

Pupil premium strategy statement – St Nicholas of Tolentine RC Primary school 2024-2027

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 – Review December 2025

Detail	Data
Number of pupils in school	125 pupils
Proportion (%) of pupil premium eligible pupils	82 pupils – 69.5%
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)	2024-2027 Review 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachael James
Pupil premium lead	Rachael James
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,048
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>	£129,048

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all pupils, regardless of their background or challenges, make good progress and achieve highly across all subject areas. We recognize that some pupils face additional barriers to learning, including those who are disadvantaged, have social workers, or are young carers. We are committed to supporting the needs of all vulnerable pupils, whether or not they fall within the disadvantaged category.

At the heart of our approach is high-quality teaching, which research consistently shows has the greatest impact on closing the attainment gap for disadvantaged pupils while benefiting all learners. We will prioritize areas where disadvantaged pupils require the most support, ensuring that teaching is ambitious, inclusive, and responsive to individual needs.

We acknowledge that not all pupils are disadvantaged, but some may experience vulnerabilities outside this remit that require tailored support to enable them to thrive. Our strategy ensures that disadvantaged pupils are challenged appropriately, and we act early to intervene at the point a need is identified. This proactive approach is underpinned by a whole-school commitment, where every member of staff takes responsibility for pupil outcomes and shares high expectations of what all pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with the children identify the impact of behaviour, social and emotional needs on the children's own emotional resilience and learning, and that of others. This results in challenges for some of our disadvantaged pupils, including behaviour and attitudes and impact on attainment. These challenges particularly affect disadvantaged pupils who have special educational needs.
2	Our attendance data over the last year indicates that attendance for most pupils has recovered since the pandemic, however for a small minority of pupils, they are persistently absent from school.
3	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, with 57% of children also experience EAL the oracy gap increases.
4	Our assessments, observations, and discussions with pupils and families have identified a socio-economic gap. This results in children having limited experiences outside of school, inability to financially contribute to opportunities for learning outside the classroom, difficulties providing resources for school – such as school uniform.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties within reading and writing, than their non-disadvantaged peers. This includes lower starting points in EYFS, which have been identified within baseline assessments, this continues through to KS2 based on assessment analysis across year groups.
6	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
7	Mobile population due to families seeking asylum and being rehoused

Intended outcomes 2025 – 2026

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 achieve and sustain improved, behaviour and attitudes for all pupils in our school, particularly our disadvantaged pupils, through a values-based ethos.	<ul style="list-style-type: none"> • Sustained high levels of well-being by 2026/2027 which is demonstrated by data from pupil voice, pupil and parent surveys and teacher observations • Through the implementation of support a significant reduction in behaviour incidents • Increase in participation in enrichment activities
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • By 2026/2027 attendance for disadvantaged pupils will be above 95% • The percentage of disadvantaged pupils persistently absent will be below 10%
Improve oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Learning observations show consistent explicit teaching and

	<p>accurate pupil use of priority vocabulary across all subjects</p> <ul style="list-style-type: none"> • Evidence in disadvantaged pupils books show them using newly taught vocabulary with accuracy and content fit. • Oral rehearsal is evident in lessons, children can oral construct sentences with accuracy before writing. • EYFS use 5 sentence oral retelling in order to develop language acquisition • Wellcomm screeners used within EYFS and KS1 (where appropriate), providing structured interventions to further develop language understanding. • All lessons provide opportunities for structured talk opportunity with quality modelling from teachers. • EAL assessments completed and targeted interventions in place, assessments at end of intervention demonstrate progress with understanding and use of English.
<p>Improve English attainment among disadvantaged pupils</p>	<ul style="list-style-type: none"> • KS2 Reading and writing outcomes in 2026/2027 show continued upward trend with more disadvantaged pupils meeting the expected standard in line with non-disadvantaged pupils – improvement towards this evident in interim years. • Increase in the percentage of disadvantaged pupils achieving PSC pass at the end of Y1 and resists at the end of Y2 • Opportunities to moderate across schools, provide challenge for teachers in raising expectations for disadvantaged pupils
<p>Improve attainment in Maths for disadvantaged pupils by the end of KS2</p>	<ul style="list-style-type: none"> • Average score in MTC to be above 20 for disadvantaged pupils • KS2 Maths outcomes in 2026/2027 show continued upward trend with more disadvantaged

