

St Pius X Catholic Primary School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Pius X Catholic Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	24%
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	August 2026
Statement authorised by	Mrs S Derbyshire, Headteacher
Pupil premium lead	Mrs C Deakin, SENDCo
Governor / Trustee lead	Mrs Karen Hinxman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,826
Recovery premium funding allocation this academic year	£0
Pupil premium/recovery premium funding carried forward from previous year	£6,569
Total budget for this academic year	£77,395

Part A: Pupil premium strategy plan

Statement of intent

At St Pius X Catholic Primary School, our Pupil Premium strategy is designed to ensure that every child can fully access the rich opportunities that a high-quality education provides, regardless of their personal circumstances. Our aim is for all pupils to make strong progress and achieve highly across the curriculum.

We are committed to delivering an ambitious, engaging curriculum that inspires children to become enthusiastic, independent learners. By the time they leave St Pius X, we want all pupils to be critical thinkers, resilient problem-solvers, and confident, respectful individuals who are well prepared for the next stage of their education.

We recognise that disadvantaged pupils may face a range of academic, social, and pastoral barriers that can affect their learning and wellbeing. Understanding these challenges—and maintaining strong communication with our families—is essential in ensuring that every child can access the support they need. As no two pupils' circumstances are the same, our approach is targeted, flexible, and informed by robust assessment data and a deep knowledge of our community.

High-quality teaching is at the heart of our strategy, as evidence shows it has the greatest impact on closing gaps in attainment while also benefiting all pupils. Our Pupil Premium strategy works closely alongside whole-school priorities. Additional support, such as school-led tutoring for pupils most affected by disrupted learning, forms a key part of this provision.

Early identification of need, a culture of high aspiration, and strong encouragement of self-belief underpin our approach. By maintaining high expectations for all learners and ensuring that intervention is timely and effective, we aim to secure a meaningful and long-lasting impact for every child we serve.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Attainment and Progress Gaps</p> <p>Persistent gaps remain in reading, writing, and maths, particularly at the end of KS2. Post-pandemic learning gaps are still more pronounced for disadvantaged pupils where the lack of access to technology and the availability for parents to support their children's learning lead to an increased gap in attainment.</p>
2	<p>Speech, language and communication needs that require specialist input</p> <p>28% of our PPG pupils also have a SEND, with a high proportion of these children requiring support from a Speech and Language therapist and additional weekly support from trained members of staff.</p>
3	<p>Lower starting points in early language and communication</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Variability in home learning support</p> <p>Due to busy households, work commitments, or limited resources, some families struggle to support regular reading, homework routines, or independent study. This leads to widening gaps—especially in reading fluency.</p>
5	<p>Social, emotional and mental health needs impacting engagement</p> <p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, which significantly increased during school closures and upon return to school. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>10% of our pupils currently require regular additional support for social and emotional needs through either 1:1 or small group interventions (62% of these are disadvantaged children). This has a significant impact on their ability to engage with learning and their resilience towards managing their learning needs.</p>
6	<p>SEMH and pastoral needs requiring additional staff capacity</p> <p>Disadvantaged pupils often need higher levels of pastoral support, nurture provision, or structured emotional regulation strategies. This places additional pressure on staffing and intervention time.</p>
7	<p>Limited access to enrichment and wider life experiences</p> <p>Limited wider world experiences – many of our children have limited opportunities outside of the school due to financial pressures on families, this is more prevalent amongst the disadvantaged pupils in our school.</p>
8	<p>Attendance concerns and persistent absence patterns</p> <p>Attendance – 86% of disadvantaged children have 'good' attendance* compared with 91% of non-disadvantaged pupils.</p> <p><i>*low attendance is classified as less than 95% of school days attended this term</i></p>

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
<p>Improved Attainment in Reading, Writing and Maths</p> <p>A higher proportion of disadvantaged pupils will achieve age-related expectations across Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils who are ‘off track’ make accelerated progress compared to their non-disadvantaged peers. - Across Key Stage 1 and 2, disadvantaged pupils make progress that is in line with, or exceeds, all pupils in core subjects. - Teacher assessments and whole-school moderation processes show diminishing gaps year-on-year.
<p>Strengthened Oral Language and Vocabulary Development</p> <p>Disadvantaged pupils will demonstrate significantly improved oral language, communication skills and vocabulary.</p>	<ul style="list-style-type: none"> - Assessments and observations show clear improvement in speaking, listening and expressive/receptive language. - Evidence from lesson engagement, book scrutiny, formative and summative assessments supports progress. - Pupils show increased confidence using new vocabulary across subjects.
<p>Enhanced Pastoral, Social and Emotional Development</p> <p>Provision for disadvantaged pupils (and where necessary their families) will be strengthened to reduce barriers and support academic, social and emotional growth.</p>	<ul style="list-style-type: none"> - Sustained levels of wellbeing evidenced through pupil voice, family feedback, surveys and teacher observations. - Disadvantaged pupils demonstrate improved emotional regulation, resilience and readiness to learn.
<p>Increased Access to Enrichment and Wider World Experiences</p> <p>All pupils, regardless of financial circumstances, will access a broad range of enrichment activities, cultural opportunities and curriculum experiences.</p>	<ul style="list-style-type: none"> - Increased participation in visits, trips, extracurricular activities and wider curriculum opportunities. - Pupils show improved enthusiasm, aspiration and confidence in their learning. - Evidence of cultural capital development is seen through pupil voice and work outcomes.
<p>Improved Attendance for Disadvantaged Pupils</p> <p>Disadvantaged pupils’ attendance will improve, reducing missed learning time and ensuring full access to the curriculum.</p>	<ul style="list-style-type: none"> - Attendance for disadvantaged pupils meets or exceeds the national average. - Persistent absence decreases for disadvantaged pupils. - Increased engagement in daily learning and enrichment activities.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£45,851**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a Little Wandle Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>£750</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF Little Wandle Letters and Sounds</p>	<p>1, 2, 3, 4</p>
<p>Further LSA's support. To support disadvantaged children with SEMH and complex needs and improve their attitudes towards learning and to support in closing the gap between disadvantaged and non-disadvantaged pupils.</p> <p>£44,402</p>	<p>The school has trained all staff in TPP (Trauma Perceptive Practice) and have employed experienced LSA's to support children with complex needs and to support our disadvantaged children.</p> <p>EEF: Social and emotional learning DfE: Trauma-informed approaches</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Investment in staff training, resources and HLTA/LSA support programs.</p> <p>£165</p>	<p>Professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>EEF: Effective Professional DEvelopment Guidance</p>	<p>1, 2, 3,, 5, 6</p>
<p>Renewal of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£494</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>EEF: Diagnostic assessment EEF: Assessing and Monitoring Pupil Progress</p>	<p>1, 3</p>

