



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2026 academic year) 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 Brendan's Catholic Primary School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Leanne Brydon
Pupil premium lead	Leanne Brydon
Governor / Trustee lead	Brian Sweeney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82, 840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82, 840

Part A: Pupil premium strategy plan

Statement of intent

“Ensuring that every child feels a sense of security and belonging within the school enables each child to accept and participate actively in transforming situations that are part of learning experiences” Loris Malaguzzi

St Brendan’s Catholic Primary School is passionate about removing barriers and meeting the needs so all of our children so that they can be successful now and into their future. Our Pupil Premium Strategy has three key priorities that we feel will prepare our children academically and emotionally to achieve this. Throughout 2023-2024, following a global pandemic, we will continue to closely monitor our progress and developments so that we can continue to refine our strategy as the year goes on ensuring we gain feedback on our strategy from pupil, parents and staff.

Please find below our rationale for each area of funding:

1. The continuous development of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum, that is child centred and designed to inspire and celebrate our diverse school community, children’s engagement in learning will be increased and progress will accelerate. We are also planning to launch a whole school approach to the teaching of writing that will model high expectations and give all children, including Pupil Premium children the skills and love of reading that they need in later life. We have also planned for a daily fluency maths session to enable pupils to develop their arithmetic skills this 10-minute daily session will improve their outcomes in maths. Our Maths scheme of work focuses heavily on the exploration of talk which underpins our school’s approach to oracy.

2. Precision targeted interventions will be a key focus throughout 2025-2026 for all children based on their gaps and barriers to knowledge, understanding and application, including external speech and language. Some interventions will be delivered outside of the classroom with one to one or small group tuition to ensure that children are making progress from their starting points. These interventions will focus on bridging the gap in knowledge and skills and will be robustly tracked by staff and leaders. Other interventions will take place through additional support in the classroom during lessons to support speech and language and oracy development.

3. Pastoral and attendance support for our Pupil Premium children and families is a key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. Our Senco, supported by our FSW, ensure interventions such as 1:1 / group nurture sessions, bereavement support, parent support workshops and early help intervention with families are implemented and their effectiveness evaluated, supporting children to attend school day for maximum impact on their learning outcomes. This support is given in a range of ways including a bespoke package to support pupils with their feeling of belonging, one to one nurture sessions, bereavement support, targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital through engaging with musical or sports activities. This list is not exhaustive, and we will work with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care.

Evidence from our school data shows that children’s attitudes towards themselves as learners are generally low. In response to the evidence, we have created a strategy to support and raise their self-esteem and wellbeing, which we believe will improve attendance for pupils and therefore will have a positive impact on their academic outcomes.

These will be reviewed in July following pupil progress meetings to ensure all funding is used effectively based on the children's emerging needs.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health <i>Some PP children are prohibited from engaging successfully with their learning due to external family barriers</i>
2	Gaps in reading, writing and maths. <i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</i>
3	Speech, language and communication <i>On entry levels for disadvantaged pupils below national</i>
4	Attendance and punctuality
5	Access to wider opportunities <i>Reading resource, access to school clubs and school trips</i>
6	Parental engagement <i>In particular those families receiving additional external support from PFSW.</i>

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
To offer a bespoke child-led broad and balanced curriculum, where teaching and learning is at least good across all year groups and all subject areas.	Lessons observed as part of a formal or informal process are at least good across all year groups in all subject areas.
All non-SEND PP Children make at least expected progress in reading.	Within year group cohorts, increased numbers of PP children achieving ARE in reading.
All non-SEND PP Children make at least expected progress in writing.	Within year group cohorts, increased numbers of PP children achieving ARE in writing.
All non-SEND PP Children make at least expected progress in Maths.	Within year group cohorts, increased numbers of PP children achieving ARE in Maths.
Interventions are suitable, impact driven and meet children's needs to close gaps and ensure attainment and progress is at least expected.	Evaluation of interventions demonstrate that PP children achieve the intended outcome when participating in interventions.

Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment.
Impact of the use of external agencies leads to better outcomes for pupils.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test / oracy assessment.
The attendance of targeted PP children who are persistent absentees or late arrivals, improves	Work undertaken demonstrates a notable improvement in PP attendance percentages.
Children in receipt of the PP have equal access to all that the school offers in terms of additional provisions.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test and pupil surveys.

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: **£7,840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To close the attainment gap between disadvantaged and non-disadvantaged pupils particularly in writing</p> <ul style="list-style-type: none"> * CLPE training undertaken and delivered from English SL to be embedded for a consistent and a whole school approach to raising attainment in reading and writing with whole school links to raising attainment in oracy. * Use of key vocabulary identified and explained at the start of each lesson on the whole school PPT * Use Spelling Shed to support vocabulary development across the school, with all PP having access to use at home * A whole school approach to talk within the curriculum is written and adhered to across the school following the ABC model focused on using tier 3 vocabulary. * Class library books updated to support reading for pleasure at home and ensure all pupils have access to books at home to support exposure and development of language * To analyse summative assessment data and identify the children who require catch up interventions to close gaps <p>To ensure summative end of KS2 results are at or exceed national expectations for progress in maths</p> <ul style="list-style-type: none"> * To ensure all PP access daily Maths fluency 10-minute Winning With Number sessions * Introduce same day intervention following the whole class maths lessons using the new maths scheme to identify gaps in pupil's mathematical knowledge * Ensure metacognition is embedded into classroom practice focusing on teaching what this looks like and means to pupils in class and their ability to learn. * Embed the use of pink paper assessments to reinforce the retention of key facts children need to know to build secure learning foundations * Use Insight for the provision mapping to ensure all staff have ownership on the provision map and can map each child's journey through the school including impact of interventions each PP child has undertaken during their time at the school * To analyse summative assessment data and identify the children who require catch up within class where possible 1:1 or small group with a teacher or HLTA 	<p>We have taken particular guidance from the Ofsted Report 'how schools are spending funding successfully to maximise achievement' in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the Sutton Trust and EEF toolkits and the Ofsted guidance is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie's research culminating in the Visible Learning Metax global research database</p> <p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The Sutton Trust and EEF toolkits identify a focus on a few key things which have the</p>	<p>2,3,5</p>

<p>*Subject leadership engagement in Trust maths training and implementation of ideas into school practice.</p>	<p>most significant national impact on achievement and progress.</p> <ol style="list-style-type: none"> 1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children. 2. Writing scheme across whole school that strengthens the strategies developed last year in oracy and reading. 3. Staff training and the effective use of experts to assist and intervene in the educational process for children. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing outcomes for all disadvantaged pupils to be at least inline or exceed National</p> <ul style="list-style-type: none"> *Use baseline assessments to identify children in need of speech and language intervention – focusing on EYFS and Year 1 to work with an external speech and language therapist supported by in school group work or 1:1 with trained TA to support individual speech and language needs. * Use NELI programme in EYFS and Year 1 as an intervention with trained TA * Use NESSY program to support individual pupils needs and ensure they have access to this at home to support home learning. *Introduce a handwriting scheme to support the teaching and learning of the physical actions required for sustained eligible handwriting. * Teacher to support children in Key Stage 2 with 1:1 tutoring in reading to support vocabulary development and understanding, which will support their writing structure, assessing gaps in knowledge as a baseline. * Use Spelling Shed to support vocabulary development across the school, with all PP having access to use at home. * Catch up reading programs used for individual interventions to support reading and understanding of language development 1:1 or small group with trained TA moving into writing interventions once fluency and reading mileage is achieved and sustained * To analyse summative assessment data and identify the children who require catch up *Class teachers to listen to all PP children read and assess for accuracy, fluency to ensure they are reading the correct level books for their ability. * HLTA and trained TA To support 1:1 reading through targeted interventions such as Switch On or through in class + support. * NGRT and NGST tests to show improvements for PP children with reading and spelling ages across the school with writing outcomes inline with national 	<p>Whilst we agree that a variety of methods should be employed to meet individual need, we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the Sutton Trust and EEF toolkits and the Ofsted guidance discussed above.</p> <p>The EEF have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.</p>	<p>1,2,3, 4</p>