	<p>pupils meeting the expected standard in line with non-disadvantaged pupils – improvement towards this evident in interim years.</p> <ul style="list-style-type: none"> • Mastery number embedded within EYFS and KS1 providing foundational knowledge and skills in Maths
<p>Disadvantaged pupils will participate fully in school life, including trips, extracurricular activities, and cultural experiences, and will have the necessary resources to engage confidently and consistently in their education.</p>	<ul style="list-style-type: none"> • 100% of disadvantaged pupils attend all curriculum linked trips and enrichment activities – including Y6 Camp • 100% of disadvantaged pupils have required school uniform by the end of each term 1 • All eligible families informed and support to access pupil premium allocations or hard ship funds • Pupil voice surveys show that 100% of disadvantaged pupils feel included and able to participate in all school opportunities
<p>Pupils from mobile families, including those seeking asylum and experiencing frequent rehousing, will have continuity of learning and stability in their educational experience, ensuring that mobility does not negatively impact academic progress, attendance, or wellbeing</p>	<ul style="list-style-type: none"> • Mobile pupils maintain attendance of at least 95% (or show improvement from baseline) within one term of joining. • At least 80% of mobile pupils make expected progress or better in reading, writing, and maths by the end of the academic year. • Pupil voice survey shows mobile pupils feel safe, welcomed and supported

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: **£10,279.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL/Language development work – including 1:1 work with children £5123	Bell Foundation – EAL strategies and great ideas https://www.bell-foundation.org.uk/resources/great-ideas/ Oral language interventions I Toolkit Strand I Education Endowment Foundation I EEF <ul style="list-style-type: none"> • Oral language interventions (including targeted 1:1 and small-group work) have a high impact for very low cost, with an average of +6 months additional progress. • These approaches include explicit vocabulary teaching, structured questioning, and dialogic activities, which are particularly effective for pupils with English as an Additional Language (EAL) and disadvantaged learners. • Multilingual approaches and structured scaffolding provides support to accelerate English acquisition while maintaining access to the curriculum 	3, 5, 7
Asylum/refugee development work £4806.05	Bell Foundation – EAL strategies and great ideas https://www.bell-foundation.org.uk/resources/great-ideas/	1, 2, 3, 4, 5, 6, 7
Attendance CPD for key staff £50	EEF – Supporting school attendance DFE – working together to improve school attendance	2,8
Phonics training for all new staff £300	EEF – Phonics DFE – Reading framework <ul style="list-style-type: none"> • Ensuring that all staff teach with fidelity to the scheme ensures quality first teaching for all. 	5

Pie Corbet training for all staff (no cost to strategy)	<ul style="list-style-type: none"> Quality CPD for all teaching staff to provide high quality first teaching for writing. The EEF supports the need teach writing composition strategies through modelling – CPD provides targeted strategies for staff to implement within their classrooms. 	3, 5,
---	--	-------

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

Budgeted cost: **£51,730.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speaking and listening support and interventions in the EYFS. Use of wellcomm interventions to target speech and language needs £6766.56	Oral language interventions Toolkit Strand Education Endowment Foundation EEF + 5 months EEF Communication and language approaches https://www.gla-assessment.co.uk/assessments/products/wellcomm/ <ul style="list-style-type: none"> Communication and language approaches in early years settings show very high impact (+7 months) on language and literacy development. Targeted interventions delivered by trained adults are most effective, especially for pupils with identified speech and language needs. 	1, 3, 4, 5, 7
Small group phonics £6128.64	Phonics Toolkit Strand Education Endowment Foundation EEF + 4 months <ul style="list-style-type: none"> Studies show phonics delivered in small groups or one-to-one sessions alongside whole-class teaching accelerates progress for pupils who need additional support. 	5

