

Pupil premium strategy statement – St Pancras 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
School name	St Pancras Catholic Primary School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 to 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Berry Executive Headteacher
Pupil premium lead	Ross McGill Head of School
Governor / Trustee lead	David Verney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,170
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>	£57,170

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher-attainers, or prior high-attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, being a young carer or adverse childhood experiences. The activity we have outlined in this statement is also intended to support all pupils' needs, regardless of whether they are disadvantaged or not.

Excellent first-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<i>Outcomes in writing</i>

	Outcomes across the school within writing are not line with other subjects and this is particularly evident in disadvantaged pupils, who are performing below their non-disadvantaged peers.
2	<i>Attendance</i> Attendance percentages for disadvantaged pupils is below the national average, as is general attendance across the school.
3	<i>GLD outcomes</i> GLD outcomes for disadvantaged and non-disadvantaged pupils were lower than National figures last year.
4	<i>Greater Depth outcomes at KS2</i> Evidence from KS2 data shows that GDS attainment at KS2 of disadvantaged pupils are significantly below that of non-disadvantaged pupils, which is also below the national average.
5	<i>Wellbeing and Mental Health</i> Observations, concerns logs and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have increased in the last year, with several children requiring in-school emotional support.
6	<i>Enrichment Opportunities</i> Pupil surveys, parent feedback and discussions with pupils have identified a lack of enrichment opportunities throughout the school year.

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
Improved outcomes in writing.	KS2 writing outcomes in 2025/26 show that writing outcomes for disadvantaged pupils are in line with or better than the national average.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged pupils and their non-disadvantaged peers. the percentage of all pupils who are persistently absent being below 5%.
Improved GLD outcomes	GLD outcomes in 2025/2026 in line with or above national expectations for disadvantaged and non-disadvantaged pupils.

Improved Greater Depth outcomes at end of KS2	KS2 Greater Depth outcomes in 2025/2026 improved from data in 2024/2025 for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys, parental voice and teacher observations. <ul style="list-style-type: none"> • Decrease in safeguarding concerns attributed to SEMH • Decrease in online concerns linked to SEMH • Targeted support for LAC, Service children and vulnerable groups
To provide a coherently planned programme of enrichment activities.	100% participation in enrichment activities and opportunities from disadvantaged pupils. A variety of quality enrichment activities, many of which enhance curriculum provision. Range of opportunities presented to disadvantaged children throughout the year.

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: £ 11,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subscription to PiXL diagnostic tools and assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly</i></p> <p><i>£2700</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3,4

<p><i>Subscription to Little Wandle Phonics and CLUSP evidence based, Literacy curriculum.</i></p> <p><i>Reading, writing and spelling programmes of study with strong focus on vocabulary acquisition</i></p> <p>£4200</p> <p><i>Ongoing use of Language Link and Speech Link, including TA training and release time.</i></p> <p>£2000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Talk for writing. Recent research (Myhill, Jones and Wilson, 2016; Love and Sandiford, 2016) highlights how the inclusion of dialogic conversations about writing facilitates students' understandings. Extended conversations about students' writing help to develop an understanding of the language choices including vocabulary, grammatical structures, text choices and presentation, and the effect that these choices have within a text.</p>	<p>1,2,3,4</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and to access Angles Maths Hub resources and CPD (including Teaching for Mastery training).</i></p> <p><i>Subscription to White Rose Maths - £150</i></p> <p><i>Implementation of mastering number across the school and release of teachers to attend relevant training - £800</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3,4</p>
<p><i>Embedding of excellent pedagogy across the curriculum.</i></p> <p><i>Purple Mash license to support homework and Computing curriculum - £1020</i></p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom</p>	<p>1, 2, 3, 4</p>

	https://d2tic4wvo1iusb.cloud-front.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217	
<p><i>Subscription to Boxall to support Mental Health and Wellbeing across the school.</i></p> <p><i>CPD on trauma informed school approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p> <p>£325</p>	<p>It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills.</p>	2,3,5

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

Budgeted cost: £ 28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs to deliver Pixl and Little Wandle small group interventions for maths, phonics, reading and writing across KS2.</p> <p>£20,500</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition is most effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used as the best way to target support.</p>	1,3,4
<p>PiXL Booster Groups</p> <p>£8000</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	1,3,4

