

Pupil Premium Strategy Statement 2025-2026

St Brendan's RC Primary School



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

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	16.42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Board
Pupil premium/Finance lead	Mrs F Brindley
Governor / Trustee lead	Mr L Hosie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/26 financial budget (Sep 25 to Mar 26 - 7/12): £28,639 2026/27 financial budget (Apr 26 to Aug 26 - 5/12): £TBC	£28,639 (Budget from 2026/27 financial year still to be confirmed)
Pupil premium funding carried forward from previous years (enter £0 if not applicable).	£0
Total budget for this academic year (so far)	£28,639

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to ensure that all children, regardless of their background or the challenges they may encounter, make significant progress and attain high standards across all subjects. The primary focus of our pupil premium strategy is to provide targeted support for disadvantaged children in order to help them achieve these pivotal outcomes. Additionally, we are committed to ensuring that our high-attaining pupils also continue to make substantial progress and maintain their high levels of achievement. We aspire for all pupils to acquire greater knowledge and retain it effectively.

Central to our approach is the provision of high-quality Catholic education, particularly emphasising the areas in which disadvantaged children require the most substantial support. This approach has been demonstrated to be particularly effective in narrowing the attainment gap experienced by disadvantaged pupils. Concurrently, this strategy will also enhance the educational experiences of non-disadvantaged children within our school. Implicit in the outcomes we aim to achieve is the commitment to sustain and improve the attainment of non-disadvantaged pupils alongside the progress made by their disadvantaged peers.

- Our ultimate goals are to:
- Eliminate barriers to learning resulting from family circumstances and background.
- Narrow the attainment gaps between disadvantaged children and their non-disadvantaged peers both within our school and on a national scale.
- Ensure that all children are capable of reading fluently and comprehending texts and writing comprehensively, thereby enabling them to engage fully with the entire curriculum.
- Cultivate confidence in their ability to communicate effectively across various contexts.
- Foster the ability in children to manage their social and emotional well-being while developing resilience.
- Provide access to a diverse array of opportunities that will broaden their knowledge and understanding of the world.

Our ambitious and challenging curriculum is intricately designed to nurture and educate all our children, placing Christ and the principles of the Catholic faith at the core of their lives.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers. This negatively impacts their development as readers and writers https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies
2	Internal and external (where available) assessments indicate that mathematical arithmetic skills among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Increasing numbers of pupils are presenting with social, emotional, and mental health (SEMH) needs, disproportionately affecting disadvantaged pupils and impacting attainment. EEF Improving Social and Emotional Learning
4	Assessments on entry to EYFS and among new arrivals show a growing number of pupils with communication and interaction needs. Early language development is crucial to closing attainment gaps

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
1. Increased attainment in reading for	Reduce % of disadvantaged pupils below age-related expectations in reading from 27% to $\leq 14\%$ within 3 years. - Improved phonics/decoding screening pass rates in KS1 for disadvantaged pupils to match or exceed local averages. - Year-on-year progress

disadvantaged pupils	measures for disadvantaged pupils show at least +0.4 standardised score gain per year. Evidence-based interventions and high-quality reading curriculum used across school. (Monitored termly.)
2. Increased attainment and arithmetic fluency in mathematics for disadvantaged pupils	Reduce % of disadvantaged pupils below age-related expectations in maths from 33% to $\leq 16\%$ within 3 years. - Disadvantaged pupils demonstrate fluency in number facts with benchmarked increases (e.g., number bond/multiplication check performance). - Diagnostic assessment shows narrowing of arithmetic gaps between disadvantaged and non-disadvantaged pupils. (Monitored termly.) EEF — Improving Mathematics in Key Stages 2
3. Improved emotional regulation, wellbeing and attendance for disadvantaged pupils	Reduction in SEMH-related behaviour incidents for disadvantaged pupils by 40% within 2 years. - Improved whole-school attendance for disadvantaged pupils with persistent absence reduced by at least 50% of the initial rate. - Targeted pupils access timely SEMH support and show improved readiness to learn recorded by staff and measured by validated SEL tools. EEF — Social and emotional learning .
Stronger early language and communication so fewer children start KS1 behind age expectations	Reception baseline to end-of-year move-on: disadvantaged children make accelerated gains in oral language measures (target: average +4-6 months extra progress where NELI-style approach used). - Implementation of structured early language programme in Reception; uptake of screening and referral pathways for speech and language therapy where needed. EEF — Oral language interventions: NELI (Promising Programme) , (https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/nuffield-early-language-intervention).