<p>Maths’ support 1:1 / small group in class to ensure outcomes for all disadvantaged pupils is at least inline or exceeds National</p> <p>* Use of baseline assessments from Maths No Problem provide a detailed analysis of pupils strengths and gaps. From the baseline assessments teachers have been able to set personalised maths targets for additional work at home and to support when they are planning the delivery of their maths lessons.</p> <p>* Establish the WWN for daily 10 minutes fluency for all pupils across the school to support arithmetic skills – bespoke to each child – to accelerate progress.</p> <p>* Use of LBQ to support Year 6 pupils with maths practise with targeted focus by the class teacher on areas to practise at school and at home</p> <p>* To analyse summative assessment data and identify the children who require catch up within class where possible 1:1 or small group</p> <p>*Teacher to assess with a baseline assessment and support pupils in Key Stage 2 with 1:1 tutoring to address gaps in knowledge and understanding.</p> <p>* HLTA or teacher to support in class + for targeted children or interventions to address gaps in learning or pre-teaching.</p>	<p>The average impact nationally of successful SEL interventions is an additional 4-month progress over the course of a year.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£55,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve engagement of families to ensure children are readily prepared for school each day as barriers to home are supported by FSW.</p> <p>*Our full time Family Support Worker supports our families in the following ways:</p> <ul style="list-style-type: none"> - Supporting families to ensure they access to adequate permanent housing. - ensuring that families had access to the government funding and benefits that they were entitled to. - engaging parents and families with support for their mental health and the impact of this on the children. - supporting victims of domestic abuse - ensuring that families are supported by appropriate external agencies e.g., Service Six, The Voice, Sunflower Centre. - supporting families with debt, often leading to other issues surrounding family finances such as food, paying bills etc - supporting families who have poor physical health. <p>Improve Pass scores and NGRT scores through addressing Cultural Capital gaps amongst PP children</p> <p>*Pupil Premium lead to identify strengths and areas for development amongst PP children from PP tracker.</p>	<p>Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are...</p> <ol style="list-style-type: none"> 1. To have systems in place to secure the inclusion of all children so teachers can teach and learners can learn, 2. To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and 3. To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge. <p>There is a plethora of research surrounding the benefits and establishment of inclusion in</p>	<p>1,2,4, 5, 6</p>

<p>* Pupil Premium Lead to enhance the learning experiences for all children to improve engagement and ensure all experiences are progressive throughout the school</p> <p>* Access to all school trips to enhance the curriculum experience</p> <p>* Access to uniform to enhance the sense of belonging reflected in PASS scores</p> <p>* Access to peripatetic tuition or a sports activity to develop own interests in extracurricular activities (Bespoke package)</p> <p>* Access to IT provision at home to support additional learning (including internet access if needed) along with set programmes to support their learning (Spelling Shed, TTRS, LBQ and WWN for maths)</p> <p>* Access to 1:1 reading support for all PP children to ensure they have the opportunity to discuss language of text that they have chosen to read from the library using NGRT scores to show improvements and progress made in reading ages. Move support onto writing or maths focus following pupil progress meetings to ensure individual gaps/ needs are met</p> <p>* Use the baseline assessments for PASS to explore the needs for wellbeing, confidence building, and self-esteem workshops to improve PP children's attitudes towards school and aspirations for themselves as learner through the belonging survey.</p> <p>Improve PASS schools in relation to attitudes towards school that will raise attendance rate to narrow gap and be in line with National.</p> <p>* FSW to work specifically with individual families to identify specific barriers and agreed actions</p> <p>* Introduction of school app that provides parents with their child's attendance % daily to support home/school links</p> <p>* To ensure pupils wellbeing is supported through interventions in school and use of an external counselling if needed (progress is shown with before and after scores for each child who attends sessions)</p> <p>* Ensuring all parents are accessing MCAS to engage their child's learning</p> <p>* Offer breakfast club for free to provide pupils with a learning ready approach reflected in PASS scores</p> <p>* Improvements in PASS scores focused on attitudes towards school and learning for each child.</p>	<p>education¹. A study called Inclusion and the standards agenda: negotiating policy pressures in England² in 2006 defines successful inclusion as 'Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners'. This is now echoed in UNESCO's 'Guide to Ensuring Inclusion and Equality in Education' (2017). Various models and factors have been discussed and recent studies (including Dimitrellou 2017³ and Farrell 2004⁴) have started to model the features required to enable inclusive education to occur. These studies coupled with 'School exclusion: a literature review on the continued disproportionate exclusion of certain children⁵' provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the EIF in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
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¹ 'Inclusive education' means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

² Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

³ Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

⁴ Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. *School Psychology International*.

⁵ Graham et al, DfE, 2019

Total budgeted cost: £82,840

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.

Attendance	<p>PP attendance the 24/25 year = 93.1%. This is the same attendance figure from 23/24. The gap in relation to non-PP children in 24/25 was -2%. 65% of PP children has attendance in excess of 90% for last year. 40% of PP pupils attendance was 95% +. In reference to persistent absentees 23% of PP pupils were persistent absent in 24/245 compared to a whole school PA rate that was lower than national – this will be addressed in the strategies outlined above.</p>
Reading	<p>68% of PP children were assessed at being at least at age related expectation in reading across the school in 24/25. In 24/25 there was a 12% gap in relation to non-pp children in the school.</p> <p>The SATS outcomes for year 6 children last year highlighted a slight gap of 9% at the end of KS2 with 80% of PP children reaching the expected standard (from a cohort of 10) in comparison to 91% of non-PP peers.</p> <p>The judgements made at the end of year 5 for current year 6 children identifies that they are achieving in line with their non-PP peers for the expected standards and greater depth.</p> <p>There is gap of -9% in phonics outcomes at year 1 phonics screening tests, with PP children achieving 67% compared to 76% of non-PP children . This is an improvement of 6% from 23/24.</p>
Writing	<p>66% of PP children were reaching at least the expected standard in writing in 24/25 across the school. Across the school there is a 11% gap in children reaching the expected standard in writing between PP children 66% compared to non-PP 77%.</p> <p>In the year 6 SATS last year 60% of PP children achieved the expected standard compared to 82% of non-PP children in writing, identifying a significant gap. End of year 5 data shows that 75% PP children in year 5 are reaching the standards in writing compared to 77% of their non-PP peers for the current year y6 cohort.</p>
Maths	<p>74% of PP children in 24/25 were reaching at least the expected standard in maths across the school. Across the school there is a 8% gap in children reaching the expected standard compared to non-PP children.</p> <p>In the year 6 SATS 80% of PP children met the standard in maths compared to 89% of their non-PP peers. End of year 5 data for the current Year 6 shows that 75% of PP children are meeting ARE in maths.</p>
RWM combined	<p>Last year's data tells us that 37% of PP children are at expected standards in reading, writing and maths combined across the school. The gap in relation to non-PP children across the school is 13% as 50% achieved the expected standard.</p> <p>In year 6 SATS outcomes 30% of PP children achieving expected outcomes in RWM combined compared to 39% of peers. This is a 9% gap.</p>

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

Programme	Provider
TTRS	Maths Circle Ltd Times Tables Rock Stars: Play (ttrackstars.com)
Spelling shed	EdShed Spelling Shed - Spelling Shed - Spelling made awesomer!
LBQ	Learning by Questions LbQ Primary
GL assessment PASS for attitudes towards learning and self	Home - GL Assessment (gl-assessment.co.uk)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service children receive the same bespoke package offer as PP children.
What was the impact of that spending on service pupil premium eligible pupils?	Attendance for this group was 100% for the academic year All service children are emerging or working at ARE for all areas of the curriculum. Progress for reading and writing were expected and 50% for maths. High levels of engagement with families and participation in afterschool clubs is 100%.