



Pupil premium strategy statement



St Bridget’s Catholic Primary School

This statement details our school’s use of pupil premium funding (and recovery 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	157 (200 including Nursery)
Proportion (%) of pupil premium eligible pupils	29%
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	December 2026
Statement authorised by	Suzanne Smith
Pupil premium lead	Suzanne Smith
Governor / Trustee lead	Paul Farran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,205
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	£77,205

Part A: Pupil premium strategy plan

Statement of intent

At St Bridget's, our core belief is that all pupils, irrespective of background, identity or challenge, should achieve excellent outcomes. We aim to break down barriers to learning and ensure every pupil is supported to make strong progress, access a broad and ambitious curriculum, and achieve high attainment in all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including those who are already high attainers. We recognise that disadvantage does not present uniformly and that targeted approaches must respond to the specific needs of individuals and groups.

We also acknowledge that some pupils may face significant challenges that affect their learning and wellbeing irrespective of their pupil premium eligibility, such as those with a social worker, young carers, or pupils with identified vulnerabilities. The activities in this strategy are selected to address these needs where they act as barriers to accessing learning.

Our strategy is rooted in the DfE's guidance and evidence from the Education Endowment Foundation (EEF). We adopt a *tiered approach* to Pupil Premium spending, focussing on three key areas:

1. High-Quality Teaching
2. Targeted Academic Support
3. Wider Support to Remove Barriers to Learning

High-Quality Teaching

At the centre of our strategy is excellent teaching, which research shows has the greatest impact on disadvantaged pupils' attainment. We invest in:

- Expert professional development for all staff,
- Evidence-informed curriculum planning,
- Adaptive teaching responsive to formative assessment,
- Strong pedagogical approaches in literacy, numeracy and vocabulary development,
- Effective feedback and metacognitive strategies to accelerate progress.

High-quality teaching benefits all pupils and is the foundation on which other interventions build.

Targeted Academic Support

Where gaps in learning are identified, we provide timely, evidence-based support by:

- Using robust diagnostic assessment to identify pupil needs,
- Providing small-group and one-to-one tutoring for pupils whose learning has been most affected,
- Deploying targeted catch-up programmes and subject-specific interventions,
- Monitoring effectiveness through ongoing assessment and adapting where necessary.

We prioritise interventions that are proven to raise attainment and narrow gaps for disadvantaged pupils without reducing access to the full curriculum.

Wider Strategies

We recognise that pupils cannot thrive academically if their wider needs are not met. Our strategy therefore includes:

- Support for social, emotional, mental health and wellbeing,
- Attendance and engagement initiatives,
- Enrichment and cultural capital opportunities,
- Support for families to enable full participation in school life.

These approaches help reduce non-academic barriers to learning and ensure pupils are ready to learn.

Evidence and Evaluation

Our strategy is informed by robust evidence and shaped by our deep understanding of pupils' needs. We:

- Use diagnostic assessment, not assumptions, to identify challenges linked to disadvantage,
- Regularly review impact and adjust programmes where necessary,
- Align our three-year plan with the school development plan,
- Ensure that all staff understand and take responsibility for improving outcomes for disadvantaged pupils,
- Set ambitious targets for progress and attainment for all groups.

We commit to ensuring that our pupil premium funding has maximum impact, is cost-effective, and is responsive to emerging needs, including those that have arisen from the disruption of the COVID-19 pandemic.

Leadership and Accountability

Leaders at all levels, including governors, are responsible for evaluating the effectiveness of pupil premium spending. We maintain a transparent approach to monitoring progress, with governors rigorously challenging and supporting the strategic use of resources.

