

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Clement's Catholic Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	7.28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 <b>2025-2026</b> 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Irma Chappell Head of School
Pupil premium lead	Irma Chappell
Governor / Trustee lead	Sinead Stanton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,250.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£26,250.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Clement's Catholic Primary School, our intention is that all pupils, regardless of background or circumstance, make strong progress and achieve well across the curriculum. The Pupil Premium strategy is designed to address the specific barriers faced by our disadvantaged pupils, ensuring they are emotionally ready to learn, attend school regularly, and have access to the same high-quality learning and enrichment opportunities as their peers.

We recognise that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils, and this sits at the heart of our strategy. Alongside this, we provide targeted academic support and carefully planned pastoral provision to meet identified needs, particularly in relation to early language development, emotional regulation and attendance.

Our strategy is informed by robust assessment, ongoing monitoring and reflective evaluation. It is rooted in a commitment to working in partnership with families and external agencies, ensuring that Pupil Premium funding is used strategically to remove barriers to learning and improve life chances for our most vulnerable pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped speech, language and communication, particularly in EYFS, impacting early literacy, vocabulary development and access to learning.
2	Social, emotional and mental health (SEMH) needs, including attachment-related difficulties, which affect emotional regulation, behaviour and readiness to learn. A significant proportion of the Pupil Premium cohort (3 of 15 pupils – 20%) are Previously Looked After Children (PLAC).
3	Inconsistent attendance for some disadvantaged pupils, limiting learning time and continuity of progress.
4	Gaps in attainment, particularly in phonics, reading and mathematics, requiring targeted support to ensure disadvantaged pupils make accelerated progress.

5	Limited access to wider experiences and cultural capital, which impacts vocabulary development, engagement with the curriculum and confidence as learners.
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## 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, particularly in EYFS and KS1, develop strong oral language and vocabulary to support early reading and writing.	<p>EYFS disadvantaged pupils achieve GLD in Communication and Language broadly in line with school and national figures.</p> <p>Targeted pupils make measurable progress from baseline in WellComm / Elklan assessments.</p> <p>Teacher observations and formative assessments show improved oral responses, vocabulary use and engagement in lessons.</p>
Disadvantaged pupils develop improved emotional regulation, resilience and positive relationships, enabling them to access learning effectively.	<p>Reduction in the frequency and severity of emotional or behavioural incidents for identified pupils.</p> <p>Pupils demonstrate increased use of taught coping strategies (e.g. Zones of Regulation, breathing, requesting support).</p> <p>Improved engagement in lessons and quicker return to learning following emotional dysregulation.</p> <p>Pupil voice and staff feedback indicate increased emotional confidence and trust in key adults.</p>
Attendance for disadvantaged pupils improves and is sustained, enabling full access to learning.	<p>Attendance for Pupil Premium pupils improves year on year and moves closer to whole-school averages.</p> <p>Persistent absence for disadvantaged pupils is reduced through early identification and targeted support.</p> <p>Attendance tracking shows timely intervention and improved attendance for identified pupils over time..</p>
Disadvantaged pupils make at least expected progress, with targeted pupils making accelerated progress in phonics, reading and mathematics.	Disadvantaged pupils achieve at least national expectations in the Year 1 Phonics Screening Check and key end-of-key-stage measures where

	<p>applicable.</p> <p>Internal tracking shows closing gaps between disadvantaged and non-disadvantaged pupils.</p> <p>Intervention reviews demonstrate clear progress from baseline to exit.</p>
Disadvantaged pupils have access to a broad curriculum and enrichment opportunities, supporting vocabulary development, confidence and engagement with learning.	<p>All disadvantaged pupils access enrichment activities, educational visits and residential when appropriate.</p> <p>Increased pupil confidence and engagement reflected in pupil voice and teacher feedback.</p> <p>Improved application of vocabulary and background knowledge across the curriculum.</p>
Phonics (Year 1 and Year 2)	Achieve at least national average expected standard
GLD - EYFS	Achieve at least national average GLD

