

Pupil premium strategy statement – 2025.26

Alston Lane 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 | 235 |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025.26 - 2028.29 |
| Date this statement was published | 8.12.25 |
| Date on which it will be reviewed | 31.09.25 |
| Statement authorised by | Mr M FitzGibbon - HT |
| Pupil premium lead | Mr M FitzGibbon - HT |
| Governor / Trustee lead | Mrs K Kaye |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £46,043 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £46,043 |

Part A: Pupil premium strategy plan

Statement of intent

At Alston Lane Catholic Primary School, we believe that teaching and learning is at the heart of raising pupil attainment and supporting children emotionally to achieve their potential. As a result, a large part of the funding we receive supports higher levels of teaching assistant support in our classes. This support, in all classes each morning, and for at least two afternoons per class in the afternoon (higher in KS1), means that small group support, 1:1 teaching and other interventions to close gaps in learning, can take place. An evidence based and specialist teacher informed approach also informs these strategies.

Teaching assistants are also an essential asset each morning as children enter school. They are available for children to talk to, share worries with and generally act as a buffer between home and school. This enables children to start each school day, in the right frame of mind to do their best and reach their potential. Much of this support also supports the regulation of neurodiversity in pupils before they enter the classroom.

Pupil Premium funding, primarily supports disadvantaged children to reach their potential, but also benefits all other children in school through effective, high quality teaching and learning.

Cultural capital opportunities (that build subject knowledge and life experiences) are also greatly subsidised for disadvantaged pupils, thus enabling all pupils to have the same input towards learning, through visits and trips throughout the year.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Communication and language development skills are lower, on entry to school for all pupils, but can be significantly lower for disadvantaged pupils. This is seen through baseline assessment and ensuing assessments throughout school. |
| 2 | Social and emotional development within disadvantaged pupils is lower when compared to non-disadvantaged pupils in the same cohort. This is seen in the number of concerns reported by staff and resulting intervention required. |
| 3 | Reading and writing attainment, evidenced through end of term standardised tests and teacher assessment, demonstrates that disadvantaged children perform less well than their non-disadvantaged peers. |

| | |
|---|---|
| 4 | Disadvantaged children are less able to rapidly recall mathematical patterns and basic number skills, compared to their peers. |
| 5 | Attendance data for disadvantaged children shows a greater percentage at risk of persistent absenteeism. Lower rates of attendance place attainment and progress at greater risk. |

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 |
|---|--|
| Early language, communication and oracy skills are improved for disadvantaged children across school. | Assessments show rapid progress for the youngest children in school and for others targeted for improvement. Engagement in lessons and confidence in spoken language and listening skills are observed across the curriculum. |
| Improved resilience and emotional development of all children and particularly for disadvantaged children. | Year 6 pupil health questionnaires demonstrate positive outcomes. Attitude questionnaires demonstrate pupils' ability to show resilience in their learning and relationships, which has a positive effect on attainment and happiness in school. Feedback from staff affirm that pupils' social and emotional stability enables them to concentrate well in lessons, showing good learning behaviours. A reduction in negative behaviours at playtimes and low level disruption in the classroom. |
| To raise attainment in reading and writing outcomes for disadvantaged children. | Pupil level data, at the end of each term, is raised showing a greater percentage of disadvantaged pupils meeting age related expectations. |
| To improve mathematical skills and rapid recall of facts which affect mathematical fluency and the ability to reason. | Pupil level data, at the end of each term, is raised showing a greater percentage of disadvantaged pupils meeting age related expectations. Teacher observation and daily maths facts exercises, show faster and more accurate recall among all pupils. |

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: £ 18,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Use of specialist teacher provision (SEND and speech and language) to undertake diagnostic assessments for targeted pupils. | These assessments pinpoint specific areas of need and enable staff to create learning plans for children, enhancing provision for them. Diagnostic assessment EEF | 1, 2, 3 |
| Annual phonics training (conversant with our chosen scheme) and phonics tracking software. | High quality phonics teaching and assessment has a high level of impact on pupils' ability to read and write Phonics EEF | 1, 3 |
| Engagement with maths hub partners and guidance to strengthen teaching, including purchase of concrete resources to enhance and support teaching for mastery strategies. | Engagement with local maths hubs and the use of mastery techniques has proven to be highly effective in raising attainment in maths across early years and the primary phase. Mathematics Mastery Primary EEF The DFE also promote the use of NCETM strategies. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) | 4 |
| SEND training for teachers and support staff to provide strategies for all children including disadvantaged working below key stage expectations. | Ensuring that those with the greatest need receive the highest quality teaching is of vital importance. These strategies help to close gaps rapidly and are suitable, at adapted levels, for all children in the school, especially disadvantaged. Special Educational Needs in Mainstream Schools EEF | 1, 2, 3, 4, 5 |

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through published phonics interventions, linked to the school scheme. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Phonics Teaching and Learning Toolkit EEF | 1, 3 |
| Wellcomm assessment for EYFS and KS1, including training for staff managing the assessments and interventions. | Delayed language skills lead to under-performance later in life. WellComm helps us to identify pre-school and primary school children who are experiencing barriers to speech and language development so that we can support them early in their education journey. WellComm - GL Assessment | 1, 3 |
| Increased number of hours for support staff, in each class, to deliver individual and small group interventions – underpinned by training to deliver them. | The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Training and specialism in interventions is a key way in which we deploy TAs in school. Interventions in school are delivered by well-trained teaching assistants, throughout the school day. Teaching Assistant Interventions EEF | |

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

Budgeted cost: £7,543

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|--|---------------|
| Funding of extra-curricular activities and school trips (cultural capital) for disadvantaged pupils. | Disadvantaged pupils do not always have the same opportunities as other children. The school has always paid for trips and visits from its pupil premium grant to ensure no child goes without these culturally enriching activities. Music lessons are also funded where these are sought through school opportunities. | 1, 2, 3 |
| Contingency fund for acute issues. | Occasionally, disadvantaged families seek school support for things that occur within their lives. This may include items of uniform, transport costs to get to school, or other emergencies that affect their children. | 1, 2, 3, 4, 5 |

Total budgeted cost: £46,043

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024.25, the number of disadvantaged children was 30 (Nursery to Year 6).

EYFS – 7 pupils (14%) of disadvantaged pupils met a good level of development.

Year 1 – 3 children (0%) of disadvantaged pupils met the expected phonics standard.

Year 2 – 5 child (20%) of disadvantaged pupils met the expected phonics standard.

Year 6 – There were 3 children classed as disadvantaged (26 non-disadvantaged).

| | Reading | | Writing | | Maths | | GPS | |
|---------|---------|-----------------|---------|-----------------|-------|-----------------|-------|-----------------|
| | EXP + | Higher Standard | EXP + | Higher Standard | EXP + | Higher Standard | EXP + | Higher Standard |
| Dis | 67% | 0% | 66% | 0% | 66% | 0% | 67% | 0% |
| Non-Dis | 81% | 31% | 73% | 8% | 77% | 19% | 73% | 35% |
| Gap | 14% | 31% | 7% | 8% | 11% | 19% | 7% | 35% |

The reading gap, at EXP, diminished significantly from 2024.

The writing gap, at EXP, diminished significantly from 2024.

The maths gap, at EXP, diminished significantly from 2024.

In July 2025, 67% of disadvantaged children met the expected standard in reading, writing and maths (17% in 2024), compared to 46% nationally.

65% of non-disadvantaged children in the cohort met the combined standard.