

Pupil premium strategy statement – St Dunstan’s Catholic 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	290
Proportion (%) of pupil premium eligible pupils	36.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026 - 2029
Date this statement was published	April 2026
Date on which it will be reviewed	July 2027
Statement authorised by	
Pupil premium lead	Matthew Tehan
Governor / Trustee lead	Gill Gregory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,641
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£151,641

Part A: Pupil premium strategy plan

Statement of intent

We tell our pupils that they are all equal in the eyes of God and are welcome in our community regardless of where they come from their culture or beliefs. We are striving to ensure 'Quality First' teaching in every class as all children will succeed if this is the case but recognise that those disadvantaged need to have barriers to learning removed and levelled up to be the best person they can.

Our PP strategy underpins those beliefs that everyone is entitled to equal opportunities here in school but some may need additional help using the PP money to achieve this. The support we offer is targeted intervention for pupils or families based on conversations, data, book trawls, formal and informal assessment. We are aware that not all disadvantaged pupils have the same needs or require extra help.

This academic year we will be supporting our pupils in a variety of ways including:

- Ongoing CPD for teachers and support staff, particularly in:
 - Evidence-based reading instruction

- Early maths and arithmetic fluency
- Adaptive teaching and scaffolding
- Funding subject leaders to improve curriculum design and sequencing
- Release time for lesson study, coaching or mentoring
- Purchase of high-quality teaching resources, texts and manipulatives
- Training on SEND and inclusion strategies, recognising the overlap with pupil premium cohort
- Small-group interventions in:
 1. Early reading and phonics
 2. Reading comprehension
 3. Writing composition
 4. Number fluency and arithmetic

- Structured catch-up programmes linked to class learning
- Additional teaching assistant hours, carefully deployed and trained
- Diagnostic assessments to identify precise gaps in learning
- Pastoral staffing
- Social skills or emotional literacy interventions
- Behaviour support programmes or training
- Mental health and wellbeing initiatives
- Play therapy or counselling services (where appropriate)
- Attendance monitoring and targeted follow-up
- Family engagement and support work
- Incentives and rewards linked to improved attendance
- Transport assistance where this is a barrier
- Orchard club provision



Challenges

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

Challenge number	Detail of challenge
1	School assessment data shows that a proportion of disadvantaged pupils in EYFS, Year 1 and Year 2 are behind age-related expectations in reading due to weak phonics knowledge and application.
2	End of key stage data shows that disadvantaged pupils attain less well than their non-disadvantaged peers. This gap is closing over time and it's hoped that by the end of this plan, it will have been removed completely This gap is evident particularly in writing, indicating the cumulative impact of earlier learning gaps over time.
3	In-school assessment data shows that some disadvantaged pupils across the school are behind their peers in aspects of mathematics, particularly in number fluency and basic skills. These foundational gaps limit pupils' ability to access more complex mathematical learning, including reasoning and problem solving, which is essential for long-term success.
4	Internal safeguarding records indicate an increase in disadvantaged pupils presenting with anxiety and social and emotional issues. These needs impact pupils' readiness to learn, ability to regulate emotions and engagement with classroom learning. They are requiring the school buying in specialist advice.
5	Attendance analysis and meeting records show that some disadvantaged pupils attend school less regularly than their peers. In the 2024/25 academic year, disadvantaged pupils in four year groups had attendance below the school average. Poor attendance remains a significant barrier to learning. The school's strategies this year have seen that gap close
6	The caseload of the Child and Family Support Worker has increased, with a growing number of disadvantaged pupils requiring targeted social and emotional support. There has also been an increased need for direct work with families, including practical and financial support, to help overcome barriers to attendance and engagement with 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
<ul style="list-style-type: none"> Disadvantaged pupils in EYFS, Year 1 and Year 2 will develop secure phonics knowledge and increased fluency in early reading, enabling them to access age-appropriate texts. 	<ul style="list-style-type: none"> The proportion of disadvantaged pupils achieving the expected standard in phonics screening increases year on year The gap between disadvantaged and non-disadvantaged pupils in early reading narrows across EYFS and KS1 Most disadvantaged pupils complete KS1 having met age-related expectations in reading or made strong progress from their starting points Reading assessments and class observations show improved decoding accuracy and fluency
<ul style="list-style-type: none"> Disadvantaged pupils achieve outcomes in reading, writing and mathematics that are increasingly in line with their peers by the end of KS1 and KS2. 	<ul style="list-style-type: none"> The combined attainment gap at KS1 and KS2 continues to reduce across the strategy period An increasing proportion of disadvantaged pupils achieve the expected standard in reading, writing and maths Progress measures show disadvantaged pupils making at least good progress, with some making accelerated progress Teacher assessment and moderation confirm judgements are secure and consistent
<ul style="list-style-type: none"> Disadvantaged pupils demonstrate secure number sense, fluency and recall of key facts, enabling them to engage confidently with reasoning and problem solving. 	<ul style="list-style-type: none"> n-school assessments show improved outcomes for disadvantaged pupils in number fluency and arithmetic The gap between disadvantaged and non-disadvantaged pupils in core maths knowledge reduces across year groups Lesson observations and pupil work show disadvantaged pupils applying basic skills accurately and independently Increased confidence and participation in mathematical discussion and reasoning tasks