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

Budgeted cost: £17,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and resource a coherently planned programme of enrichment activities. Kapow Art&DT £577 Charanga Music £195 Sports Clubs £4000</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity has a positive impact on academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>2,5,6</p>
<p>Enrichment activity days or events</p> <p>Science dome £700 Ignite workshop £500 Crucial Crew £100 Author visit £500 West-End theatre workshop £590</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity has a positive impact on academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>5,6</p>
<p>Lego therapy and Drawing and Talking 1:1 and small group support - £4000</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL</p>	<p>5</p>

	learning, and targeted support for pupils with particular social and emotional needs.	
4YP Counselling £2000	Social and emotional learning EEF (educationendowmentfoundation.org.uk) While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.	5
Equity of access and opportunities <i>CoolMilk subscription</i> <i>£546</i> <i>Phonics books - £200</i> <i>Class trips - £500</i> <i>Educational</i> <i>Psychologist visits -</i> <i>£1800</i>	Funding to provide equity of access to curricular and extra curricular essentials for disadvantaged pupils.	2,3,5,6
Contingency fund for acute issues. £2000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 57,403

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024/2025, there were 37 disadvantaged pupils in the school, which was significantly above National data. 37.8% of disadvantaged pupils were on the SEND register, which again is significantly above National data (18.3%).

In Year 6, there were 7 disadvantaged pupils. 86% of these achieved the national standard for reading, which was above national, with 29% achieving GDS.

In Year 2, there were 4 disadvantaged pupils. Of these, 50% joined the school that year. However, 50% made expected progress in all subjects, with 25% making accelerated progress in reading and writing.

In Year 1, there were 5 disadvantaged pupils. 80% of these passed the phonics screening, which is in line with National data for all children.

In EYFS, there were 4 disadvantaged pupils. 50% of these made GLD, which was below national figures of 69%.

In Year 3,4 and 5, 100% of disadvantaged pupils made better than or expected progress in Reading and Mathematics.

Attendance of pupils in receipt of pupil premium funding was 93.2%, which was in line with the previous year. This was above the national figure of 91.1%.

11 pupils received ELSA or Drawing and Talking therapy from a trained member of staff, with 4 children receiving external 4YP counselling. Targets were met and feedback from all stakeholders was positive, enabling the children to make more progress in the classroom.

Cultural capital has been enhanced by access to extra curricular clubs from Premier Education, as well as teaching staff within the school.

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
White Rose Maths	White Rose Education
Little Wandle Phonics	Letters and Sounds

CUSP	Unity Schools Partnership
PiXL	PiXL
Language Link	Speech Link Multimedia
Speech Link	Speech Link Multimedia
Boxall	Boxall Profile
Provision Map	Learning Plan and Provision Map Writer
Purple Mash	2Simple
Kapow	Kapow Primary

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>
Used to source 4YP support for specific individuals.
The impact of that spending on service pupil premium eligible pupils
Access to additional interventions and support services.

Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended Outcome	Success Criteria
Improved outcomes in phonics	In 2024/2025 there were 5 disadvantaged pupils in Year 1. KS1 phonics outcomes in 2024/2025 show that 80% of disadvantaged pupils met the expected standard, which is in line with national figures for all pupils.
Improved acquisition and application of ambitious vocabulary	In 2024/25 there were 7 disadvantaged pupils in Year 6. 86% of these pupils met KS2 standards

	for Reading, with 29% achieving GDS. EXS figures were above national data for all pupils.
Improved outcomes in writing	Writing outcomes in KS2 were in line with national expectations for EXS+ but slightly below for GDS. This has been identified as the top priority next year and for the School Improvement Plan.
Improved outcomes in Maths	In 2024/25 there were 7 disadvantaged pupils in Year 6. 71% of these pupils met KS2 standards for Maths, with 29% achieving GDS. EXS figures were broadly in line with national data (74%) for all pupils, while GDS figures of 29% were above (24%). Progress of children in Y3-5 was either good or better than expected.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for pupil premium children (93.2%) was higher than the national equivalent (91.1%). Overall persistent absence was slightly higher than the national average, but a significant proportion of this can be attributed to children who have particular access arrangements.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantage pupils	Drawing and Talking, Lego Therapy and ELSA trained practitioners now work in every year group in the school and run bespoke interventions daily for children across the school. Funding for LAC was used to support wellbeing of these pupils and has helped support progress and mental health.

<p>To provide a coherently planned programme of enrichment activities.</p>	<p>School clubs and enrichment opportunities were provided for every year group. Funding was given for extra curricular clubs with Premier Education and Ipswich Town Foundation, as well as the enrolment in the 'Fans of the Future' programme for Year 3 with ITFC.</p> <p>70% of disadvantaged children attended a club run by the school and 30% attended more than one club.</p>
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Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising our Sport Premium budget to continue to enhance our extra-curricular offer
- Updated staff training on Trauma informed practice

Planning, implementation and evaluation

In planning our new pupil premium strategy we triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with pupils, teachers and parents in order to identify the challenges faces by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate and adjust our plan over time to secure better outcomes for pupils.