



Pupil premium strategy statement – St Charles Catholic Primary School.

This statement details our school's use of pupil premium (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	134
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2025 – July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	F Knight
Pupil premium lead	F Knight
Governor / Trustee lead	Robert Hicklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,318
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,318

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium strategy at St Charles Catholic Primary School is to narrow any attainment gap between those pupils categorised as disadvantaged and those that are not. We use the pupil premium to enable them to have a range of wider opportunities and remove any barriers that would affect their progress and attainment.

We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap. In line with guidance and advice from the Education Endowment Foundation (EEF), our policy focusses on prioritising quality first teaching, using whole school approaches, with the remaining funding being split between targeted interventions and wider opportunities.

Getting the maximum benefit from the pupil premium funding is vital, therefore our decisions on how it is spent are based on sound research alongside our knowledge and understanding of our own children's needs.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop this and foster their own talents and interests.

The key principles of the strategy are that disadvantaged children have access to opportunities, quality teaching and effective support that allows them to catch-up on gaps in learning, widen their aspirations, develop their confidence and increase their cultural capital. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. However our disadvantaged attendance data is distorted by our GRT pupils, without GRT pupils are disadvantaged pupil attendance is

	95.8% which is higher than our average school attendance of 93.3% but with GRT and disadvantaged this figure is brought down to 85.4%. Therefore our main challenge is to improve GRT / disadvantaged pupil attendance.
2	<p>Early reading / phonics:</p> <p>We believe that all children have the right to learn to read as soon as possible, without having the skill of decoding barriers to learning will be present and the curriculum unattainable. Therefore we want to provide an outstanding phonics programme that allows all children to learn to read and find the love of reading.</p> <p>Data analysis shows that disadvantaged pupils typically perform less well in reading across the school compared to other children.</p>
3	<p>Attainment in line with non-pupil premium children in reading / writing / maths & spelling:</p> <p>Attainment in the core subjects shows that disadvantaged children perform less well in these subjects than other children across the school.</p>
4	<p>Low aspirations / lack of ambition:</p> <p>Staff feedback and pupil voice indicates that some pupil premium children show lower aspirations and a lack of ambition compared to their peers. This maybe due to a lack of opportunities, out of school, due to financial hardship which results in a negative impact on wellbeing and attendance.</p>
5	<p>SEMH needs / wellbeing:</p> <p>A greater % of our pupil premium children, compared to non-pupil premium children access our ELSA provision in school, issues at home are affecting the children's emotional wellbeing and subsequently the children's attendance at school.</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
To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.	<ul style="list-style-type: none"> Monitoring of teaching and learning shows this is at least good or better across the school
All children have access to high quality phonics teaching and are able to develop early reading skills quickly.	<ul style="list-style-type: none"> % of children passing the phonics test is at least in line with national if not above. Ambition for all pp children to pass the phonics check.

	<ul style="list-style-type: none"> • All staff are given access to high quality phonics development and training. • Monitoring show phonics sessions are of high quality. • Lowest 20% are given additional opportunities to practice and embed phonics.
Improved reading / writing / maths and spellings attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • KS2 reading / writing / maths and Spelling outcomes in 2025/6 to show that at least 75% of disadvantaged pupils meet the expected standard. • Pupil progress is at least 0 (if not above) for disadvantaged pupils. • Termly assessments to show progress – NFER assessments and SATs mock tests results.
To achieve and sustain improved wellbeing for all pupils at St Charles, particularly the most disadvantaged pupils.	<p>Sustained high levels of wellbeing in 2025 / 26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance is above the national average of 96%. • New attendance achievement strategy put in place in January 2023 to continue. • Regular attendance monitoring for PP children. • Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this. <p>Promotion of attendance throughout the school; attendance awards, awareness poster competitions, attendance figures.</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: £8,864.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the quality of teaching and learning to ensure consistently high standards.</p> <p>Children are productive and engaged in lessons.</p> <p>Twinkl subscription - £1,500</p> <p>Computing scheme – Purple Mash £600</p> <p>Music Express - £300</p> <p>Kapow Art Scheme - £398.00</p> <p>White Rose Maths – £440.00</p> <p>My Maths - £434</p> <p>Science scheme - £150</p> <p>Primary Languages - £300</p> <p>Letter Join handwriting scheme - £300</p> <p>Read Write Inc Spellings - £160</p> <p>Ed Shed - £120</p>	<p>Pupil Premium Ofsted report 2013:</p> <p>Understanding the importance that all teaching meets the needs of each learner rather relying on interventions to compensate for teaching that is less than good.</p>	2, 3

<p>High quality early reading provision – Read Write Inc Phonics.</p> <p>Ongoing training for all staff and additional training for any staff new to Read Write Inc (RWI).</p> <p>Annual RWI Development Day and regular CPD for staff via online tutorials – RWI Subscription £1,140.00</p> <p>Regular 6 weekly assessments for all children via reading leader</p> <p>Parental workshop for phonics</p> <p>Daily high quality phonics sessions for children matched to phonics ability – personalised teaching.</p>	<p>Phonics EEF</p> <p>Impact +5 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Impact + 4 months</p>	2, 3
<p>Reading is given a high priority in school so that standards of attainment and progress are maintained:</p> <p>Whole Class reading – comprehension and inference teaching</p> <p>Book based literacy / Reading for pleasure</p> <p>SQUIRT time</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Impact: + 6 months</p>	2, 3
<p>Reading, Writing, Maths and spelling outcomes are improved across the curriculum and children make accelerated progress to improve KS progress and outcomes:</p> <p>Staff training – spelling, White Rose Maths training,</p>	<p>Pupil Premium Ofsted report 2013:</p> <p>Thoroughly analysing which pupils are underachieving; particularly in English and maths, and why.</p> <p>‘Gap busters’ school case study (ofsted 2013)</p>	3

