Pupil Premium Strategy Statement – St Walburga's 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	222 (school roll; confirm). DfE allocation denominator: 205.
Proportion (%) of pupil premium eligible pupils	24 pupils (10.8% of 222): 21 Ever 6 FSM, including 8 Targeted FSM and 10 Expanded FSM; 3 PLAC. Additional 5 Expanded FSM-only pupils monitored separately.
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)**	2026/2027-2028/2029
Date this statement was published	December 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Elizabeth Fearnley
Pupil premium lead	Elizabeth Fearnley
Governor / Trustee lead	Kath Spillaine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,000 deprivation allocation (20 pupils). Additional PLAC allocation £8,070, subject to confirmation.
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	Potential £39,070

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

St Walburga's is a Catholic school committed to ensuring that every child is known, valued, included and enabled to flourish. We seek to provide a place of safety, enjoyment and excellence, rooted in high expectations, strong relationships and the dignity of every person. Our aim is that disadvantage should not limit a child's academic achievement, wellbeing, sense of belonging or access to the full life of the school.

Our cohort has changed over recent years. Current school information identifies 24 pupil premium pupils, including three previously looked-after children, and a further five children eligible for Expanded FSM only. Thirteen of the 24 pupil premium pupils (54%) also have SEND. We therefore avoid treating disadvantage as a single uniform barrier: provision is informed by individual starting points, diagnostic assessment, pupil and family voice, attendance, pastoral information and SEND plans.

High-quality teaching is the foundation of our approach. We will strengthen responsive and adaptive teaching, particularly in writing and mathematics, alongside structured targeted support where assessment identifies gaps. The school will continue to provide effective pastoral support, work closely with families and remove financial barriers to enrichment, music, clubs and residential experiences. Provision may also benefit other pupils with identified needs.

Leaders will evaluate attainment, progress and participation termly, with a particular focus on the overlap of SEND and disadvantage. We will not equate an unchanged age-related assessment category with an absence of learning; progress will be interpreted in the context of increasing curriculum expectations and individual SEND outcomes.

Challenges

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

Challenge number	Detail of challenge
1	SEND and disadvantage: 13 of 24 disadvantaged pupils (54%) are identified with SEND. Pupils have varied starting points and may need carefully adapted teaching, communication support, specialist input and small-step measures of progress.
2	Writing: summer 2026 attainment was 13/23 (57%) at or above expected, compared with 75% of non-disadvantaged pupils. Indicative assessment-step progress was -0.18 compared with +0.10; writing is the clearest relative progress concern.
3	Mathematics: 15/24 (63%) at or above expected, compared with 83% of non-disadvantaged pupils. Indicative progress was 0.00 compared with +0.20. Gaps in foundational knowledge and fluency require further diagnosis.
4	Reading: 16/23 (70%) at or above expected, compared with 84% of non-disadvantaged pupils. Indicative progress (+0.18) was close to that of peers (+0.20), but the attainment gap remains.
5	Social, emotional and family circumstances: individual pupils experience barriers affecting readiness to learn, confidence and engagement. The prior strategy identified elevated pastoral referrals among disadvantaged pupils. 75% of the cohort receive extra support.

6	Equitable access and participation: financial or family circumstances can restrict access to clubs, music, trips and residentials. Participation data must be checked to establish where barriers remain.
7	Attendance: cohort attendance is generally strong (approximately 96.4% in the supplied analysis), but five pupils were below 95%, including two below 90%; targeted individual support remains necessary.

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
Disadvantaged pupils with SEND access ambitious, appropriate teaching and make demonstrable progress.	All 13 pupils have clearly identified barriers, agreed classroom strategies and review points. Termly review shows progress against curriculum or individual SEND targets; impact is evidenced through work, assessment and pupil voice.
Improve writing attainment and progress.	By summer 2027, improve on the 2026 baseline of 57% at/above expected (13/23) and reduce the 18-point attainment gap where cohort composition allows. Track transcription, sentence construction and composition separately; review termly.
Improve mathematical understanding and attainment.	Improve on 63% at/above expected (15/24) and reduce the 20-point gap; intervention entry/exit assessments show identified gaps closing, especially in number and fluency.
Sustain reading progress while improving attainment.	Maintain progress broadly in line with peers and improve on the 70% at/above expected baseline (16/23). Termly assessments and reading conferences demonstrate improvements for pupils below expected.
Pupils receive timely, effective pastoral and family support.	Identified pupils have clear support plans and reviewed outcomes; pupil, parent and staff feedback and case records demonstrate improvements in engagement, wellbeing or readiness to learn.
Participation in enrichment is equitable.	Termly participation audit compares PP and non-PP involvement in clubs, music, trips and residentials; financial barriers are addressed and any gap is reduced.
Maintain strong attendance and reduce individual absence.	Sustain strong cohort attendance and review each pupil below 95% termly; reduce persistent absence through proportionate, supportive family engagement.

