The Cathedral Catholic Pupil premium strategy statement 2025-2028

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Cathedral Catholic Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	27 %
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Nicola Holt
Pupil premium lead	Nicola Holt
Governor / Trustee lead	Finance committee

Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£97 580
Recovery premium funding allocation this academic year	£ 0
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	£97 580

Part A: Pupil premium strategy plan

Statement of intent

All members of staff, governors and teaching assistants accept responsibility for "socially disadvantaged " pupils and are committed to meeting their pastoral social and academic needs within the school environment. At The Cathedral Catholic Primary School we are committed to closing the gap between vulnerable pupils and the pupil premium forms a vital part of that process.

Mission Statement
"Unlocking potential together in faith and love."

"Go, therefore, make disciples of all nations.
And look, I am with you always; yes, to the end of time." (Matthew 28:19-20)

OUR MISSION:

At The Cathedral Catholic Primary School, we celebrate that each person is unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child's potential to become the person they are created to be. Inspired by St Peter's example, we are working together to build a community built on love, faith, forgiveness and service.

OUR AIMS:

We are a school where:

- The teachings of Christ and the Church are embedded in every aspect of school life, so that the love of God is proclaimed in all words and actions.

- Prayer and celebration of Sacraments unite us in praising God, deepen our faith and help us to grow to become more like Christ.

- Children are educated with the highest standards of learning and behaviour so every child can unlock their full potential.

- Learning is creative, inspiring, challenging and fun so that a lifelong love for learning is fostered.

- Children are inspired and supported to develop interests and skills both in and outside school.

- Everyone is safe, supported, valued and happy.

- Positive relationships are modelled by all adults. Children are taught how to build positive relationships and how to manage differences peacefully.

- We work collaboratively with families, parish, outside agencies and the wider community to share God's love with all.

- We share appreciation of the wonders of God's creation and we work together to look after the world we live in.

Closing the attainment gap between disadvantaged children and their peers is our greatest challenge at The Cathedral Catholic Primary School. The gap is entrenched and complex, and most lie beyond our school. However, it is clear that we can make a difference based on evidence. Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

Our evidenced-informed approach to Pupil Premium spending has helped us to:
• Compare how similar challenges have been tackled in other schools
• Understand the strength of evidence behind alternative approaches
• Consider the likely cost-effectiveness of a range of approaches

We use the EEF's tiered approach which focuses on high quality teaching, targeted academic support and wider strategies.

1. High quality teaching

Spending on developing high quality teaching includes investment in in professional development, training and support for teachers new to the profession. Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient to of a successful school and should rightly be a top priority for pupil premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, which may also negatively impact upon academic attainment, including:

• attendance and levels of persistent absence
• behaviour incidences and exclusions
• social and emotional support, including mental health, and safeguarding concerns

Many approaches within the tiered approach will overlap categories, and the balance between categories will vary from year to year as our priorities change. Before writing this plan, we also reviewed the EEF's:

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation
https://educationendowmentfoundation.org.uk/using-pupil-premium
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication & understanding, reading and writing Writing across all year groups for PP children is lower than other groups due to a variety of reasons GLD in Reception for PP pupils was lower than non PP pupils
2	Disadvantaged pupils have multiple barriers to learning including SEND (8 pupils), behaviour, support from external agencies (10 pupils) and historical attendance (17 persistent absentees)
3	Levels of parental engagement, support with learning at home and access to clubs and visits are lower for disadvantaged pupils.
4	Social and emotional support and wellbeing Increasing numbers of disadvantaged children experiencing difficulties with personal, social and emotional development which impacts on their attendance (EBSA), relationships with peers, and/or engagement in learning.

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. Improve writing results for disadvantaged pupils	• KS2 and KS1 writing results for PP pupils show the gap is closing compared to 2025 data and GLD for PP improves this year
2. Needs are met within level 1 and 2 of the continuum of need.	• SEND needs of pupils are identified early with specialist advice sought and acted on by all staff. • Attendance in line with national and improved attendance and punctuality for all pupils. • Early help and support from external agencies ensure that family needs are met and do not escalate to Child Protection.
3. Improve parental engagement for PP children	• Parents are provided with practical strategies through resources, workshops and online support to assist with learning activities at home. • Parents feel more confident to support reading and phonics at home.