<p>writing CPD, Roade English Hub training.</p> <p>White Rose Maths - £440</p> <p>TT Rockstars & Numbots - £281</p> <p>Robust assessment systems in place to ensure maximum progress and attainment for all pupils.</p> <p>Tapestry for Early Years - £101</p> <p>Testbase - £410</p> <p>CGP assessments for Year 6 - £300</p> <p>NFER termly assessment papers - £800</p>		
<p>Embed the new PSHE programme and PD curriculum to improve self esteem and aspiration to achieve.</p> <p>Ten:Ten Live Life to the Full - £69</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Impact: +4 months</p>	1, 4, 5

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

Budgeted cost: £17,487.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attainment and progress of PP children to be similar to national and that of other children within school.</p> <p><u>Small group intervention:</u></p> <p>Power of 2 maths intervention - £140</p> <p>RWI 1:1 intervention – Fresh Start and 1:1 tutoring.</p> <p>Maths TA intervention - £15,607</p> <p>Toe by toe – dyslexia intervention</p> <p>Nessy Intervention - £340</p> <p>Number Steps - £150</p> <p>CGP Year 6 booster - £250</p>	<p>TA led intervention</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: Small group tuition: +4 months</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Effective tutoring</p> <p>Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics intervention: +5 months</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Before and after school learning opportunities help children in targeted areas.</p> <p>Homework club to support children with additional learning.</p> <p>Maths TA and Maths specialist teacher booster groups for Year 6 PP children - £1,000</p>	<p>EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment.</p> <p>Many of the children not completing homework, not learning spellings and timetables are children entitled to PP.</p> <p>Homework club can help develop good homework habits. +5 months.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £8,052.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Feedback from previous years parent survey and pupil voice has been positive and view that ELSA contributes to	4, 5

Children have emotional and social support - £4,252.91	<p>children's happiness and wellbeing in school.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Attendance:</p> <p>New attendance pupil reward scheme - £600</p> <p>Work with Trust Behaviour & Attendance Lead</p>	<p>Impact on attendance</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Parent engagement +4 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 5
<p>Encouragement and financial support of additional activities and experiences in school.</p> <p>Pupil leadership badges - £200</p> <p>Alton Castle Residential - £500</p> <p>Key Stage 2 Ancient Egypt Museum trip - £500</p> <p>Other planned school trips – up to £2,000</p>	<p>Sports participation EEF +1 month</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Success in previous years. PP parent survey indicates they value this support.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £34,403.91

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged children at St Charles receive a good education and experience quality first teaching everyday this aids their good progress and enjoyment at school. They receive and enjoy a full and broad curriculum.

FSM6	2	97.0				94.0		94.0		63%
Not FSM6	19	111.6	+5.1	102.0	-1.7	108.9	+3.2	109.7	+3.8	97%

This end of key stage 2 data shows is difficult to compare as last year in Year 6 there was only 2 pupil premium children, one of which did not start education until Year 1 and was persistently absent each year. Therefore the fact they got scaled scores above 90 in all SATs tests demonstrates the progress these 2 pupils have made. One of the pupil premium persistently absent pupils was from the GRT community and attendance was below 60%.

In phonics, as a school we achieved above national at 76.5%, 40% of the pupil premium children passed the PSC but due to small cohort numbers this equates to 3 pupils not passing their PSC but that 2 pupils were pupil premium. An intensive phonics intervention strategy is put into place for pupil premium children who do not pass the check.

FSM6	5	40.0%	68.6%	-28.6%	24.5	30.0	-5.5	82.7%
Not FSM6	12	91.7%	85.3%	+6.4%	35.4	34.4	+1.0	95.8%

Evaluation of our strategy intentions last academic year:

Our intended outcomes from our last report were:

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	<ul style="list-style-type: none"> Monitoring show phonics sessions are of high quality. Lowest 20% are given additional opportunities to practice and embed phonics.
Improved reading / writing / maths and spellings attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> KS2 reading / writing / maths and Spelling outcomes in 2024/25 to show that at least 75% of disadvantaged pupils meet the expected standard. Pupil progress is at least 0 (if not above) for disadvantaged pupils. Termly assessments to show progress – NFER assessments and SATs mock tests results.
To achieve and sustain improved wellbeing for all pupils at St Charles, particularly the most disadvantaged pupils.	<p>Sustained high levels of wellbeing in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance is above the national average of 96%. New attendance achievement strategy put in place in January 2023 to continue. 2 weekly attendance monitoring for PP children. Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this. <p>Promotion of attendance throughout the school; attendance awards, awareness poster competitions, attendance figures.</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
Power of 1	123 Learning
Power of 2	123 Learning
Nessy Dyslexia	Nessy
Live Life to the Full	Ten:Ten

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)

At St Charles we regularly give to Local Food Banks, we offer a 'free-of-charge' 2nd hand uniform shop and we are lucky to receive Christmas food hampers from various charities that we distribute to our families.