## 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

Budgeted cost: £5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school focus on early reading and phonics through Read, Write Inc.	<p>EEF Early Years Toolkit</p> <p>EEF Teaching and Learning Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>DfE Reading Framework 2023</p> <p>A consistent, systematic approach to phonics ensures disadvantaged pupils develop secure early reading skills, enabling access to the wider curriculum. Same-day intervention supports pupils at risk of falling behind.</p>	4
Development of a whole-school	<p><a href="#">Oral language interventions   EEF</a></p> <p>Improving spoken language and vocabulary supports reading comprehension, writing and engagement across</p>	1,5

approach to oracy	the curriculum, particularly for pupils with limited language exposure. ELKLAN teaching assistant in place delivering vocabulary intervention	
Writing provision reviewed and aligned to the writing framework	DFE The Writing Framework Ensures clear progression, consistent expectations and targeted support for disadvantaged pupils to improve writing outcomes.	4
Pre-teaching and retrieval strategies embedded in English and Maths	Flashbacks EEF Teaching and learning toolkit- Use of Maths Hub Pre-teaching key vocabulary and concepts enables disadvantaged pupils to access lessons confidently. Retrieval practice supports long-term retention and reduces cognitive load.	1,4
Maths curriculum development and implementation of Maths Hub materials across the school.	EEF Teaching and Learning Toolkit Maths Hub / NCETM materials Evidence from the EEF Teaching and Learning Toolkit indicates that improving the quality of mathematics teaching has a strong impact on pupil progress, particularly for disadvantaged pupils. The use of Maths Hub / NCETM materials supports a mastery approach, ensuring coherent curriculum progression, secure conceptual understanding and consistent teaching strategies across the school. This approach enables disadvantaged pupils to develop fluency, reasoning and problem-solving skills, leading to improved attainment and confidence in mathematics.	
Staff CPD through coaching and targeted professional development Whole school approach to CPD via Steplab coaching	EEF Effective Professional Development Builds staff expertise to meet a range of needs, including SEMH and language development, improving classroom practice and consistency.	1,2

## Targeted academic support

Budgeted cost: £ 20,250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Interventions – ELKLAN and Wellcomm	<a href="#">Oral language interventions   EEF</a>   Targeted support improves communication, vocabulary and confidence, particularly in EYFS and KS1, enabling pupils to access learning more effectively.	1
Additional phonics support and fast-track tutoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Daily and same-day phonics interventions ensure disadvantaged pupils rapidly secure grapheme–phoneme correspondence and reading fluency.	4
Small-group Maths interventions and pre-teach sessions	Addresses identified gaps, builds confidence and supports accelerated progress for disadvantaged pupils.	4
Activity	Evidence that supports this approach	Challenge number(s) addressed
Range of targeted interventions (Lexia, Fluency@Number, RWM, Fresh Start)	Interventions are matched to pupil need using baseline assessments and are reviewed regularly to ensure impact.	4
Additional support for targeted lowest 20% in 1:1 reading from support staff	Increased opportunities to read with an adult improve fluency, comprehension and confidence, supporting access to all curriculum areas.	4

## Wider strategies

Budgeted cost: £ 1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and targeted family support	Early identification of attendance concerns and partnership working with families and external agencies supports improved attendance and engagement.	3

Free spaces at wrap around care provided when required.	To support attendance	
ELSA support for SEMH and attachment needs Two Emotional Literacy Support Assistants (ELSAs) to run individual and group sessions to emotional resilience and develop social skills.	Targeted ELSA sessions support emotional regulation, anger management and attachment needs, particularly for Previously Looked After Children, enabling pupils to be ready to learn.	2
Using Zones of Regulation across school to support development of emotional literacy.	EEF: Improving Social and Emotional Learning in primary Schools identifies positive impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
Enrichment activities, educational visits and residential	Financial support ensures disadvantaged pupils access the full curriculum and develop cultural capital, confidence and engagement.	5
Access to extra-curricular clubs and wider opportunities PP children prioritised for after school clubs.	Promotes wellbeing, social development and a sense of belonging, supporting improved attitudes to learning.	2,5

