



St. Martin de Porres Catholic Primary School

"Through Jesus we achieve our very best"

Pupil Premium Strategy

2025-2028

September 2026

Pupil premium strategy statement

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	195
Proportion (%) of pupil premium eligible pupils	41% (8 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2028
Statement authorised by	Governors Finance Committee
Pupil premium lead	Aaron Crehan
Governor / Trustee lead	Chris Packham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,100
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£96,100

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all of our pupils receive the right level of help and support in order to make the best academic progress and attainment in all areas of the curriculum during their time at our school as they can.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach. At St Martin de Porres Catholic Primary School, through high quality first teaching, we have a proven record of closing the disadvantage attainment gap and at the same time ensuring all children achieve to their full potential. We believe that all children must have the opportunity to succeed and develop their experiences to ensure they continue to thrive once they leave our school.

Our main key principles are:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensuring that appropriate provision across the curriculum is made for pupils who are disadvantaged and for those that are vulnerable by addressing their specific needs and weaknesses with appropriate levels of support and measuring impact.
- Targeted academic support is provided to all pupils who are not making good progress through appropriate interventions, smaller teaching groups to narrow the gap between disadvantaged and non-disadvantaged.
- To support our children's health and wellbeing to enable them to be ready to learn and access learning.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- To ensure all children, regardless of background or ability, are provided with the same experiences both inside and outside the classroom.

It is the responsibility of the whole school team for the provision for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	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 in general, but more prevalent amongst our youngest and amongst our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Early intervention is necessary to ensure all disadvantaged children catch up.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, impacting on their attainment in addition to their personal development. Increasing the opportunities for enrichment is a priority as pupils have limited cultural capital experiences beyond their home life and immediate community and lack positive role models, aspirations and opportunities to follow and develop interests.
4	Attendance in schools has reduced since COVID and there is a gap between Disadvantaged and non-disadvantaged children in school. This is affecting their progress academically as well as potentially affecting their social and emotional development. Improving attendance for our disadvantaged children is vital if they are to achieve their full potential in school and throughout their lives.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved writing attainment among disadvantaged pupils.	Improved writing attainment among disadvantaged pupils. KS2 reading outcomes in 2024/25 show that children who are disadvantaged meet the expected standard and a higher proportion of disadvantaged children achieve greater depth in line with their non-disadvantaged peers
To ensure the vast majority of children have the phonic knowledge to read fluently and accurately and be able to access the curriculum	Continue to achieve above national expectations for phonics screening check in Year 1, whilst aiming to ensure all children succeed in the check by the end of Year 2 if re-sits are needed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • increased support for mental health and well-being has enabled pupils to become mentally more aware and mentally healthy • a significant increase in the breadth of enrichment activities and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve the attendance and reduce persistent absence	The overall absence rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is zero. The percentage of all pupils who are persistently absent reduced and the figure among disadvantaged pupils is no lower than their peers.

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: £7,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Training for English Curriculum	EEF states that “spending on developing high quality teaching and ensuring an effective teacher is in front of every class, is the key ingredient to every school” Whole school curriculum development for English Writing through CPD; Team Teaching from English Leader; visits to training schools; and mentorship.	1, 2, 3
Talk for Writing Method of English Curriculum embedded across the school	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF Toolkit shows that oral language intervention has a high impact on progress (6+ months)	1, 2, 3
Implementing and embedding the ‘Little Wandle’ Systematic synthetic phonics teaching programme across the whole school	“Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.” EEF research	1, 2, 3

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

Budgeted cost: £66,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Interventions	Ongoing summative assessments identify pupils who have gaps in learning will have intervention from their TA on the same day. The EEF states, "Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the pandemic."	1, 2, 3
Structured phonics and early reading intervention	The EEF states, "Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the pandemic." Individual/small group intervention from a teacher.	1, 2, 3
Tutoring	The EEF states that 'On average, one to one tuition is very effective at improving pupil outcomes. It might be an effective strategy for providing targeted support for pupils that are identified as having low prior 3 9 attainment or are struggling in particular areas.' Members of the teaching staff offered 1:1 and small group tuition before school.	1, 2, 3

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

Budgeted cost: £22,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve emotional and social wellbeing of all children	Employment of Family Support Worker. The EEF states that "school leaders should take account of their in – depth understanding of any challenges that	3, 4

	disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal data and information including information on wellbeing, mental health and safeguarding.”	
To support children with personal development opportunities and to increase the breadth of enrichment opportunities	To ensure all children can access school trips, after school clubs, enrichment activities and ensuring there is a contingency to support families with a variety of needs as they arise e.g. help with gas and electricity, basic food, bus passes, uniform etc. The EEF states that” school leaders should take account of their in – depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal data and information including information on wellbeing, mental health and safeguarding.”	3, 4

Total budgeted cost: £93,390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

202-2026 KS2 Attainment & Progress for disadvantaged pupils:

Subject	Disadvantaged Age Related ARE % (National %)	Disadvantaged Greater Depth ARE % (National %)	Disadvantaged Progress Score
Reading	81% (81%)	31% (36%)	+0.75 (-0.86)
Writing	81% (79%)	13% (16%)	+0.75 (-0.72)
Maths	94% (81%)	25% (33%)	+2.57 (-0.70)
Grammar, Punctuation & Spelling	81% (80%)	38% (35%)	n/a
Combined Reading, Writing & Mathematics	75% (70%)	13% (11%)	n/a

Disadvantaged pupils achieve strong outcomes.

Attainment at the expected standard is in line or better than national disadvantaged outcomes across Reading, Writing and Mathematics, and is particularly strong in Mathematics.

Progress is positive in all three subjects and compares favourably with national disadvantaged progress scores. Combined Reading, Writing and Mathematics outcomes are above national at both the expected standard and Greater Depth.