Challenges

Analysis of internal and external assessment data, alongside teacher observations and structured discussions with pupils, has identified several key challenges affecting many of our disadvantaged pupils:

Challenge number	Detail of challenge
1	Reading Assessments indicate that many disadvantaged pupils have gaps in phonics, reading fluency and comprehension. These weaknesses limit pupils' ability to access the wider curriculum and reduce confidence and engagement with reading.
2	Writing Internal writing assessments and classroom observations show that disadvantaged pupils are more likely to struggle with transcription skills, sentence construction and the effective use of vocabulary. These gaps reduce independence and limit pupils' ability to translate ideas into sustained written outcomes.
3	Mathematics Assessment data highlights that disadvantaged pupils are more likely to have insecure understanding of key mathematical concepts, particularly number fluency and problem-solving. Some pupils lack confidence when applying learning to unfamiliar contexts and reasoning mathematically.
4	Oral language and vocabulary

	Assessments, observations and pupil discussions indicate that a number of disadvantaged pupils have underdeveloped oral language skills and a more limited vocabulary. This acts as a barrier across the curriculum, particularly in reading comprehension, writing composition and mathematical reasoning.
5	Social, emotional and mental health (SEMH) Pastoral records, attendance data and pupil voice identify that some disadvantaged pupils experience SEMH difficulties, including anxiety, low self-esteem and difficulties with emotional regulation. These factors negatively impact readiness to learn, engagement and attendance.

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
Disadvantaged pupils improve phonics knowledge, reading fluency and comprehension so they can confidently access the full curriculum.	<ul style="list-style-type: none"> - By July 2026, at least 50% of disadvantaged pupils will meet age-related expectations in reading, compared to 43% in July 2025. - The proportion of disadvantaged pupils making at least expected progress in reading will be in line with, or above, that of non-disadvantaged pupils. - Termly assessment data will show improved phonics accuracy, reading fluency and comprehension for identified pupils.
Disadvantaged pupils develop confidence and independence in writing, with improved transcription, sentence structure and vocabulary use.	<ul style="list-style-type: none"> - By the end of the academic year, the proportion of disadvantaged pupils working at age-related expectations in writing will increase from 43% to at least 50%, reducing the attainment gap with non-disadvantaged pupils. - Book scrutiny will show clear improvements in sentence structure, transcription accuracy and vocabulary use for disadvantaged pupils. - Termly assessment data will demonstrate that disadvantaged pupils make sustained progress from their starting points.
Disadvantaged pupils secure key mathematical concepts and improve fluency, reasoning and problem-solving skills.	<ul style="list-style-type: none"> - By July 2026, the proportion of disadvantaged pupils achieving age-related expectations in mathematics will increase from 43% to at least 50%. - Assessment data will show improved fluency and accuracy in key mathematical concepts for disadvantaged pupils identified as at risk of underachievement. - Lesson observations and pupil work will show increased confidence in reasoning and problem-solving.
Disadvantaged pupils improve oral language skills and vocabulary, enabling them to articulate ideas clearly and access learning across the curriculum.	<ul style="list-style-type: none"> - By the end of the academic year, identified disadvantaged pupils will demonstrate improved use of subject-specific vocabulary in spoken and written work.

	<ul style="list-style-type: none"> - Pupil voice and teacher observation will indicate increased confidence and participation in structured classroom discussion. - Improvements in oral language will be reflected in improved outcomes in reading comprehension and writing.
Disadvantaged pupils' wellbeing and emotional regulation improve, leading to increased engagement, attendance and readiness to learn.	<ul style="list-style-type: none"> - Attendance for disadvantaged pupils will improve compared to the previous academic year, with a reduction in persistent absence. - Behaviour and pastoral records will show a reduction in incidents for identified pupils over the course of the year. - Pupil voice and staff observations will indicate improved emotional regulation and engagement with learning.

