

# St Teresa's R.C. Primary School Pupil Premium strategy- 2025



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	124
Proportion (%) of pupil premium eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jenni Willis
Pupil premium lead	Dean Marshall
Governor / Trustee lead	Nicola Cross (SEND Gov)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£45,050

## Part A: Pupil premium strategy plan

### Statement of intent

St Teresa's is a Catholic community where each person is known, valued and encouraged to reach their highest potential and it is therefore our intention that **all** pupils, regardless of their background or challenges that they might face, make good progress and achieve well across all areas of school life. We aim to provide wider opportunities to inspire the young people in our school to grow in confidence, skills and knowledge so they can go out into the world and make it a better place.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Through this strategy, we will consider the various challenges that are faced by vulnerable pupils and as such, any activities outlined are intended to support their needs regardless of their circumstance.

We hold research into high-quality learning at the heart of our approach- focussing on the areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap whilst also benefitting those non-disadvantaged in school. Implicit in the outcomes stated below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also includes a continued focus on the wellbeing and good mental health for all pupils with a particular focus on improved attendance.

Our approach is responsive to common challenges and specific need, rooted in diagnostic assessment. The approaches that we have chosen work well together to ensure pupils excel. To ensure their effectiveness, we will:

- Ensure all staff have high expectations of **all** our children.
- Ensure our assessment for learning process continues to be deeply embedded to ensure all interventions are impactful and timely.
- Continue to know and work with all our children and families closely, sustaining already strong parental partnerships.



## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observation and discussion with pupils continue to show underdeveloped oral language and oracy skills upon entry to school which is well below national expectations and the gap is continuing to widen.
2	Continuous observation show that disadvantaged pupils have greater difficulty with phonics than their peers including practising at home.
3	Assessments within school show an attainment gap between those who are disadvantaged compared with their peers when considering combined attainment in R,W,M (there are however very small numbers of PP children in some classes).
4	In school, we have identified that we now need to be more strategic when planning enrichment opportunities for all pupils with a particular focus on those who are disadvantaged.
5	Attendance, as a national priority, continues to be a challenge and when considering those who are disadvantaged data shows their attendance can be marginally lower than those who are not disadvantaged.

## 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 oracy knowledge and skills across the school (1).	From assessment, observation and pupil voice, we can see a significant improvement in Oracy skills amongst those children who are disadvantaged.  This will be further evident in monitoring activities within the wider curriculum as our Oracy curriculum is embedded across school.
Sustain attainment in Phonics at KS1 among disadvantaged children (2).	KS1 assessments continue to show that at least 70% of children who are disadvantaged meet the expected standard in phonics by the end of Y1 or Y2.
Improved combined attainment for disadvantaged children at the end of KS2 (3)	Ks2 outcomes show that at least 70% of children who are disadvantaged meet the combined age-related expectation (in reading, writing and maths).
Provide a balanced offer of enrichment opportunities for all children in school, with	Through pupil voice, observation and conversations with subject leaders, each

particular focus on those who are disadvantaged (4).	<p>year, all children (including those who are disadvantaged) will have the opportunity to:</p> <ul style="list-style-type: none"> <li>- Attend extra-curricular activities</li> <li>- Take part in visits or trips related to their learning and interests</li> <li>- Enjoy enrichment opportunities across the year.</li> </ul>
To continue to sustain and further improve punctuality and attendance for children in school with a particular focus on those who are disadvantaged and those with persistent absence (5).	<p>Through assessment, attendance will continue to improve and by 2027/28 this will be a strength in school, demonstrated by:</p> <ul style="list-style-type: none"> <li>- A continued improvement in the rate of unauthorised absence for all pupils.</li> <li>- A further reduction in the gap between disadvantaged pupils and their peers.</li> <li>- A further improvement in punctuality in school.</li> <li>- Positive engagement with the trust attendance officer.</li> </ul>

