St Hugh's Catholic Primary School
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 outcomes for disadvantaged pupils last academic year.

School overview	**Data**
Number of pupils in school	**187** (October census 2025)
Proportion (%) of pupil premium eligible pupils	**73.2**%
Academic year/years that our current pupil premium strategy plan covers **(Previous year available on the website)**	2024/2025 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss A Connearn, Executive Headteacher
Pupil premium lead	Miss A Connearn, Executive headteacher
Governor / Trustee lead	Miss L Kavanagh, Lead for disadvantaged pupils
Funding overview	**Amount**
Pupil premium funding allocation this academic year	**£233,310** based on 157 eligible pupils
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£233,310

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Part A: Pupil premium strategy plan

Statement of intent

At St Hugh's Catholic Primary School we want to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach is responsive to common challenges and individual needs. We will use assessment and monitoring information to ensure effective targeting of need. This can include pupils receiving in class support, out of class interventions and pastoral support.

We will ensure that pupils will not be inhibited by non-academic barriers. These include: attendance, behaviour, emotional issues and issues in the wider family environment.

The key principles underpinning our approach will be:

- Progress and attainment
- Opportunities beyond the classroom
- Social and emotional needs

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Challenges **This details the key challenges to achievement that we have identified among our disadvantaged pupils.**	
Challenge number	**Detail of challenge**
1	Lower baseline upon entry for pupil premium children compared to their peers – particularly in communication and language as well as English and Maths. Exacerbated by a mobile community with little or no previous schooling and high percentage of pupils with EAL
2	Gaps in learning across the curriculum, in particular, core subjects
3	Reduced opportunities of first hand experiences
4	Increased social and emotional needs
5	Pupil premium children who fall into other vulnerable groups
6	Low attendance and punctuality issues resulting in a stressful start to a child's day or missing education resulting in gaps in a child's learning

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**
2 LSAs Wellcomm Interpretation £56,516	Improvement in communication, language and literacy/maths skills for pupil premium children in Early Years	Communication, literacy and language skills will further improve using the Wellcomm assessment tool and Read Write Inc. synthetic phonics programme Reading, Writing and Maths scores will demonstrate good progress from starting points The difference in Good Level of Development attainment between PP and non PP will improve. Barriers due to EAL will be reduced due to tailored language development groups
RWI Books £500 Beanstalk	Improved reading attainment among disadvantaged pupils.	Reading attainment demonstrates good progress from starting points The difference in PSC and KS2 reading attainment between PP and non PP will improve Comprehension skills and fluency across KS2 will improve with the introduction of Ready to Read resources

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£750		A love of reading will be fostered in each year group. Pupils will be able to take home phonically matched reading books and get books to keep for reading for pleasure at home
Teacher (50% of salary) £28,075 x2 LSAs £56,516	Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths and writing outcomes will show that more disadvantaged pupils meet the expected standard More pupils will demonstrate mastery in line with NCETM resources and ongoing teacher assessment. More pupils will have comparable outcomes in writing.
Pastoral salary £33,808 Inclusion Manager 50% salary £33,386 Breakfast club £8,000	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations A reduction in behaviour incidents A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Children who have social, emotional and behavioural issues are well supported and able to overcome barriers to learning Intervention and support programmes (sensory circuits, bucket therapy etc) demonstrate that children are more equipped to manage their feelings and relationships Pupils have access to free breakfast and free toast at break time Improving_Social_and_Emotional_ Learning in Primary Schools | EEF
CWO salary £38,745 Attendance Rewards £500 EWS SLA £4,270.50	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: The overall unauthorised absence rate for all pupils being no more than national data comparison, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced The percentage of all pupils who are persistently absent reduces to under 10% and the figure among disadvantaged pupils being no more than 8% lower than their peers First response completed daily Pupils 90% and below will have intervention from Community Welfare Officer and Education Welfare Service Attendance and punctuality awards appeal to pupils and encourage better attendance

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Residential £3,600 Music tutor £2,400 Educational visits/visitors £3,000	Visitors/events/visits arranged so that PP pupils will be given experiences beyond their usual environment to broaden their opportunities, develop interests and aspirations.	Life experiences of PP pupils enriched Pupil aspiration raised Families supported financially so that barriers are overcome

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
Budgeted cost: **£84,591**

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Further training and support for staff from Read Write Inc synthetic phonics programme to ensure that all staff are trained to an outstanding level so as to support all pupils £4,000 Additional training for new staff.	Evidence from the EEF toolkit shows that phonics has a positive impact overall (+5 mths) with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be matched to children's current level of skill in terms of phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 1:1 and small group booster interventions led by the most skilled members of staff. Enhancements of resources in line with Read Write Inc. synthetic phonics programme	1, 2, 5
Wellcom training to support language development	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: Oral language interventions | Teaching and Learning Toolkit | EEF Bespoke interventions and personalised plans with specialist teaching support pupils to make progress	1, 2, 5
Staff CPD for Ready to Read and Read to Write programmes	Staff attend training to build knowledge and confidence in supporting pupils with the programmes. Reading and writing progress, knowledge and skills improve with the highest quality teaching.	1, 2, 5

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Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access NW Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 Mastery techniques through the use of NCETM broaden and deepen pupil's mathematical skills and knowledge.	1, 2, 5
Improve the quality of social and emotional learning through the use of sensory circuits and sensory activities outdoors.	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):	2, 3, 4, 5
Targeted academic support **Budgeted cost: £123,710**		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Improve pupil's mental wellbeing and behaviour through academic and pastoral mentoring.	Pastoral team and Inclusion Manager will support pupils to improve mental health and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF	4 and 5
Provide RWInc catch-up sessions in Reception, Y1, Y2, Y3, Y4 and Y5	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1 and 2