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: £21, 490

This covers:

- SENDCo coaching, planning and adaptive teaching.
- Staff CPD and curriculum development.
- Improving writing fundamentals.
- Consistent mathematics teaching.
- Reading instruction and comprehension.
- Leadership monitoring and moderation.

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo-led coaching, planning and review of adaptive teaching; targeted CPD for teachers and teaching assistants.	EEF SEND guidance: “High quality teaching” is the foundation of support; use explicit instruction and scaffolding. EEF source	1, 2, 3, 4
Strengthen whole-school writing fundamentals, including oral rehearsal, sentence construction, spelling, handwriting and purposeful feedback.	EEF Oral Language (+6 months) and Feedback (+6 months): model talk, give actionable feedback. EEF source	1, 2
Develop consistent mathematics teaching of number fluency, retrieval, modelling and checking for understanding.	EEF Metacognition and Self-regulation (+8 months): explicitly model and practise strategies. EEF source	1, 3
Sustain effective reading instruction, vocabulary development and comprehension teaching.	EEF Reading Comprehension Strategies (+7 months): explicitly teach comprehension and vocabulary. EEF source	1, 4
Leadership monitoring and moderation of disadvantaged pupils’ work and progress each term.	EEF implementation guidance: monitor delivery and adapt using evidence. EEF source	1, 2, 3, 4

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

Budgeted cost: £8, 595

This covers:

- Small-group and one-to-one writing support.
- Diagnostic maths interventions.
- Reading and comprehension interventions.
- SEND specialist teaching assistant support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time-limited small-group or one-to-one writing support, with entry and exit assessments.	EEF Small Group Tuition (+4 months) / One-to-one Tuition (+5 months): target diagnosed gaps. EEF source	1, 2
Diagnostic mathematics support for number knowledge and fluency, including pre-teaching or structured catch-up where appropriate.	EEF Small Group Tuition (+4 months): closely match teaching to pupils' needs. EEF source	1, 3
Reading and comprehension interventions for pupils below expected, including fluency and vocabulary where needed.	EEF Reading Comprehension (+7 months) and Oral Language (+6 months): teach strategies explicitly. EEF source	1, 4
SEND specialist teaching assistant support aligned with individual targets and class teaching.	EEF Teaching Assistant Interventions (+4 months): structured support and trained staff. EEF source	1, 2, 3, 4

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

Budgeted cost: £8,985

This covers:

- Learning Mentor and therapeutic family support.
- Attendance monitoring and family engagement.
- Uniform, breakfast provision and financial assistance with trips.
- Music, choir, clubs, sport and enrichment opportunities.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor, therapeutic child/family and safeguarding/early-help support, based on assessed need.	EEF Social and Emotional Learning (+3 months); Parental Engagement (+4 months): targeted support and family partnership. EEF source	5, 7
Attendance monitoring and early supportive conversations with families where absence is a concern.	EEF Parental Engagement (+4 months): work with families to address barriers; attendance impact must be evaluated locally. EEF source	7
Financial assistance for uniform, breakfast provision, visits and residentials where a barrier is evidenced.	EEF: uniform alone has unclear academic impact; financial support is justified here as removing access barriers, not proven attainment gain. EEF source	5, 6
Access to choir, music tuition, clubs, sport, cultural experiences and careers-related enrichment.	EEF Arts Participation (+3 months); Physical Activity (+2 months): broaden participation; monitor outcomes. EEF source	6

