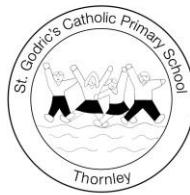


# St Godric's Catholic Primary School, Thornley



## Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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.

This strategy has been developed in line with the Department for Education's "Using pupil premium: guidance for school leaders" and informed by the Education Endowment Foundation's evidence base.

### School overview

Detail	Data
Name of school	St Godric's Catholic Primary School, Thornley
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2025 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	LGC
Pupil premium lead	Julie Hill Headteacher
Governor / Trustee lead	Stephen Carter CoG

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£24,240</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

When diagnosing pupil's needs, we look very closely at the individuals rather than groups. Cohort sizes are variable and data of groups is therefore often unreliable.

Challenge number	Detail of challenge
1	<p><b>Poor language skills.</b> This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.</p> <p>Pupils who are eligible for Pupil Premium do not enter early years at age related expectations in communication and language. This means they need to make more progress than some of their peers to catch up over time and address issues with language (speaking; listening and attention; vocabulary).</p>
2	<p><b>Low attainment on entry to the Early Years Foundation Stage in all areas</b></p> <p>On entry assessments to Reception show that disadvantaged pupils arrive below age-related expectations compared to other pupils.</p>
3	<p><b>Social and Emotional Wellbeing</b></p> <p>Observations and discussions with pupils and families have identified that a proportion of our disadvantaged pupils are from vulnerable backgrounds and they are exposed to a wide range of risk factors that affect emotional well-being, mental health and educational success. This includes a problem with the increase in the cost of living and financial strain this puts on families.</p>
4	<p><b>Attendance can occasionally be a barrier to learning for some pupil premium pupils. We address the needs of pupils on an individual basis, rather than data from overall cohorts.</b></p> <p>Lower attendance and higher rates of persistent absenteeism (below 90%) of some of our disadvantaged children.</p>
5	<p><b>Educational and Cultural Experiences</b></p> <p>Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences</p>
6	<p><b>Parental Engagement</b></p> <p>Limited knowledge and understanding from some parents on how best to support their child at home both academically and emotionally</p>
7	<p><b>Mobility</b></p> <p>In year transfers are regularly pupils who fall into the SEND and Pupil Premium groups. These pupils often come into St Godric's working below the expected standard.</p>

8	<p><b>Reading &amp; Writing</b></p> <p>Internal assessments indicate that attainment in reading and/or writing among disadvantaged pupils is below that of non-disadvantaged pupils within some cohorts.</p> <p>Again the variable cohort sizes year on year effect the formation of reliable data, but the PP pupils do contribute to the bottom 20%.</p>
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## 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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupil eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development.
Improved phonics attainment for disadvantaged pupils at KS1.	Phonics Screening Assessment will demonstrate higher attainment for disadvantaged pupils (in response to high number of pupils failing to reach GLD in reading) and this will be supported by other assessments for reading.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 will demonstrate progress from end of KS1 for disadvantaged pupils was more than good. (NB cohort sizes can make data unreliable regarding % of pupils achieving expected)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 will demonstrate progress from end of KS1 for disadvantaged pupils was more than good. (NB cohort sizes can make data unreliable regarding % of pupils achieving expected)
Improve emotional resilience for all pupils through use of staff support and intervention.	<p>Children will be identified based upon SEMH needs. Specific social and emotional support for identified disadvantaged individuals and their families. (eg Piece of Mind Team).</p> <p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviour.</p> <p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p>

	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To maintain good attendance for all pupils and reduce the number persistent absentees	<p>Attendance will continue to increase</p> <p>Persistent absentees will continue to reduce.</p>
To further strengthen the emotional resilience of all pupils	<p>Improve pupil's self-belief, determination, resilience and readiness to learn, by teaching our pupils strategies that they can use daily.</p> <p>Pupils will be more able to reflect and evaluate how they are feeling and what they can do in response.</p> <p>Year 6 pupils will be ready to transition to secondary school.</p>