	• Tailored school communications to encourage positive dialogue about learning through Arbor, workshops, new school facebook page and learning afternoons. • Disadvantaged children accessing at least one after school club and all residentials and visits.
4. Ensure effective support for personal, social and emotional developing using targeted approaches as well as by providing additional adult support as needed as key times of the school day.	• Children are observed in lessons to show good learning habits and make good progress in lessons; they are engaged and motivated to tackle work and enjoy challenges and problem solving. • Strategies to support pupils who struggle are effective in helping them develop a range of social, emotional and wellbeing skills and strategies. • Early help is identified quickly, and a range of well managed strategies are in place to support pupils both academically and socially

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £18 000

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Increased TA support to provide tailored teaching and learning writing interventions and support learning behaviours such as resilience/regulation in Year 1.	£16 000	EEF links above – helping learning behaviour 8+months	1
Ongoing 'Quality First Teaching' for writing supported by evidence informed CPD for teachers and support staff using PIVATS to assess writing, Code writing for EYFS and EYFS writing conference	£2000		
Teach metacognition strategies explicitly in QFT	-		

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

Budgeted cost: £44 770

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Full-time Teaching Assistants in every class so that targeted feedback and support (learning, social / emotional or behaviour) can be provided on the same day by either the teacher or TA.	£17 000		1
TA2 to work with small groups on phonics in Year 2.	£610	EEF pupil above	1

Provision of a specific nurture groups across school.	£15400	Small group work +4 months	2
Specialist SEND advice to identify barriers to learning, establish targets and strategies to make effective progress	All SLA educational psychologist/specialist teacher advice £4,060		2
Extend breakfast club provision and make it free to children with poor attendance or punctuality, early help and / or disadvantaged.	£2000		4,2
Additional full day for SENDCo to support early identification of needs, referrals and support to staff.	£5 700		2

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

Budgeted cost: £ *34 810*

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Provision of learning mentors (extra day a week) and responsive pastoral support	£13,810	EEF links above Parental engagement + 4months Social emotional help + 3months	4,3
Play therapist employed for one day a week to work with the most vunerable disadvantaged children.	£8 400		
Provide bagels for breakfast for all children	£800		4
Pastoral team, office staff and head teacher to monitor attendance daily using a wide range of strategies in a timely manner.	£3 000		2,3
Enrichment activity and subsidy on school trips, inc Y6 residential, whole school theatre visit, uniforms for all children and half price visits for all PP children.	£8 000		4,2
Fund teacher release time to strengthen parental engagement through regular workshops, shared learning activities in school and tailored materials including videos to support learning at home.	£800		3

Part B review of 2025-2026

Outcomes for disadvantaged

Cathedral's Attendance

FSM attendance was 89% compared to 89.13% nationally (25-26 data)
FSM persistent absence was 47.5% compared to 33.84% nationally 25/26
This continues to be a target to ensure disadvantaged children come to school.

KS2 (Y6 SATs)

88.9% of disadvantaged pupils achieved Expected+ in Reading, Writing and Maths combined compared to 49% nationally (2026). Disadvantaged children performed better than non-disadvantaged children in school.
100% of disadvantaged pupils achieved Expected+ in Reading compared to 63% nationally (2026).
88.9% of disadvantaged pupils achieved Expected+ in Writing compared to 60% nationally (2026).
88.9% of disadvantaged pupils achieved Expected+ in Maths compared to 62% nationally (2026).
This shows all results are way above national average, showing value for money of pupil premium funds in 25/26.

Y4 MTC

The disadvantaged mean scoring full marks was 20.5% compared to 19.4 nationally (2025).
38.5% of disadvantaged pupils scored maximum marks compared to 24.9% in Lancashire.

Y1 Phonics Screening Check disadvantaged

0% of disadvantaged children met the expected standard compared to 68% nationally (2025). 4 children FSM in Year 1 – 2 children had huge significant barriers including exclusions.

EYFS Good Level of Development (GLD)

50% of disadvantaged children achieved a GLD compared to 51% nationally (2026)

Disadvantaged attendance continues to be a barrier which will be worked on 2026-2027(89.1% compared to 92.3%)