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-staff CPD and coaching programme focused on maths pedagogy: number sense, manipulatives-to-abstract progression, arithmetic fluency and use of diagnostic assessment; include release time and external expert input from the local Maths Hub where appropriate.	EEF guidance "Improving Mathematics" highlights teacher subject knowledge, assessment-informed planning and manipulative/representation use; CPD and sustained coaching are recommended to improve teacher practice and pupil learning. EEF — Improving Mathematics in Key Stages 2	2
Implement a school-wide approach to oral language-rich pedagogy across EYFS and KS1 (dialogic reading, targeted vocabulary teaching within topics), and provide structured CPD for staff and TAs.	EEF toolkit shows oral language interventions produce high impact (+6 months on average) and are especially effective when embedded in the curriculum. EEF — Oral language interventions .	1, 4
Introduce regular short-cycle formative assessment protocols and training (retrieval practice, low-stakes quizzes, feedback routines) to ensure assessment informs immediate teaching and targeted support.	EEF stresses use of assessment to inform teaching and targeted support; formative assessment strategies and feedback have robust evidence for improving learning when used efficiently. [EEF — Improving Mathematics guidance; EEF Teaching and Learning Toolkit on Feedback & Assessment]. (See EEF resources)	1, 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and one-to-one tutoring (delivered by trained teachers or accredited tutors) for disadvantaged pupils in Year 2–6 in reading comprehension and maths arithmetic; sessions scheduled as additional short, regular blocks linked to classroom learning.	EEF and DfE highlight tutoring (one-to-one and small group) as an effective targeted approach when explicitly linked to classroom teaching; EEF tutoring guidance and the DfE Menu support this. DfE — Using pupil premium: guidance for school leaders ; [EEF — Making a difference with effective tutoring / Teaching and Learning Toolkit — Small group tuition].	1, 2
Deployment and professional development of TAs to deliver structured interventions (e.g., evidence-based reading and maths catch-up programmes) with clear links to classroom content and regular monitoring/coaching from teachers	EEF guidance on effective TA deployment (Making Best Use of Teaching Assistants) emphasises training, integration with classroom teaching and clear role definition to maximise impact. EEF — Making Best Use of Teaching Assistants (Guidance) .	1, 2
Peer tutoring and reading buddies (older pupils trained to support younger disadvantaged pupils with reading fluency and comprehension) as low-cost, sustainable additional practice.	EEF shows peer tutoring can be an effective targeted academic support when structured and monitored. [EEF — Teaching and Learning Toolkit (Peer tutoring / Small group tuition)].	1
Short-term focused interventions for pupils with identified SEND in literacy and numeracy (individualised, explicit instruction and scaffolding) with termly review of progress and multi-disciplinary planning (SENCo, class teacher, parents).	EEF guidance on SEND and targeted interventions recommends explicit instruction, scaffolding and integration with classroom practice. [EEF — Special Educational Needs in Mainstream Schools guidance].	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-wide SEL programme (universal) with targeted small-group SEMH interventions; training for staff in trauma-informed practice and restorative approaches; strengthen pastoral team capacity (including Well-Being Ambassadors and Maple therapy-dog support).	EEF evidence indicates SEL interventions produce measurable benefits (average +3 months academic progress) and improve wellbeing/engagement; embedding SEL with staff PD increases effectiveness. EEF — Social and emotional learning .	3
Attendance support package for disadvantaged families: dedicated attendance lead time, early contacts, family meetings, and small practical support where cost-of-living barriers exist (uniform/transport/food). Collect and use data to target persistent absence.	DfE guidance and EEF resources stress attendance as a barrier and recommend targeted actions. [DfE — Using pupil premium: guidance for school leaders; DfE — Working Together to Improve School Attendance guidance].	3
Parental engagement: structured termly family workshops on reading at home, maths activities and early language strategies; positive communications and targeted support for families of disadvantaged pupils.	EEF guidance shows parental engagement can have positive effects on outcomes where activities are practical and linked to learning (e.g., shared book reading, supportive communications). [EEF — Working with Parents to Support Children's Learning].	1.2.4

Part B: Review of the previous academic year

Outcomes for disadvantaged children for 2024-2025

Current Attainment		
2024/25 SATs KS2	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium (National Average)
% achieving expected standard or above in reading, writing and maths	40%	58%
% achieving expected standard or above in reading	60%	74%
% achieving expected standard or above in writing	60%	77%
% achieving expected standard or above in maths	40%	71%
2024/25 SATs KS2 attainment above expectations	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium (National Average)
% achieving above expected standard in reading, writing and maths	40%	13%
% achieving above expected standard in reading	40%	29%

% achieving above expected standard in writing	20%	23%
% achieving above expected standard in maths	20%	16%

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
LBQ	Learning by questions
Spelling Shed	Ed Shed
Testbase	Testbase
Classroom Secrets	Classroom Secrets
Mini Minds	Mini Minds Matter
Grammarsaurus	Grammarsaurus
Letterjoin	Letterjoin
Read Write Inc	Ruth Miskin Training
Pathways to write	The Literacy Company