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a vocabulary rich curriculum which fuels dialogic talk across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources (carefully selected texts for the writing curriculum &amp; class libraries) and spend staff meeting time to develop understanding and good practise.</p> <p>EYFS practitioners will continue to adapt and develop areas for continuous provision and attend training to specifically develop language development.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>Release time for teachers to work across the curriculum to complete the writing units – focus on language and communication</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</a></p>	1,2,3,5,7
<p>Consistently deliver the Sounds Write program and train any new members of staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEE</a></p>	2,7,8
<p>All staff to understand key messages from The Writing Framework and the implications for our pupils.</p> <p>Attend CPD</p>	<p>In EYFS and KS1, build secure foundational knowledge, implementing the guidelines from the Writing Framework. Ensure feedback is instant and pupils are given timely intervention when required. In KS2, teach writing composition strategies through</p>	2,7,8

	modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</a>	
Release time for subject leaders to quality assure teaching, with a focus on effective use of feedback  Attend CPD & utilise staff meeting time to share good practice	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1,2,8
SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Required resources to be purchased to support SEL and raise the profile of Mental Health & Wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Social and emotional learning   EEF</a>	3,6
SENDCo works with all staff to identify and plan CPD for staff to support the learning of vulnerable pupils	Track PP progress and discuss with teachers, signposting needs for CPD for targeted intervention	7

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants deployed to create capacity to teach appropriate high quality interventions, either as small groups or leading interventions.</p> <p>These interventions supplement, not replace, high quality classroom teaching.</p>	<p>Small group tuition EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p> <p>Small group tuition can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the tutor to focus exclusively on the needs of the learners and provide teaching that is closely matched to each pupil's understanding.</p> <p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,7,8
<p>School Counsellor</p> <p>Road Centre will be employed if needed to provide weekly 1-1 counselling for individuals.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning">EEF Social and Emotional Learning.pdf(educa</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning">tionendowmentfoundation.org.uk)</a></p>	3,4
<p>Booster sessions for targeted groups beyond the school day</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	7,8
<p>Intervention groups for targeted pupils within the EYs curriculum with a focus on reading, writing and maths</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1,2

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. English lead to track and monitor impact.	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 over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,8
Family learning opportunities	EEF research - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions	3,4,6

## Wider strategies (for example, related to wellbeing)

Budgeted cost: £4,240 & Sports Premium Funding & grant opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of external agencies such as Piece of Mind Team and the Emotional Resilience Team.  Implementation nurture activities.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3,4,6
Subsidise the cost of enrichment activities including trips, music lessons	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2,3,4,5,
After school clubs that promote collaborative learning and the arts.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3,5

<p>After school clubs to be delivered to various year groups which target specific groups of children</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>3,5</p>
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**Total budgeted cost: £24,240**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

2024-25 outcomes:

Attendance improved and Persistent absentees decreased

Monitoring of books demonstrated that pupils were receiving a broad curriculum and attitudes towards learning were positive. Productivity in books increased and presentation improved.

Pupils had a wide variety of educational visits which provided them with a wealth of opportunities and experiences, regardless of family finances, all children were included in these visits.

Residential and school trips were heavily subsidised to support PP families.

Confidence grew in year 6 pupils who attended Booster sessions and received adapted support during their SATs.

Individual case studies demonstrate academic success and progress, whilst overall data cannot, due to cohort sizes and other complicating factors.

Key Stage 2 results:

Average scaled score for Maths 106.71 Progress **significantly above** National Average (104)

Average scaled score for Reading 102.67

Average scaled score for EGPS 105.33 Progress **in line with** National Average (105)

Phonics Screening Check: 76.9% passed

KS 1

Reading 83.3% reached expected +

Writing 66.6% reached expected +

Maths 100% reached expected +

Pupils achieving GLD 83.3%

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Blast	Purple Mash