Total budgeted cost: £39,070

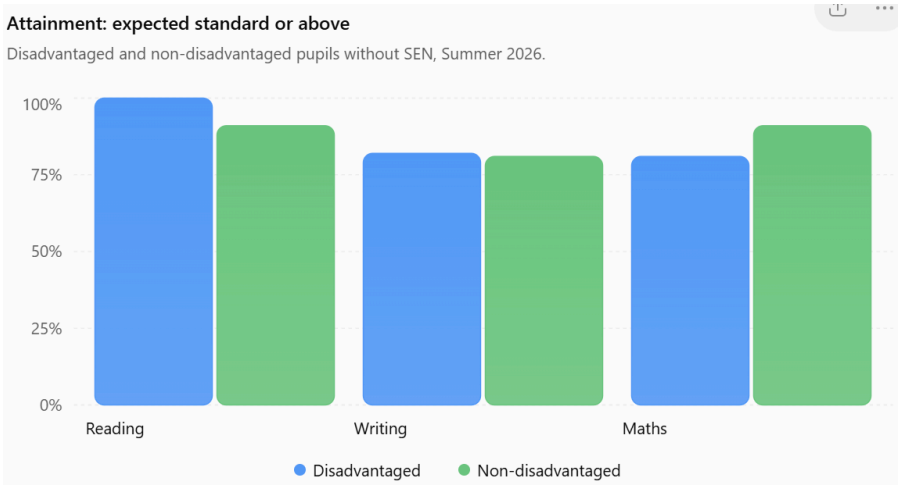
Part B: Review of the previous academic year

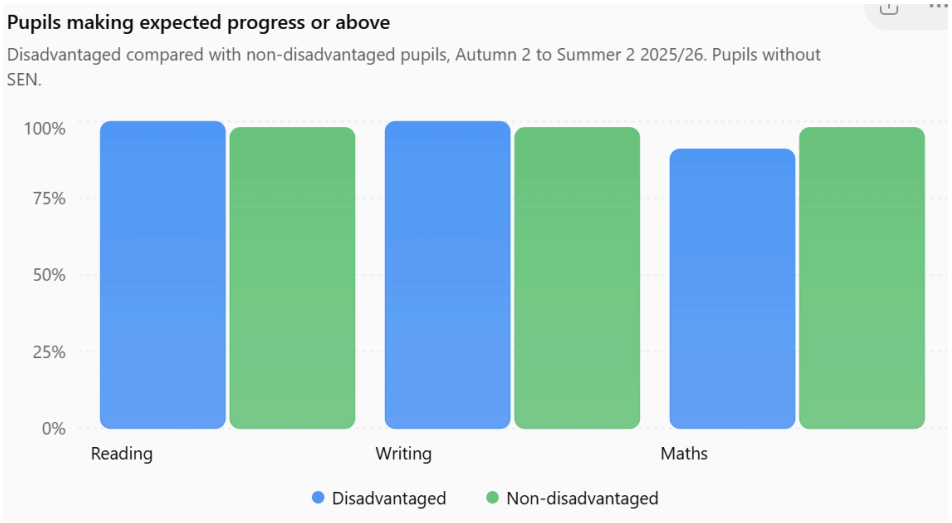
Outcomes for disadvantaged pupils

At St Walburga's Catholic Primary School, we use Pupil Premium funding to remove barriers to learning, improve outcomes and ensure that all children have the opportunity to fulfil their potential. Guided by our school motto, *Putting Others First*, our strategy combines high-quality teaching, targeted academic support and wider pastoral provision.

During 2025–2026, our priorities included strengthening adaptive teaching, developing reading, writing and mathematics, supporting pupils with additional needs and ensuring disadvantaged children could access the wider opportunities available through school.

The impact of our provision





Reading – a significant strength

Our strategy prioritised explicit reading comprehension teaching, small-group support and opportunities to develop vocabulary and understanding. This was reflected in particularly positive outcomes, with 100% of disadvantaged pupils without SEN achieving at least the expected standard. 82% made above-expected progress, compared with 73% of their non-disadvantaged peers.

