued to develop a wide range of cultural opportunities which has been supported by a focus on specifically teaching approaches to creative thinking. Pupils have responded very positively to the increased range of cultural and sporting opportunities and this is borne out by their responses to questionnaire and information in school newsletters.

We shall continue to ensure that enrichment activities remain central to our planning.

CPD for teachers

We subscribed to the National College professional development platform where teachers can access lots of CPD in the subject they lead as well as in pedagogy eg metacognition. A carefully planned program is devised for each teacher.

The provision of targeted CPD built on the evidence based approaches from EEF and the Teacher Toolkit have been appreciated by staff and we continue to focus in metacognition, self-regulation and building positive learning behaviours.

Building. Links with parents

We have provided a range of opportunities for parents with a specific focus on building on the links formed via home learning during the Covid period and this remains an important part of our targeted support for the current school year

Ofsted commented on the quality of our curriculum and on the behaviour of the children

We continue to strive to reduce the gaps between eligible pupil premium children and their peers with a particular focus on the most vulnerable.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Phonics	Ruth Miskin Ltd