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

Budgeted cost: **£22,055**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Speech and Language interventions.</p> <p>Small group or 1:1 sessions delivered by a qualified Speech and language therapist (SALT) or trained TA.</p> <p>Language link used within the Early Years to Identify needs early and offer the correct supporting intervention.</p> <p>£1,680</p>	<p>Targeted speech and language support is one of the most effective ways to improve outcomes for disadvantaged pupils.</p> <p>Identifying children's language needs early and providing them with targeted language support helps to ensure they have the fundamental foundations needed for good language and social and emotional development, as well as later literacy and numeracy skills.</p> <p>EEF: Oral Language interventions Talk Boost: Speech and Language EEF: Infant Language Link</p>	<p>1, 2, 3, 4, 5</p>
<p>Alternative Provision A targeted intervention for children with significant complex needs.</p> <p>£11,795</p>	<p>Children follow a personalised curriculum in an environment that is suitable for their development stage and individual needs. This includes creating a purposeful area where specialist equipment and highly trained professionals support children's progress.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Targeted intervention/Booster groups.</p> <p>£8,580</p>	<p>Evidence from the EEF shows that targeted academic support, delivered through structured one-to-one or small-group interventions closely linked to classroom teaching, has a strong positive impact for pupils not making expected progress. Smaller group sizes enable more intensive, focused support and deeper learning in core subjects, making this a key element of our effective Pupil Premium strategy.</p> <p>EEF: TA Interventions</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £9,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club</p> <p>Children have a better start to the day having eaten a good breakfast.</p> <p>£3,754</p>	<p>Children have better concentration and in a better mindset when they have had a nutritious meal.</p>	<p>1, 3, 4, 5, 7, 8</p>
<p>Subsidy for enrichment opportunities including funding for School Residential in Year 6.</p> <p>£1,687</p>	<p>Ensuring pupil premium children have full access to all opportunities in a broad and balanced curriculum. Opportunity to excel and challenge in non-academic subject areas.</p>	<p>3, 4, 5, 7, 8</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and monitor attendance.</p> <p>£710</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>8</p>
<p>Funding for in school counselling service.</p> <p>£3,338</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>EEF: Social and Emotional Learning</p>	<p>4, 5, 6</p>

Total budgeted cost: £77,395

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.

Internal and external assessment outcomes for the academic year 2024–2025 indicate that our Pupil Premium strategy has had a positive impact on the progress and attainment of disadvantaged pupils. The strategy and its associated actions have been revisited and refined to ensure they continue to meet the needs of both current and future cohorts.

Early Years Foundation Stage (EYFS)

Within EYFS, 6 pupils (22%) were eligible for Pupil Premium funding.

80% of these pupils achieved a Good Level of Development (GLD), compared with **68% nationally**, representing a **22% gap closure** and demonstrating strong progress from pupils' starting points. A significant proportion of children made better-than-expected progress.

This marks a notable improvement when compared to the previous academic year (2023–2024), when overall GLD for disadvantaged pupils was **66%**. The rise of **22 percentage points** highlights the effectiveness of our targeted provision, particularly our focus on strengthening children's communication, language, and social–emotional development to ensure they are ready for learning.

Year 1 Phonics

In Year 1, 5 pupils (17%) were eligible for Pupil Premium funding.

75% of disadvantaged pupils passed the Phonics Screening Check, outperforming the national average of 67%. This reflects the effectiveness of early reading interventions and the consistent emphasis on high-quality phonics teaching.

Key Stage 2 Outcomes

At the end of Key Stage 2, 10 pupils (31%) were eligible for Pupil Premium funding. Outcomes indicate that **most disadvantaged pupils leave St Pius X with a secure foundation across core subjects**, with:

- **60%** meeting at least Age-Related Expectations (ARE) in **Reading**

- **40%** meeting at least ARE in **Writing**
- **60%** meeting at least ARE in **Maths**

These results reflect the sustained emphasis on addressing gaps in understanding and ensuring pupils are well prepared for secondary education.

Pupils at St Pius X benefit from a high level of pastoral, academic, and emotional support. Staff work closely with families, outside agencies, and the pupils themselves to ensure needs are identified quickly and support is tailored and responsive.

A wide range of enrichment opportunities is offered, which contributes to further reducing gaps in cultural capital and supporting pupils' broader development. This holistic approach helps ensure that disadvantaged pupils progress not only academically but also socially and emotionally.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SENAT	GL Education
Toe by Toe	Kada Publications
Plus 1/ Power of 2	Power of 2 Publishing
Language Link	Speech and Language Link
Widgit	Widgit Software
Little Wandle	Wandle Learning Trust