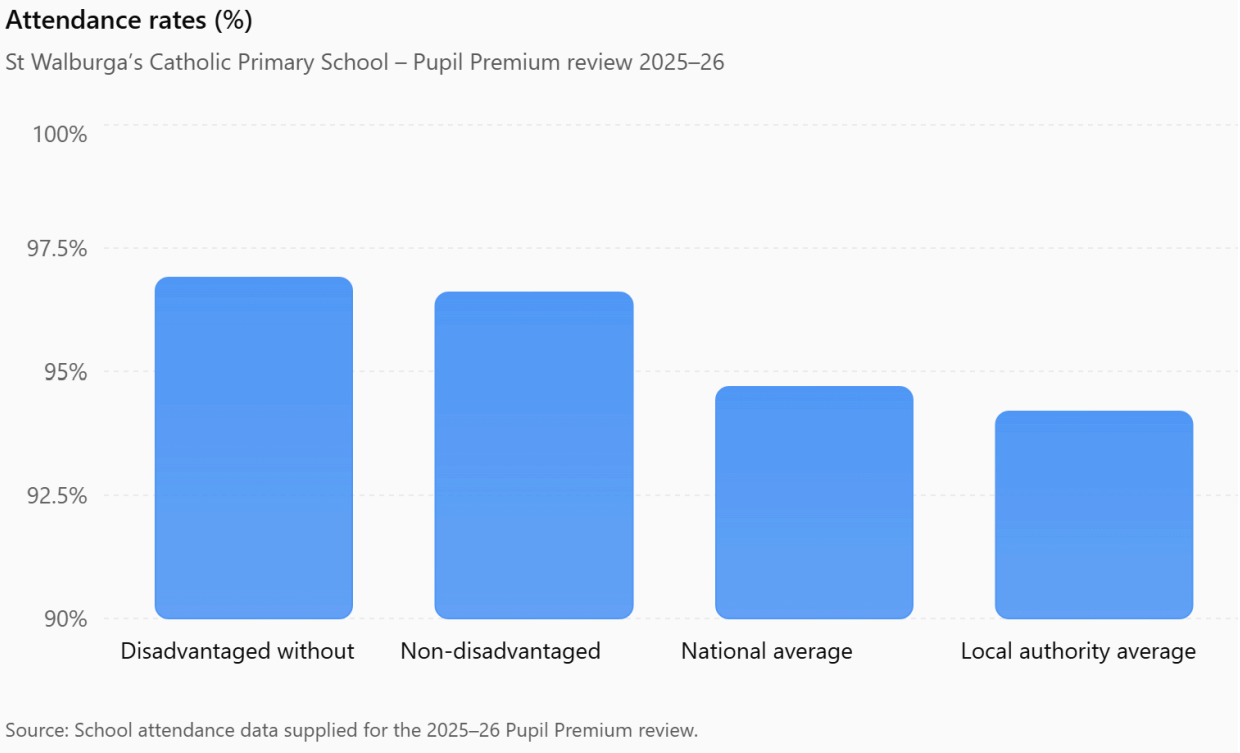
Writing – securing the fundamentals

We introduced a new writing framework, focusing on securing fundamental skills before pupils moved on to a wider range of genres and text types. Writing attainment for disadvantaged pupils was broadly comparable with their peers, with 82% achieving at least the expected standard. However, progress data indicates that further work is needed to increase the proportion making above-expected progress. This remains a priority for our teaching and curriculum development.

Mathematics – strengthening fluency and understanding

Our strategy included developing Key Instant Recall Facts (KIRFs) to strengthen mathematical fluency and retention, alongside targeted teaching and support. 82% of disadvantaged pupils achieved at least the expected standard. While 55% made above-expected progress, compared with 66% of their peers, we recognise the importance of continuing to address gaps in mathematical understanding.

Attendance



Disadvantaged pupils without SEND achieved excellent attendance of 96.9%, exceeding the attendance of their non-disadvantaged peers without SEND (96.6%) and both national and local authority averages. These positive outcomes complement the school's wider Pupil Premium provision, including pastoral support, family engagement and practical assistance to remove barriers to regular attendance.