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Provide specific intervention teaching in Upper KS2 to support progress and gap fill knowledge.	Additional teacher will enable targeting of individual pupil needs and small group intervention.	1, 2 and 5
Wider strategies **Budgeted cost: £72,265.50**		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across the school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF Working with DFE identified schools/trust to improve practice.	4, 5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement procedures and allocating attendance/support officers to improve attendance.	Research has found that poor attendance is linked to poor academic attainment across all stages. Evidence suggests that small improvements in attendance can lead to meaningful impact and improve outcomes. Community Welfare Officer to liaise closely with EWO service. First day absence and home visits impact on attendance. Rewards for attendance punctuality promote attendance both at class/school level and individual family level. Offer of free breakfast club encourages attendance. In specific cases transport will be offered.	6

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Purchase of school uniform, PE kits, swim wear and footwear. £2,500	Breaks down barriers for parents and enables pupils to be in school to experience whole curriculum offer.	2, 5, 6
All pupils access a wider range of educational and enrichment opportunities. £7,000	Wider experiences of visits, visitors and residentials encourages pupils to be aspirational and motivates learning.	3, 4, 5, 6
Contingency fund for acute issues. £1,000	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.	All
Total budgeted cost: £280,566.50. This exceeds the allocated amount by £47,256.50 which will be factored into other budgetary lines.		

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. (Provisional unvalidated results 2024).

Targeted Academic support

Foundation Stage Profile

Setting	**2023**	**2024**	**2025**
National	67.2%	72%	72.5%
National FSM		51.5%	51.3%
LA	61.5%	62%	64.3%
LA FSM	46.5%	58.6%	50.9%
St Hugh's	29.2%	25%	31.5%
St Hugh's FSM	13%	21.4%	11%

We recognise data is significantly below LA and National averages, due to lower eligibility, SEN, EAL and lower starting points indicated in baseline due to no pre-school experience as well as mobility within the class population. Whilst attainment in general has increased, FSM eligible data has

decreased from 2023-4 to 2024-5. There were fewer pupils eligible and a significant barrier is EAL (73.6% of the cohort). Another factor is the number of children who have had no pre-school experience to develop their language skills or be school ready.

Phonics Screening Check

Setting	**2023**	**2024**	**2025**
National	79%	71.4%	80%
LA	78%	76.3%	76%
LA FSM	69%	65%	63.4%
St Hugh's	50%	78.3%	55.5%
St Hugh's FSM	37.5%	58.8%	47%

Phonic Screening Check were lower in 2025 than 2024 but highser than 2023. Reasons for this include 2024 being a much more stable cohort. 2025 cohort had barriers including EAL, SEND and mobility. Internal formative data indicates that all pupils have made at least expected progress from their starting points, with the exeption of a child admitted in the Summer term with complex SEND needs.

To help us gauge the performance of our disadvantaged pupils in KS2 we compare their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

	Reading	Writing	Maths	Combined (RWM)
2023				
National	73%	71%	71%	59%
LA	68%	68%	64.7%	54%
St Hugh's	31.5%	31.5%	19.2%	31.5%
2024				
National	74%	72%	73%	61%
LA	71%	69%	69%	57%
St Hugh's	31%	19%	36.8%	19%
2025				
National	75%	72%	73%	61%
LA	70%	66.9%	69%	57%
FSM	61%	58.3%	57.8%	
St Hugh's	37% (20%)	22% (5%)	22% (5%)	18.5% (5%)
FSM	22.7%	13.6%	13.6%	

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It is recognised that performance is significantly lower than national. There are several factors including: EAL, SEN, High mobility and low starting points that demonstrate starting points and language acquisition as the main factor in low results. Strategies have had positive impact but due to mobility these will continue in 25/26 academic year.

It is recognised that this strategy is enabling improvement but needs to continue and will do so into academic year 25/26 with a sharp focus on **writing and maths.**

Wider strategies

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our attendance strategy is working with school attendance in 2024/25 being higher than national averages. Therefore, we will continue to prioritise our strategies for attendance within the next cycle.

Attendance summary 2024- 2025

Group Comparison								
Group	Attendance%		Authorised absence%		Unauthorised absence %		Persistent absenteeism %	
Male	95.54	0.49 lower	2.73	0.64 higher	1.73		16	+7
Female	96.03		2.09		1.88	0.15 higher	9	
FSM	95.59	0.49 lower	2.58	0.36 higher	1.83	0.13 higher	17	+10
Non FSM	96.08		2.22		1.7		7	
SEND	94.76	1.9 lower	3.49	1.24 higher	1.76		5	
Non SEND	95.95		2.25		1.8	0.04 higher	19	+14
EAL	95.82		2.42		1.76		22	+20
Non EAL	94.87	0.95 lower	2.92	0.5 higher	2.21	0.45 higher	2	

Attendance	**National**	**St Hugh's**
OVERALL	94.8%	95.75%
Authorised	3.7%	2.46%
Unauthorised	1.5%	1.79%
Persistent absenteeism	13.5%	14.29%

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Analysis of group attendance and pupil wellbeing, wider strategies of enriching pupil experience and pastoral support through visits, visitors and PGL Residential in Upper KS2, more pupils are motivated to come to school and motivated to learn. This is demonstrated in the overall attendance for the year being higher than national and authorised being lower than national data. Unauthorised absence is slightly higher than national which will be a continued focus. PA is higher than national data, largely due to many families not returning from home countries at the start of the academic year and returning mid year.
Our evaluation of the approaches delivered last academic year indicates that Reading has become more effective and focus will now be on writing and maths to narrow comparator gap. Due to the transcience of the school population these priorities will continue, as will the focus on attendance. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.