

Pupil premium strategy statement – St Charles Catholic Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding **for the 2025 to 2026 academic year** 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	231
Proportion (%) of pupil premium eligible pupils	16%
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)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa Thompson
Pupil premium lead	Lisa Thompson
Governor / Trustee lead	Chris Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£51825

Part A: Pupil premium strategy plan

Statement of intent

St Charles Catholic Primary School is committed to ensuring that all pupils leave primary education as confident, resilient, and respectful young British citizens. Through a rich tapestry of academic and spiritual experiences, we equip our children with the knowledge, skills, and values needed to thrive in the next stage of their journey.

Our robust and tailored curriculum is designed to support every pupil in achieving their full potential. At St Charles, we adapt teaching and learning strategies to meet the diverse needs of our learners through high-quality first teaching, targeted interventions, and appropriate challenge.

We believe that learning extends beyond the classroom. All pupils benefit from a wide range of enrichment opportunities that broaden their horizons and deepen their cultural capital. We are especially committed to ensuring that disadvantaged pupils can access these experiences, recognising and addressing the socioeconomic barriers that may hinder their success.

This Pupil Premium strategy outlines our approach to closing the attainment gap. Through focused support and targeted interventions, we will identify specific objectives for disadvantaged pupils, with progress monitored regularly by senior leaders. Our guiding principle is to make a meaningful difference through excellent teaching and thoughtful planning, ensuring every child receives a high-quality education.

By the end of the academic year, we aim for a greater proportion of disadvantaged pupils to meet age-related expectations, reflecting our unwavering commitment to equity, excellence, and opportunity for all.

Challenges

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

Challenge number	Detail of challenge
1	Delayed oracy skills and vocabulary gaps are particularly evident among disadvantaged pupils. These children often have had limited exposure to a broad and rich vocabulary, fewer opportunities to engage in meaningful conversations, and less familiarity with early number concepts and reading experiences. This lack of foundational language and literacy

	development can hinder their ability to access the full curriculum and express themselves confidently.
2	There are significant gaps in Reading, Writing, and Maths across Key Stages 1 and 2. Many pupils, particularly those from disadvantaged backgrounds, demonstrate poor working memory and struggle to retain and apply knowledge over time. This difficulty in transferring learning to their long-term memory can hinder their ability to make sustained progress and achieve age-related expectations. Addressing these challenges is essential to improving overall attainment and ensuring that all pupils can access the full breadth of the curriculum.
3	Some of our disadvantaged pupils have limited access to social, cultural, and educational experiences beyond their immediate environment. This lack of exposure can restrict their understanding of the wider world, reduce opportunities for personal growth, and impact their ability to engage fully with the curriculum. Enrichment activities play a vital role in broadening horizons and building the cultural capital necessary for lifelong learning and success.
4	Parental engagement remains a challenge for some families of pupils in receipt of Pupil Premium. Many parents and carers lack confidence in supporting their children's learning at home, which can limit the impact of school-based interventions. Strengthening the partnership between home and school is essential to ensure that all pupils receive consistent support in their educational journey.
5	

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 oral language and vocabulary among disadvantaged pupils.	- Staff trained in oracy, pedagogy and teaching strategies - Recruit SEN teacher - Oracy teaching embedded across the curriculum - Breadth of vocabulary improved Progressive and sequenced use of EAL strategies in all lessons
To improve attainment amongst disadvantaged pupils. Sustaining high	- Lesson feedback demonstrates that disadvantaged pupils are

quality first teaching in reading, phonics, writing and maths to maintain good outcomes for all pupils.	accessing the lesson in line with their peers - Pupil progress meetings show that disadvantaged pupils are achieving in line with their peers - Monitoring of books shows that disadvantaged pupils are recording in line with their peers - Staff trained in practice to support a wide range of memory recall strategies - Pupil voice shows evidence of school engagement Pupil attendance to remain at or above national average
To prioritise disadvantaged pupils for enrichment opportunities	Increased: - Education visits - Residential visits - Clubs - Wraparound provision Aspirational whole school visits
Increased engagement of parents of disadvantaged pupils	- Increased parent confidence with academic support - Increased attendance of parents at workshops and school events - Parents receive tools and resources to support learning at home - Increased communication with parents of disadvantaged children Targeted work by family support workers