**Total budgeted cost: £ 26250.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome
<p>Disadvantaged pupils, particularly in EYFS and KS1, develop strong oral language and vocabulary to support early reading and writing.</p>	<p>Targeted speech and language support through WellComm and Elklan had a positive impact, particularly in EYFS and KS1. Disadvantaged pupils receiving intervention demonstrated clear progress from baseline assessments, with improvements seen in expressive language, vocabulary acquisition and confidence in oral responses.</p> <p>As a result, disadvantaged pupils in EYFS were able to access learning more effectively, and outcomes at the end of EYFS were broadly in line with expectations. Teacher observations, ongoing assessment and pupil engagement in lessons confirmed improved communication skills.</p> <p>Speech and language provision will continue, with closer tracking of progress into KS1 to ensure gains are sustained and further embedded through classroom practice.</p>
<p>Previously Looked After Children (PLAC) and other disadvantaged pupils develop improved emotional regulation, resilience and positive relationships, enabling them to access learning effectively.</p>	<p>A significant proportion of the Pupil Premium cohort were Previously Looked After Children (20%), presenting with attachment-related needs impacting emotional regulation and readiness to learn. Targeted ELSA support, alongside wider pastoral provision, resulted in improved emotional awareness, resilience and engagement for identified pupils.</p> <p>Behaviour records show a reduction in the frequency and intensity of emotional incidents for pupils receiving ELSA support. Staff report improved relationships with trusted adults, smoother transitions during the school day,</p>

	<p>and pupils being able to return to learning more quickly following emotional dysregulation. Pupil voice confirms increased confidence in using coping strategies.</p> <p>ELSA provision will continue to be prioritised for PLAC and high-need pupils, with improved baseline and review measures introduced to further quantify progress over time.</p>
<p>Attendance for disadvantaged pupils improves and is sustained, enabling full access to learning.</p>	<p>Attendance for Pupil Premium pupils was 91.6%, which, while supported through targeted interventions and family engagement, remained below the whole-school average (97.3%). This indicates that attendance continues to be a significant barrier for some disadvantaged pupils, particularly those from vulnerable family circumstances.</p> <p>Despite regular monitoring, and individualised support, improvements were inconsistent across the cohort.</p> <p>For 2025–2026, attendance systems will be refined to allow earlier identification of risk, clearer escalation routes and more consistent evaluation of the impact of support provided. Attendance remains a priority within the Pupil Premium strategy.</p>
<p>Disadvantaged pupils make at least expected progress, with targeted pupils making accelerated progress in phonics, reading and mathematics.</p>	<p>Targeted academic interventions had a positive impact on outcomes. Disadvantaged pupils achieved outcomes broadly in line with non-disadvantaged peers in EYFS GLD and the Year 1 Phonics Screening Check, demonstrating the effectiveness of early reading provision and same-day interventions.</p> <p>Across the school, internal tracking shows that some disadvantaged pupils receiving targeted phonics, reading and maths support made expected or better progress, with gaps beginning to narrow in several year groups. Intervention reviews demonstrated clear progress from baseline to exit for most pupils.</p>
<p>Enrichment &amp; Visit programme to broaden children’s life experiences</p>	<p>Pupil Premium funding was used effectively to ensure disadvantaged pupils had full access to enrichment opportunities, educational visits, residential trips and extra-curricular activities. Financial barriers were successfully reduced,</p>