<p>Targeted academic interventions to support missed learning or SEND needs</p> <p>£19768.06</p>	<p>Teaching Assistant Interventions I Toolkit strand I Education Endowment Foundation I EEF</p> <p>+ 4 months</p> <p>EEF – Targeted academic support</p> <ul style="list-style-type: none"> Evidence consistently shows that high-quality one-to-one and small-group tuition can significantly accelerate progress for pupils who are not making expected progress, including those with SEND. 	<p>1, 3, 5, 6, 7</p>
<p>Reading interventions for children, focusing on fluency and comprehension skills</p> <p>£16717.67</p>	<p>Teaching Assistant Interventions I Toolkit strand I Education Endowment Foundation I EEF</p> <p>+ 4 months</p> <p>EEF – Reading comprehension strategies</p> <p>EEF – Improving literacy – Strand 7, use high quality structured interventions</p> <ul style="list-style-type: none"> Evidence consistently shows that high-quality one-to-one and small-group tuition can significantly accelerate progress for pupils who are not making expected progress, including those with SEND. Intensive support (e.g., 3+ sessions per week) can substantially accelerate learning in reading and maths for struggling pupils. 	<p>5,7</p>
<p>Speech and Language interventions for targeted support following SALT assessments</p> <p>£2115.02</p>	<p>EEF – Oral language interventions</p> <p>DFE – Better communication Research Programme</p> <ul style="list-style-type: none"> These approaches include explicit vocabulary teaching, structured questioning, and dialogic activities, often delivered in small groups or one-to-one. Evidence shows they are particularly effective for disadvantaged pupils who often start school with weaker language skills. 	<p>3</p>
<p>Purchasing Y6 SATs revision books to support independence</p>	<p>EEF – Homework</p> <ul style="list-style-type: none"> Providing structured revision materials supports retrieval 	<p>4,5,6,7</p>

and progress – ensuring all pupils have access to revision materials £235	<p>practice, metacognition, and self-regulation, which are proven to improve attainment.</p> <ul style="list-style-type: none"> The EEF also notes that disadvantaged pupils may lack the resources or quiet spaces to study so we ensure equitable access to revision materials whilst also offering space for homework in school. 	
---	--	--

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

Budgeted cost: £87,802.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance management and administration £20,857	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance EEF – Attendance intervention review</p> <ul style="list-style-type: none"> Whilst evidence is still growing on the best ways to improve attendance proactive monitoring and targeted support are recommended. 	1, 2
Forest nurture intervention Supported by Sports Premium	<p>EEF Social emotional learning toolkit + 4 months</p>	1, 2, 3, 4
Thrive intervention to support social, emotional and mental health needs, including sensory circuits £27,282.54	<p>EEF Social emotional learning toolkit + 4 months</p> <p>https://www.thriveapproach.com/</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <ul style="list-style-type: none"> Thrive is an evidence-based SEMH intervention designed to improve attendance, behaviour, and wellbeing Particularly effective when combined with targeted support for pupils with SEMH needs. 	1, 2, 3, 4

<p>Play therapy £3800</p>	<p>EEF Social emotional learning toolkit + 4 months</p>	1, 2
<p>Music provision – whole class, targeted 1:1 sessions and after school clubs £6300</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Learning Music Boosts Kids' Wellbeing, Confidence, and Belonging</p> <ul style="list-style-type: none"> • Systematic reviews and studies show music learning improves: Confidence, emotional regulation, and sense of belonging Social and emotional wellbeing, which supports engagement and academic success • Music education is increasingly recognised as an essential wellbeing strategy in schools. • Disadvantaged pupils may have limited access to enrichment opportunities 	1, 3, 4
<p>Family engagement days £2850.54</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Parental engagement Toolkit Strand Education Endowment Foundation EEF + 5 months</p>	4
<p>Free breakfast club for all children – including providing food at no cost. £9759.73 £625 £200</p>	<p>Review of evidence on free school breakfast provision</p> <ul style="list-style-type: none"> • Providing free breakfast club for all children ensuring that children come to school on time, and receiving an adequate breakfast to start the day. 	1, 2
<p>School trips £5000</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	3, 4
<p>Walking bus to raise attendance £9463.90</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 2

Uniform support for all families – purchasing of a new jumper and tie £1664	<ul style="list-style-type: none">• Ensuring that all new families have access to uniform instilling a sense of belonging and welcome	
--	---	--

Total budgeted cost: £149,812.71

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils – 2025

EYFS

Within EYFS there were 19 children who were part of the EYFSP Data, with 55% of children achieving GLD. There were 13 pupils who were Disadvantaged with 54% of these children achieving GLD. Whilst disadvantaged pupils were broadly in line with all pupils, non-disadvantaged pupils achieving GLD was 67%.

Further analysis identifies that more disadvantaged pupils did not achieve writing within their assessments. Continued commitment to phonics interventions is required to ensure children are able to implement phonic knowledge into writing.

Phonics

The work dedicated to phonics is improving outcomes year on year.

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	39%	75%	56%	79%	63%	80%	13	69%	80%
% of pupils passing check by end of Year 2	0%	87%	80%	89%	67%	89%	19	84%	89%

Out of the 13 pupils who took the Phonics screening check, 12 of these pupils were disadvantaged. Out of these 12, 8 pupils achieved the PSC (67%), it is difficult to compare these to the 1 non disadvantaged child in the cohort who passed (100%). However disadvantaged pupils scored in line with all pupils.

