

Pupil premium strategy statement - St. Ignatius' 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	190
Proportion (%) of pupil premium eligible pupils	20%
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)	2026-2029 Current year 2026-2027
Date this statement was published	May 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Mrs Luena Archibald
Pupil premium lead	Mrs Sarah Evans
Governor / Trustee lead	Jennifer Mein

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57, 570
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>	£57, 570

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.

Challenge number	Detail of challenge
1	Our attendance data shows that 28.26% of those pupils in receipt of FSM/PP/Ever 6 are persistently absent (less than 90% attendance) compared to 17.01% not disadvantaged.

2	100% of our Pupil Premium children have SEND (EAL, PP) (21) 44% of our SEND pupils are in receipt of FSM (27) 56% of our Pupil Premium children have English as an Additional Language.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils and children with EAL.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our current KS2 data shows that out of the 10 Pupil Premium children in Year 6, 8 (80%) are working below the expected standard in Writing, with 5 (50%) working significantly below. 1 child (10%) on the PP register is working at the expected standard.

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
Raising attendance percentages for persistent absentees	For disadvantaged pupils to achieve attendance levels of over 90%
Raising standards in Writing through assessment and intervention groups.	KS2 writing outcomes in 2026 to show that 72% of disadvantaged pupils met the expected standard – in line with the National Average
EAL: communication, language and vocabulary	KS2 Reading and Writing outcomes for disadvantaged pupils to be in line with the National average: 72% Writing, 74% Reading

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: £ 13, 752

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff to ensure assessments are interpreted and administered correctly.</p> <p>Termly pupil progress meetings with teachers to interpret the data and agree interventions</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>2, 3, 5</p>
<p>Teachers to embed EAL throughout the curriculum lead by EAL lead</p>	<p>The Bell Foundation's Language for Results: strengthening support for multilingual learners in every classroom HFL Education</p> <p>Support for staff to support EAL learners. Ensuring teachers adapt their teaching to support EAL learners using the 5 principles of pedagogy</p>	<p>2</p>

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

Budgeted cost: £ 25, 128

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EAL group sessions and high intense targeted intervention for those new to country. Other EAL pupils to receive support within classroom environment with adaptive teaching</p>	<p>The Bell Foundation's Language for Results: strengthening support for multilingual learners in every classroom HFL Education</p>	<p>2</p>
<p>Group interventions for Writing</p>	<p>Class intervention timetables following on from pupil progress meetings.</p> <p>Class interventions for Writing following pupil progress meetings.</p>	<p>2, 3, 5</p>

	<p>Year 6 tutoring groups for Reading, Writing and Maths.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	
Individual intervention for Pupil Premium children with an IEP	<p>Individual Education Plans implemented in class.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2,3,5

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

Budgeted cost: £ 48,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW to run nurture groups and Lego therapy For disadvantaged children and support SEMH	<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>Improving Social and Emotional Learning in Primary Schools EEF</p>	4
Family Support Worker: liaises with parents to offer support. Invitation letters sent to parents to arrange attendance meetings. Fines for parents who take Children out of school for long periods of time.	<p>Release home - Pupil absence in schools in England - Explore education statistics - GOV.UK</p> <p>Education Endowment Foundation publishes new evidence on improving school attendance Whole School SEND</p>	1
Wellbeing	Our whole school framework	1, 4

<p>My Happy Mind programme delivered across the school. Happy Breathing each afternoon to support children's mental wellbeing.</p> <p>Discounted visit prices for PP pupils</p>	<p>Support those pupils to attend school trips and residentials</p> <p>Outdoor adventure learning EEF</p>	
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Total budgeted cost: £ 87,385

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The current pupil premium strategy reflects a refreshed and evidence-informed approach following a period of review and leadership change. Since January 2026, the new headteacher has undertaken a detailed analysis of school data and pupil outcomes to ensure that provision is closely aligned to identified need.

The previous strategy had a strong focus on phonics and writing; however, evaluation indicated that this approach did not lead to the level of impact anticipated across all groups of disadvantaged pupils. As a result, the revised strategy has been developed to more accurately reflect the school's current context and priorities.

This updated approach is rooted in a thorough review of attainment, progress, attendance, and wider pastoral data. It takes into account emerging needs within the school community and adopts a broader, more targeted set of interventions designed to address the full range of barriers faced by disadvantaged pupils.

Ongoing monitoring and evaluation are now central to the strategy, ensuring that provision remains responsive, impact is clearly measured, and adjustments can be made where necessary to maximise outcomes for all pupils.

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
Sports coaching	Prime Sports
Outdoor Adventurous Residential visit	Hothersall Lodge (LCC)
Farm visits	County Trust

Service pupil premium funding (optional)

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

Further information (optional)

Where appropriate, elements of the EAL (English as an Additional Language) budget are aligned to support pupils who are new to the country and require targeted language acquisition support. This ensures that barriers linked to language and integration are addressed effectively alongside wider disadvantage.

Furthermore, we recognise that, given the context of our local area, a number of pupils who do not meet the formal criteria for pupil premium still experience significant disadvantage. This includes pupils from low-income households and those with recent arrival status to the UK. As a result, our strategy is intentionally inclusive, ensuring that support extends beyond pupil premium eligibility to meet identified need.

In addition, we make strategic use of the PE and Sport Premium to support equal access to enrichment opportunities. This includes contributing towards transport costs for educational visits, competitions, and extracurricular activities, particularly where financial constraints may otherwise prevent participation. This approach ensures that all pupils, regardless of background, are able to benefit from a broad and balanced school experience.

Overall, our approach is to align multiple funding streams in a cohesive and targeted way, enabling us to respond flexibly to the needs of our pupils and maximise impact across the school community.