	<p>resulting in high participation rates across the cohort.</p> <p>Pupil voice and staff feedback highlight increased confidence, engagement and enjoyment of school life, with pupils better able to draw on experiences to support learning, particularly in reading and topic work.</p>
<p>Phonics (Year 1 and Year 2)</p> <p>Achieve at least national average expected standard</p>	<p>In Year 1, there were 28 pupils, with 3 Pupil Premium pupils.</p> <p>2 of the 3 Pupil Premium pupils (67%) passed the phonics screening check.</p> <p>2 non-Pupil Premium pupils did not meet the expected standard.</p>
<p>GLD – EYFS</p> <p>Achieve at least national average GLD</p>	<p>Early Years Foundation Stage (Reception)</p> <p>75% children achieved GLD compared to 69.1% nationally.</p> <p>In Reception, there were 21 pupils, of whom 2 were eligible for Pupil Premium.</p> <p>1 of the 2 Pupil Premium pupils (50%) achieved a Good Level of Development (GLD).</p> <p>1 Pupil Premium pupil did not achieve GLD.</p> <p>Of the non-Pupil Premium pupils, 4 did not achieve GLD.</p>
<p>KS2 - Achieve at least national average expected standard for Reading, Writing and Maths</p>	<p>Key Stage 2 Outcomes (Year 6)</p> <p>In Year 6, there were 32 pupils, of whom 4 were eligible for Pupil Premium.</p> <p>Pupil Premium outcomes:</p> <p>1 pupil achieved the expected standard in Reading, Writing and Maths (RWM).</p> <p>1 pupil achieved the expected standard in Reading and Writing.</p> <p>2 pupils did not achieve the expected standard in Reading, Writing or Maths, but both made good progress from their individual starting points, with attainment impacted by identified barriers to learning.</p>
<p>Early Years Foundation Stage (Reception)</p> <p>In Reception, there were 21 pupils, of whom 2 were eligible for Pupil Premium.</p> <p>1 of the 2 Pupil Premium pupils (50%) achieved a Good Level of Development (GLD).</p> <p>1 Pupil Premium pupil did not achieve GLD.</p> <p>Of the non-Pupil Premium pupils, 4 did not achieve GLD.</p> <p>While the proportion of Pupil Premium pupils achieving GLD was lower than non-Pupil Premium pupils overall, outcomes indicate that GLD was not limited to disadvantaged</p>	

pupils, and barriers were present across the cohort. For the Pupil Premium pupil who did not achieve GLD, progress from starting points was evident, particularly in communication and personal development, supporting readiness for Year 1.

#### Phonics Screening Check (Year 1)

In Year 1, there were 28 pupils, including 3 Pupil Premium pupils.

2 of the 3 Pupil Premium pupils (67%) passed the phonics screening check.

2 non-Pupil Premium pupils did not meet the expected standard.

This indicates that Pupil Premium pupils performed broadly in line with their peers in phonics. Targeted phonics support and early intervention enabled disadvantaged pupils to secure key decoding skills, reducing gaps at this early stage of reading development.

#### Key Stage 2 Outcomes (Year 6)

In Year 6, there were 32 pupils, of whom 4 were eligible for Pupil Premium.

Pupil Premium outcomes:

1 pupil achieved the expected standard in Reading, Writing and Maths (RWM).

1 pupil achieved the expected standard in Reading and Writing.

2 pupils did not achieve the expected standard in Reading, Writing or Maths, but both made good progress from their individual starting points, with attainment impacted by identified barriers to learning.

Non-Pupil Premium outcomes:

5 pupils did not achieve the expected standard in RWM.

Of these:

1 pupil achieved the expected standard in Maths and Writing.

2 pupils achieved the expected standard in Reading and Writing but not Maths.

1 pupil was absent for the statutory assessments.

1 pupil did not achieve the expected standard in any of Reading, Writing or Maths.

Although overall attainment for Pupil Premium pupils at the end of Key Stage 2 was lower than for non-Pupil Premium pupils, analysis shows that underachievement was not exclusive to disadvantaged pupils.

Importantly, Pupil Premium pupils made strong progress relative to their starting points, reflecting the impact of targeted academic and pastoral support over time.

Across the school, attainment gaps remain at key transition points, particularly at the end of Key Stage 2. However, evidence from EYFS, phonics and KS2 demonstrates that Pupil Premium pupils consistently made positive progress from often lower starting points, enabling them to access learning and achieve outcomes in line with their individual potential.

This analysis reinforces the importance of:

Early language and phonics intervention

Sustained academic support

Pastoral provision to address SEMH and attendance barriers

The Pupil Premium strategy will continue to focus on accelerating progress, strengthening quality-first teaching and reducing barriers so that improvements in progress translate more consistently into higher end-of-key-stage attainment.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Kapow	Kapow
SPAG	Orchard Digital
TT rockstars	Maths Circle
Mastering Number	Maths Hub/ NECTM
Mathletics	Mathletics
Lexia Reading	Core 5