For the Y2 resists and end of Y2 Outcomes, 15 children out of the 19 were disadvantaged with a pass rate of 87%, which is above all pupils, compared to 75% pass rate for non-disadvantaged pupils.

MTC

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	13%	27%	14%	29%	10%	34%	21	10%	37%
Average score (out of 25)	17.7	19.8	14.8	20.2	14.2	20.6	21	16.6	21.0

Whilst the percentage of children achieving 25/25 has stayed the same, the average score for out of 25 has increased. The children who achieved 25 were both disadvantaged pupils. Continued work this year on increasing the number of children achieving 25, and also increasing the average score out of 25.

KS2

Our KS2 Data continues to be our area of focus for this academic year. Out of the 25 who were included in initial SATs results, 13 children attended St Nicholas since EYFS, 13 children had joined during the past 4 years with 8 children attending from other countries. Support through our strategies were implemented, and children made progress from starting points but did not make above expected progress to achieve EXS.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	46%	-	68%	-	-	Not applicable
2025	12	17%	47%	Below (sig-)	69%	-52	Widening	High - FSM, Low - Stability
2024	12	33%	46%	Close to average (non-sig)	67%	-34	Not available	High - FSM, High - SEN, Low - Stability
2023	-	-	44%	-	66%	-	-	-

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	62%	-	80%	-	-	Not applicable
2025	12	25%	63%	Below (sig-)	81%	-56	Widening	High - FSM, Low - Stability
2024	12	58%	62%	Close to average (non-sig)	80%	-21	Not available	High - FSM, High - SEN, Low - Stability
2023	-	-	60%	-	78%	-	-	-

Due to the significant gap in reading for our most disadvantaged pupils, further pupil premium funding has been targeted to reading interventions. Of the disadvantaged pupils only 6 were present in Y1 and only 50% passed the PSC, which also highlights the requirement for PSC to be high profile within our strategy.

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	59%	-	78%	-	-	Not applicable
2025	12	25%	59%	Below (sig-)	78%	-53	Widening	High - FSM, Low - Stability
2024	12	42%	58%	Below (non-sig)	78%	-36	Not available	High - FSM, High - SEN, Low - Stability
2023	-	-	58%	-	77%	-	-	-

The continued drop in writing not just for disadvantaged pupils has called for further work to improve writing, this year as part of the Trust all staff are embarking on a writing project with Pie Corbet to improve writing outcomes from all through quality first teaching in classes.

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	60%	-	80%	-	-	Not applicable
2025	12	42%	61%	Below (non-sig)	80%	-39	Narrowing	High - FSM, Low - Stability
2024	12	33%	59%	Below (non-sig)	79%	-46	Not available	High - FSM, High - SEN, Low - Stability
2023	-	-	59%	-	79%	-	-	-

The gap for disadvantaged pupils in Maths is closing, however this is still below expectations and the continued work for Maths's support will continue.

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	121	94.9%	94.9%	Close to average	Relative improvement	High - FSM, High - SEN
2023/24	132	92.8%	94.5%	Below	Relative improvement	High - FSM, High - SEN
2022/23	122	90.7%	94.1%	Below	Not available	-

► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	79	94.3%	92.6%	Above	Relative improvement	High - FSM, High - SEN
2023/24	75	90.4%	92.0%	Below	Relative improvement	High - FSM, High - SEN
2022/23	66	87.9%	91.6%	Below	Not available	-

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	121	16.5%	14.3%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2023/24	132	21.2%	14.6%	Above (sig+)	No sig change	High - FSM, High - SEN
2022/23	122	27.0%	16.2%	Above (sig+)	Not available	-

► [Chart](#)

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	79	17.7%	24.4%	Below (non-sig)	No sig change	High - FSM, High - SEN
2023/24	75	28.0%	27.1%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2022/23	66	36.4%	29.3%	Above (non-sig)	Not available	-

Continued monitoring and evaluation of attendance has highlighted the improvements in attendance for all pupils, but particularly for disadvantaged pupils – with FSM attendance being above national. Attendance is high priority for us as a school as children can not learn if they are not in school. With the continued focus we are confident that attendance data will continue to improve and be in line with national by 2026/2027

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
Providing enrichment opportunities for disadvantaged pupils, including in school and extra curricula activities	Preludes music
Pastoral support for targeted children to support emotional well-being and behaviour	Play Therapy