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)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to improve reading, writing and maths instruction: <ul style="list-style-type: none"> - Staff will take part in CPD linked to the writing framework, RWI phonics, White Rose Maths and using maths manipulatives 	EEF evidence consistently shows that high-quality teaching has the greatest impact on pupil progress, particularly for disadvantaged pupils. Effective professional development that focuses on subject knowledge, modelling, feedback and adaptive teaching can lead to improved outcomes across reading, writing and mathematics. This whole-school approach benefits all pupils while disproportionately supporting disadvantaged learners.	1, 2
Explicit teaching of vocabulary and structured classroom talk across subjects: <ul style="list-style-type: none"> - Using CUSP Oracy Strategy to support the teaching of oracy across the school. - Using NELI programme 	The EEF highlights oral language interventions as having a high impact, especially for disadvantaged pupils. Embedding structured talk, modelling high-quality language and explicitly teaching vocabulary within everyday lessons improves comprehension, writing quality and mathematical reasoning.	1, 2
Consistent use of diagnostic assessment to inform teaching: <ul style="list-style-type: none"> - Using NFER to assess children ... 	EEF guidance emphasises the importance of diagnostic assessment to identify misconceptions and gaps early. Responsive teaching informed by assessment allows teachers to adapt instruction and target support effectively, preventing gaps from widening over time.	1,2

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted writing interventions focused on transcription and sentence construction: - interventions based on Sentenced to Success	EEF evidence suggests that targeted literacy interventions, when carefully selected and time-limited, can accelerate progress for pupils with specific gaps. Focused support for spelling, handwriting and sentence structure enables pupils to access wider writing tasks more successfully.	2
Targeted maths intervention to secure number fluency and key concepts: - using manipulatives to support learning, such as numicon, deans, tens frame - effective deployment of staff to ensure the right staff are taking the children who need the most support	EEF findings indicate that targeted interventions are effective when they focus on clearly identified gaps, such as number sense and fluency. Interventions aligned with classroom teaching help pupils develop confidence and accuracy in mathematical reasoning and problem-solving.	1, 2

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

Budgeted cost: £15,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and mentoring support for pupils with SEMH needs using both ELSAs and outside support from Barnardos and Howgill.	The EEF recognises that social, emotional and mental health difficulties can be a significant barrier to learning. Targeted pastoral support can improve engagement, behaviour and readiness to learn, enabling pupils to benefit more fully from academic instruction.	6
Attendance support for disadvantaged pupils	EEF evidence highlights the strong link between attendance and attainment, particularly for disadvantaged pupils. Approaches that identify and address the underlying causes of absence can lead to improved attendance and, consequently, improved academic outcomes.	4, 5
Language-rich curriculum and reading for pleasure initiatives	EEF research shows that increasing pupils' exposure to high-quality texts and language-rich environments supports vocabulary	3

	development and comprehension. Encouraging reading for pleasure has been linked to improved attainment, particularly in reading and writing.	
--	--	--

Total budgeted cost: £77,205

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Outcome	Impact
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.	<p>Results of PP children across the school:</p> <p>Year 6: *One child did not attend school for two years but is included in these results* (50% of PP who were in school achieved EXS in all 3 subjects.)</p> <ul style="list-style-type: none"> - Reading = 43% - Writing = 43% - Maths = 43%
Develop oracy skills through the use of Talk Boost, Talk 4 Writing and RWI provision in EYFS and KS1.	<p>Children accessing oral language and communication interventions have made at least expected progress.</p> <p>Language development continues to be a priority.</p>
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	<p>Children experienced a broad range of trips, visits, visitors, fieldwork and Y6 went on residential in the last academic year.</p> <p>We are extending the offer for children this year ensuring meaningful links with the curriculum.</p>
All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.	<p>PP children who were PA (Persistently Absent) = 8 out of 46 PP = 17%</p> <p>PP attendance = 93.62%</p> <p>Non PP attendance = 94.38%</p> <p>Attendance continues to be a huge focus for our school this academic year with lots of strategies in place to support children and families. We have some children who have school-based avoidance linked to mental health and are supported by outside agencies, as well as school, with this.</p>
Children are supported to deal with issues which may affect their ability to work to their fullest potential.	<p>75% of PP children have accessed the ELSA programme or pastoral support.</p> <p>As a result, we have had an increase in attendance for some children, better resilience and regulation of emotions and emotional literacy.</p>

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
Maths Whizz	Whizz Education
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Read Write Inc.	Ruth Miskin Training
NELI	Nuffield Early Language
CUSP	Unity Partnership