

Pupil Premium Strategy Statement

Regina Coeli 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	369
Proportion (%) of pupil premium eligible pupils	98 (25.3%)
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)	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tessa Christoforou - Head Teacher
Pupil premium lead	Michelle Spain - Deputy Head Teacher (Inclusion)
Governor / Trustee lead	Tom Tamplin - Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,470
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>	£148,470

Part A: Pupil premium strategy plan

Statement of intent

At Regina Coeli Catholic Primary School, we are committed to ensuring that all pupils, regardless of background or barriers to learning, achieve their potential. We aim to use pupil premium funding strategically to close attainment gaps, raise aspirations and ensure equity of opportunity for disadvantaged pupils.

Our strategy is designed to align with our School Priority Objectives:

- Improve pupils' communication, oracy and language skills to enable them to articulate ideas and engage with others.
- Strengthen writing outcomes through a progressive writing framework that supports knowledge and technical accuracy.
- Ensure assessment tools are used effectively to shape curriculum planning and teaching.
- Provide precise, tailored provision for disadvantaged and SEND pupils to maximise progress from individual starting points.

This approach is underpinned by high-quality teaching, targeted academic support, and wider strategies that foster resilience, confidence and engagement.

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary and oracy skills on entry, restricting pupils' ability to articulate ideas and access the curriculum.
2	Gaps in cumulative knowledge and weak stamina as writers, particularly among disadvantaged pupils.
3	Frequency of assessment for disadvantaged learners, leading to imprecise curriculum planning and missed opportunities for targeted support.
4	A proportion of disadvantaged pupils also with SEND, requiring tailored provision and adaptive teaching.
5	Attendance and engagement issues among some disadvantaged pupils, limiting their access to the full curriculum.

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
Pupils articulate ideas clearly, listen actively and engage confidently in dialogue.	Disadvantaged pupils demonstrate improved oracy in classroom discussions and assessments; monitoring shows increased participation and vocabulary range.
Pupils make strong progress in writing through a technically progressive framework.	Writing outcomes improve across year groups; disadvantaged pupils achieve in line with their peers and above national benchmarks; work scrutiny shows progression in technical accuracy and composition.
Teachers use assessment tools across the core and wider curriculum effectively to inform planning.	Assessment data is accurate and used to adapt teaching; disadvantaged pupils' progress is tracked with greater precision; internal moderation evidences reliability of judgements.

SEND and disadvantaged pupils make maximal progress from their starting points.	Tailored provision plans are evident; adaptations enable access to learning; progress data shows diminishing gaps for SEND/disadvantaged pupils.
Disadvantaged pupils' attendance and engagement improve.	Attendance for disadvantaged pupils is above 95%; reduction in persistent absence; pupil voice and behaviour logs show increased engagement.

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: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school expectation of 'achievement for all' including disadvantaged through focus on the 'spotlight pupils'	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others (EEF)	1, 2, 3, 4, 5
Implement whole-school oracy framework to improve speaking and listening skills.	https://voice21.org/wp-content/uploads/2023/01/Voice21-Student-Friendly-Oracy-Framework-Final.pdf	1
Early Years Team participate in the Croydon Early Oracy Project with Little Wandle	Children receive high quality interactions with the adults in the setting that promotes their own language development	1
Embed a progressive writing curriculum with staff CPD on technical	https://www.gov.uk/government/publications/the-writing-framework	2

progression and modelling.		
Provide CPD on effective use of assessment tools to support planning and responsive teaching.		3
Strengthen adaptive teaching strategies, particularly for SEND and disadvantaged pupils.	https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/	4
Provide strategic support staff training so staff have the skills to provide precision teaching and targeted interventions		2, 3,

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy small-group and 1:1 tutoring in writing and reading for disadvantaged pupils.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. (EEF)	2, 3, 4
Read, Write Inc. 1:1 tutoring for KS1 and Fast Track tutoring for KS2 supports pupils with gaps in their phonic knowledge to make accelerated progress.	https://www.ruthmiskin.com/phonics/about-read-write-inc-phonics/	1, 2, 3, 4

Provide speech and language interventions for identified pupils		1, 4
Tailored support for SEND/disadvantaged pupils, including pre-teaching, overlearning and scaffolded tasks facilitated by having Teaching Assistants (TAs) in all classes for core subject lessons.	Pre-teaching vocabulary provides crucial support, acting as scaffolding to enhance comprehension by reducing cognitive load, improving reading fluency, and increasing engagement by exposing students to new words before they encounter them in a lesson. This strategy helps learners, especially those with language difficulties, to understand complex texts, acquire subject-specific knowledge, and develop stronger reading and listening skills.	3, 4
Use assessment data to deliver precision teaching and short, targeted interventions. That support disadvantaged pupils plugging gaps and making accelerated progress (e.g. Lexia)		3
Whitgift School Master Class Sessions	The masterclasses have been designed to provide academic challenge and support those who are academically capable but don't have access to the same level of support that other pupils might receive.	5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities (clubs, trips, cultural capital experiences) prioritised for	This supports pupils who would otherwise be unable to engage with these experiences.	5

disadvantaged pupils.		
Targeted attendance support and monitoring for disadvantaged pupils at risk of persistent absence.		5
Pastoral support and mentoring to improve confidence, resilience and readiness to learn, through a trained Emotional Literacy Support Assistant	Pupils have the strategies to self-regulate and are therefore engaged and ready to learn.	4, 5
Zones of Regulation Resources	https://zonesofregulation.com/	5
Social Skills Clubs In KS1 and KS2	Encourages good communication skills between children and their peers.	1
Parental engagement strategies, including workshops and communication on supporting learning at home.		5
Breakfast and After School Club	Research, including a key evaluation by the Education Endowment Foundation (EEF) , found that children in schools with breakfast clubs made significant additional progress in reading, writing, and maths.	
Online safety focus and e-safety workshops	https://www.nspcc.org.uk/keeping-children-safe/online-safety/	

Total budgeted cost: £148,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome

- Disadvantaged pupils in the Early Years will develop good communication and language and literacy skills.

75% of PPG achieved GLD in Communication and Language compared to

79% of all pupils achieved GLD

2024 national data was 75.6%, so our PPG fall closely in line with national for all pupils.

- Pupils will have a secure knowledge of phonics as the foundation to them developing their reading skills.

75% of PPG passed the Year 1 phonics screening check, which was up 17.9% from the previous year.

91% of all pupils passed

2024 national data was 80%, so our PPG fall only slightly under national for all pupils.

- Pupils' are identified and targeted for effective interventions to ensure they make accelerated progress to achieve the expected standard or greater.

Targeted interventions across the school support the excellent outcomes pupils have by the time they reach the end of year 6:

96.4% EXS Reading compared to 75% National

83.6% EXS Writing compared to 72% National

96.4% EXS Maths compared to 74% National

- Pupils will be proficient in using the grammatical structures for their own and prior year groups.

The average scaled score in the year 6 cohort's grammar punctuation and spelling test was in the greater depth band of 112 indicating our children are proficient by the end of their journey with us.

- Pupils will be efficient in their writing composition to write cohesively across a range of genres.

The carefully selected core text stimulus, the technically progressive writing framework, quality first teaching and targeted writing interventions supports all pupils (including those who are disadvantaged) develop as writers with outcomes well above national