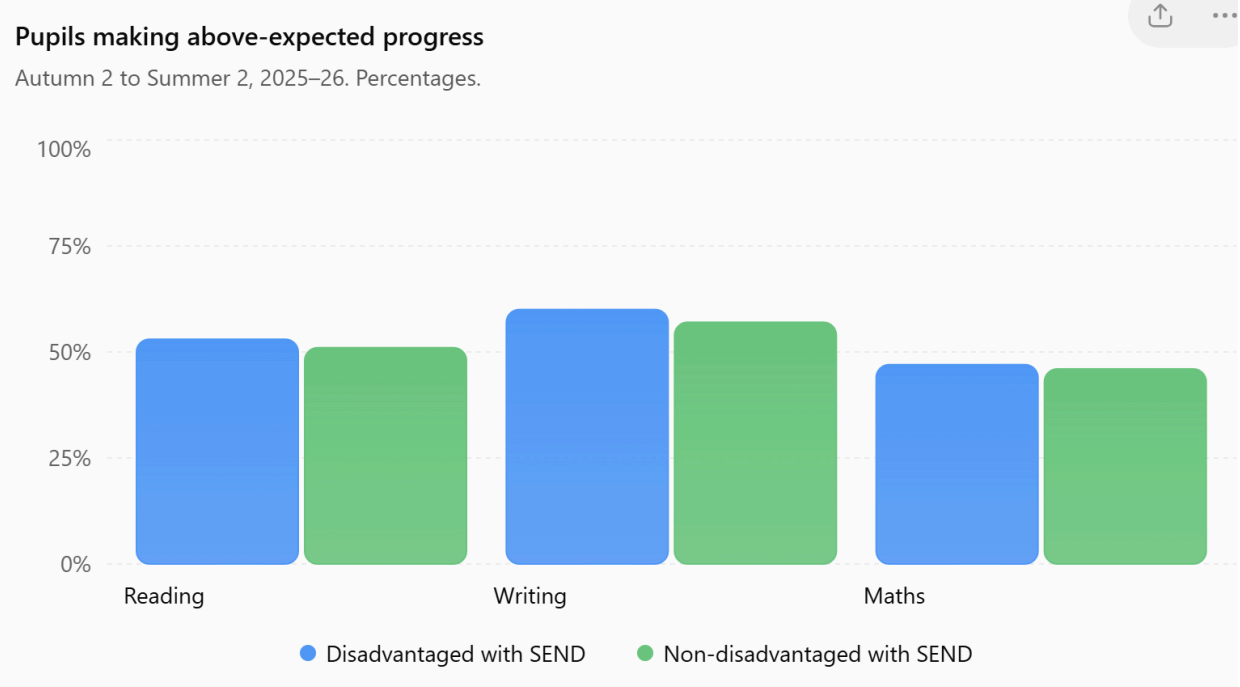
Attendance for disadvantaged pupils without SEN was positive in 2025/26, at **96.9%**, slightly above the **96.6%** achieved by non-disadvantaged pupils without SEN and well above both national (94.7%) and local authority (94.2%) averages. There were no persistently absent disadvantaged pupils in this cohort, compared with 5.2% of non-disadvantaged pupils, and no disadvantaged pupils reached the threshold of 10 or more unauthorised absences.

However, the proportion of disadvantaged pupils achieving excellent attendance (97–100%) was lower than that of their non-disadvantaged peers (36.4% compared with 56.5%). We will therefore continue to monitor individual attendance patterns, work closely with families and provide early support where needed, with the aim of sustaining high overall attendance and increasing the proportion of disadvantaged pupils achieving excellent attendance.