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support ECT's to develop their experience and wealth of knowledge	- High quality teaching and learning. - Pedagogical strategies are developed to plan and deliver successful lessons. Curriculum knowledge is a strength to ensure pupils make progress.	1,2,3
To implement and develop metacognitive strategies to ensure pupils become self-regulated learners	- Pupils are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning. - Pupils' metacognitive knowledge of how they learn and themselves as a learner improves their learning. - Teachers will support pupils to plan, monitor and evaluate their learning.	1,2,3
To implement and monitor the English and curriculum to ensure clarity of progression, skills and ambition.	- Progressive, sequenced learning through English lessons that link to foundation subject learning - Supports CPD from the leadership team in planning to ensure all pupils gain best possible outcomes - Ensures fair and equal offer for all within the English Curriculum	1,2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	- Progressive, sequenced learning through English lessons that link to foundation subject learning - Supports CPD from the leadership team in planning to ensure all pupils gain best possible outcomes - Ensures fair and equal offer for all within the English Curriculum	1,2,3

To implement and monitor the enrichment opportunities within the curriculum to ensure high quality teaching and delivery	- Refined enrichment overview that enables all pupils to learn through educational visits including museums, residentials and sports. - Pre and post learning take place to ensure learning is embedded and memorised. - Year group parent workshops linked to curriculum learning enabling parents to support pupils further with learning at home.	1,2,3,4
Purchase of additional standardised diagnostic assessments. (NFER) Support for staff to ensure assessments are interpreted and administered correctly	- Effective use of diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups	1,2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targets Maths support to make good progress and reach at least age-related expectations	- Small interventions will support pupils to catch up with specific areas of the Maths curriculum. Ongoing assessments will provide teachers where there are gaps in knowledge.	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, as identified.	- Phonics interventions will improve the accuracy of word reading particularly for disadvantaged pupils.	1,2
Targets English support with a strong	- Writing intervention groups, particularly aimed at disadvantaged pupils will	1,2

focus on writing outcomes	develop their understanding of how to be successful writers developing the use of vocabulary.	
Blast Training and interventions within the Early Years	- Early Years pupils' language skills will be developed both receptively and expressively	1,2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free places on school trips, breakfast club provision and ensure of pupil study books and revision guides are provided free of charge.	- The financial burden is reduced for families when there are opportunities to attend school trips and also the purchasing of study guides.	1,2,3,4
Continue to offer extra-curricular activities to all PP pupils	- Participation in the wider life of school will have a positive impact on pupil achievement and life chances. 1. As a result of engagement in activities, the pupils will broaden experiences, develop social skills and develop self-esteem and aspirations.	1,2,3,4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Progress in phonics as pupil premium children are not meeting age related expectations.

Pupil Premium across Key Stage One and Key Stage Two not making the expected progress in line with peers.

Disadvantaged pupils not accessing external curricular activities.

In 2024, 43% of disadvantaged pupils in the KS1 cohort successfully passed their phonics screening. Overall, phonics results for KS1 are below national averages. New staff have received training for the Sounds Write programme and there is continued support to embed the programme successfully to support all pupils to make progress. Pupils will continue to be targeted to ensure they are supported to catch-up with gaps in phonics to meet age related expectations.

Pupils in KS1 and KS2 received additional interventions by teaching assistants. The focus of the interventions was based on identified gaps and same day learning interventions where pupils were not able to grasp a particular topic they were learning. At the end of Key Stage 2, disadvantaged pupils were above the national disadvantaged averages in Reading, Writing and Maths with 100% of disadvantaged pupils achieving the expected standard in Reading. Overall, KS2 pupils were below the national average. Pupils in Year 6 encountered COVID-19 disruptions earlier in their schooling, this is a wider issue as teachers and teaching assistants identify ongoing gaps especially in disadvantaged pupils.

The staff at St Charles have continued to ensure that all disadvantaged pupils engage in extra-curricular activities and outdoor learning. This develops their resilience and confidence to allow them to make those vital steps to become independent learners.

Not all outcomes were achieved and therefore will continue to be a focus in the new academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sounds Write Phonics	Sounds Write
Accelerated Reader	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.