## 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: 34% of total budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing standardised diagnostic assessments which are used across the school.	Through standardised testing, we are able to identify particular strengths and weaknesses of each child and plan accordingly through PIM meetings to ensure teaching is adjusted and they receive the support they need to improve:	1, 2, 3
Engage with, and embed, the key areas outlined within the writing framework into the English curriculum. This will include attending webinars, moderation and training offered both by the trust, local authority and external agencies to ensure	<p>Writing framework:</p> <p><a href="https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf">https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</a></p>	2,3

our writing curriculum is progressive and has high expectations of all children in order to make good progress.		
Development of an Oracy curriculum specific to the needs of our school which is based on research. This will involve engaging with documents from Voice 21, the Oracy framework to create a bespoke offer to support Oracy skills across all areas of school which is taught discretely.	Benefits of Oracy show children their voice has value and develops the ability to articulate their thoughts.  Voice 21 state that Oracy has many benefits including fostering wellbeing and confidence.	1
Continue to prioritise our DfE Validated Systematic Phonics Programme to ensure all children, including those who are disadvantaged, are receiving high quality teaching of early reading and phonics.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2

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

Budgeted cost: 40% of total budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following guidance from the Trust, continued use of Wellcomm to provide intervention in order to develop and improve listening, narrative and vocabulary skills for those children who have low spoken language.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Use of the NEST to support ALL EYFS and SEND children: This involves assessing all children on entry and providing weekly intervention to develop	<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>	1

speech and language skills appropriate to their ability.		
<p>Developing strong conversations between staff in regard to pupil progress and intervention through PIM meetings.</p> <p>This will ensure all children, including those who are disadvantaged, receive specific activities to make accelerated progress.</p>	<p>The <a href="#">Education Endowment Foundation</a> (EEF) emphasizes using evidence to make pupil progress meetings effective, focusing on <b>fewer, better things</b>, high-quality instruction, targeted support, and strong <b>parental engagement</b>, all while avoiding "teaching to the test". EEF guidance suggests meetings should use data to identify gaps, implement focused strategies (like personalized feedback and tailored support), and monitor progress with clear implementation plans, often using tools like <a href="#">Logic Models</a>, to ensure interventions genuinely improve learning and close attainment gaps, especially for disadvantaged pupils.</p>	2, 3
Continue to ensure that all children have an opportunity to read 1:1-daily if needed.	Daily reading is the best intervention to encourage a love of, and develop, reading skills!	1, 2, 3, 4
Use of intervention strategies from Woodbridge to support children, including those who are disadvantaged, to make rapid progress in identified areas.	<p>EEF intervention strategies for children with additional needs focus on <b>targeted support, clear communication, positive relationships, and evidence-based programs</b>, using tools like visual aids, sentence starters, structured routines, small group work (e.g., Catch Up Literacy/Numeracy), and parental engagement to build confidence and address specific learning/behavioural gaps, ensuring consistency and high expectations.</p>	3

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

Budgeted cost: 26% of total budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to the listening service to support SEMH needs for all children who require support, including those who are disadvantaged.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
Engaging regularly with the mental health team where necessary to support both children and families.		4
Provision of staff for Wednesday wellbeing club, focussing on the 5 ways to wellbeing- aimed at disadvantaged children however all in school are free to take part.	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).	4, 5
An SLA with Behaviour Support to engage with families and provide expert advice to staff in supporting those children, including those who are disadvantaged, who have difficulties with behaviour and emotions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3, 4
Engage and work with iThrive mentor scheme to support children, including those who are disadvantaged, with SEMH including transition in the later years of primary school.	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4
Targetted TA support for wellbeing, mental health and attitude towards school provided 2 afternoons a week.		3, 4



This is available to support staff and children in school and is delivered by a TA 4 in school.		
Fund to support and supplement disadvantaged children to access a wider range of enrichment opportunities.	From our experience, parents can often struggle to access opportunities to enhance and enrich their child's learning opportunities.	3, 4, 5
Contingency fund for any acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5
Daily breakfast and after school clubs offered to support parents with childcare.	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. There is evidence that involvement in extra-curricular sporting activities may increase attendance and retention.	4, 5
Continuing to access, and use the principles of good practice set out in the DfE's improving school attendance advice alongside specific support from the Trust attendance officer to support persistent absence and late arrival to school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

**Total budgeted cost: £45,050**