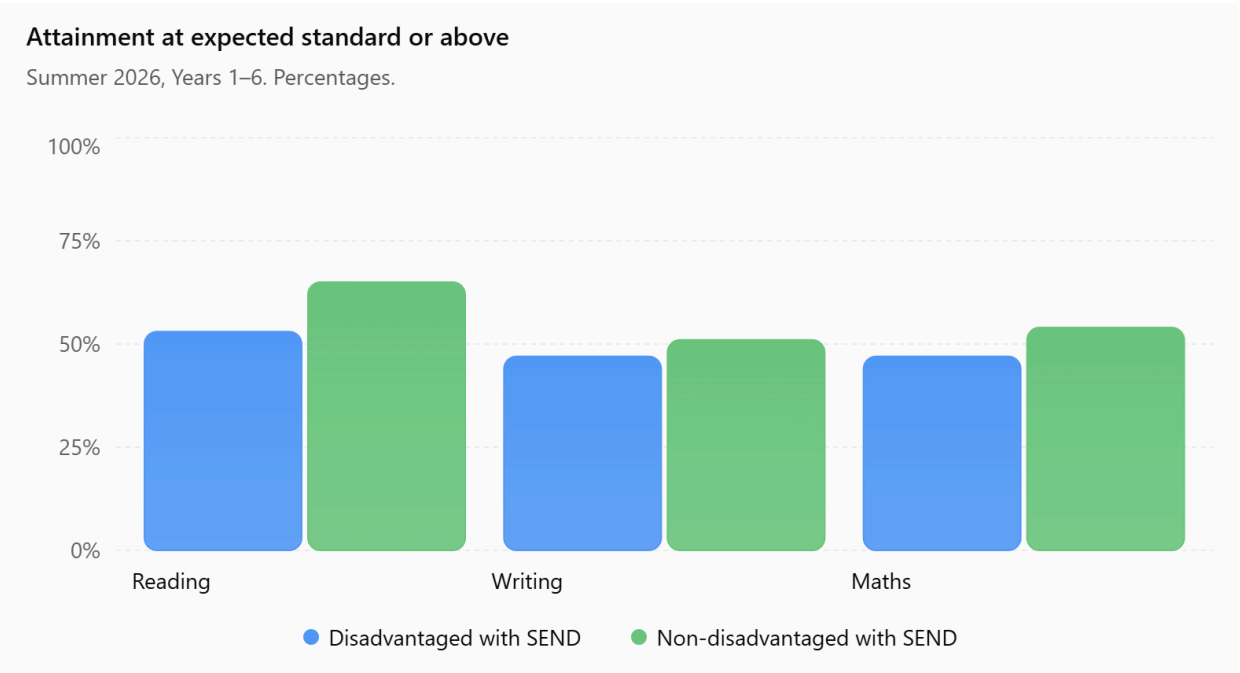
SEND, inclusion and wellbeing

The school's commitment to inclusive, high-quality teaching and targeted SEND provision is reflected in the positive progress made by disadvantaged pupils with additional needs.

In 2025–26, disadvantaged pupils with SEND made strong progress across reading, writing and mathematics. The proportion making above-expected progress was higher than that of non-disadvantaged pupils with SEND in all three subjects: **53% compared with 51% in reading, 60% compared with 57% in writing, and 47% compared with 46% in mathematics**.



Attainment outcomes were also encouraging, with 53% achieving the expected standard or above in reading and 47% in writing and mathematics. Although attainment remains below that of non-disadvantaged pupils with SEND, the progress measures demonstrate that disadvantaged pupils with SEND are responding positively to the school's educational provision.



These outcomes are encouraging in relation to the priorities identified in the 2025–26 Pupil Premium Strategy, including SENDCo leadership, specialist teaching assistant support, adaptive teaching and targeted academic interventions.

The school will build on this progress through continued personalised support, careful monitoring of individual SEND targets and focused teaching to further improve attainment, particularly in reading and mathematics.

We continued to prioritise adaptive teaching, SENDCo support, staff development and specialist teaching assistant provision. Our wider strategy also recognised the importance of children's emotional wellbeing and family circumstances, through therapeutic family support, learning mentor provision and pastoral support. We remain committed to understanding individual barriers and providing support that enables every child to succeed.

Enrichment and wider opportunities

Our strategy aimed to ensure disadvantaged pupils could access the same rich experiences as their peers. This included opportunities in music, arts, choir, sport, clubs 22 of the 29 pupil premium pupils (76%) accessed at least one extracurricular club, demonstrating that the majority of disadvantaged pupils are benefiting from wider enrichment opportunities and have access to experiences beyond the classroom.

100% of pupils eligible for Pupil Premium receive additional support and provision, tailored to meet their individual needs and remove barriers to participation. This includes reduced payments for trips and activities, access to enrichment opportunities, additional experiences such as football tickets and cinema visits, Christmas gifts, food vouchers and, where needed, free after-school club provision. This ensures that financial circumstances do not prevent disadvantaged pupils from accessing the same opportunities and experiences as their peers, while providing targeted support to families facing additional challenges.

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