<ul style="list-style-type: none"> Disadvantaged pupils demonstrate improved emotional regulation, resilience and readiness to learn, enabling them to engage fully in school life. 	<ul style="list-style-type: none"> Pastoral and safeguarding records show reduced incidents linked to anxiety or emotional dysregulation Identified pupils demonstrate improved attitudes to learning and classroom engagement Pupil voice indicates increased feelings of safety, confidence and belonging Improved attendance and behaviour patterns for pupils receiving targeted support
<ul style="list-style-type: none"> Attendance for disadvantaged pupils improves and increasingly aligns with the school average. 	<ul style="list-style-type: none"> Overall attendance for disadvantaged pupils increases year on year The gap between disadvantaged pupils' attendance and the school average narrows Persistent absence among disadvantaged pupils reduces The school's approach shows demonstrable impact through attendance monitoring and case tracking

Family Support Worker (3 days per week)

Barrier addressed: Attendance, social and emotional needs, family circumstances
 Intended outcomes supported: Improved attendance, wellbeing and engagement

Spend:

- Funding a Family Support Worker for three days per week to provide targeted pastoral, social and emotional support for disadvantaged pupils and their families.

Rationale:

A significant proportion of disadvantaged pupils face barriers beyond the classroom, including anxiety, poor attendance and family-related challenges. Dedicated family support enables early identification of issues, structured intervention and sustained engagement with families.

How impact will be monitored:

- Improved attendance and punctuality for pupils receiving support
- Reduced safeguarding concerns linked to social or emotional need
- Case studies demonstrating positive pupil and family outcomes

2. Attendance Monitoring and Training for Office Staff

Barrier addressed: Attendance and punctuality

Intended outcomes supported: Improved attendance and reduced persistent absence

Spend:

- Specialist training for office and administrative staff to strengthen attendance monitoring, data tracking and early intervention.
- Time allocated for staff to implement consistent procedures aligned with the school's 'Five Foundations' attendance approach.

Rationale:

Accurate, timely monitoring and swift communication with families is essential for improving attendance. Skilled office staff play a key role in early identification of patterns and coordination of support.

How impact will be monitored:

- Improved consistency and accuracy of attendance data
- Faster identification and follow-up of attendance concerns
- Reduction in persistent absence for disadvantaged pupils

3. Specialist SEN Advisor (External Support)

Barrier addressed: Learning gaps, SEND overlap, social and emotional needs

Intended outcomes supported: Improved access to learning and progress

Spend:

- Commissioning a specialist SEN advisor to work with staff in identifying and supporting disadvantaged pupils with additional or emerging needs.
- Support includes assessment advice, strategy planning and staff consultation.

Rationale:

There is a growing overlap between disadvantage and additional needs. Specialist input ensures barriers are accurately identified and that support strategies are proportionate, inclusive and effective.

How impact will be monitored:

- Improved quality of support plans for disadvantaged pupils with SEND
- Increased staff confidence in adapting provision
- Improved engagement and progress for identified pupils

Teaching Assistant Training and Professional Development

Barrier addressed: Gaps in reading, writing and mathematics

Intended outcomes supported: Improved attainment and progress

Spend:

- Targeted training and ongoing CPD for Teaching Assistants, focusing on:
- Phonics and early reading support
- Number fluency and basic mathematical skills
- Effective intervention delivery and adaptive support

Rationale:

Well-trained TAs have the greatest impact when deployed to support specific learning needs under the direction of the class teacher. Consistent training improves the quality and effectiveness of intervention.

How impact will be monitored:

- Improved progress data for pupils receiving targeted TA support
- Observations showing high-quality intervention delivery
- Clear alignment between intervention and classroom learning

Targeted Academic Interventions (Reading, Writing and Maths)

Barrier addressed: Attainment gaps and weak foundations

Intended outcomes supported: Narrowed attainment gaps at KS1 and KS2

Spend:

- Small-group and one-to-one interventions for disadvantaged pupils in:
- Early reading and phonics
- Reading comprehension
- Writing development
- Number fluency and arithmetic

Rationale:

Targeted intervention, closely matched to identified gaps, supports accelerated progress when delivered consistently and reviewed regularly.

- How impact will be monitored:
- Entry and exit assessment data
- Reduced attainment gaps across year groups
- Improved confidence and independence in lessons

• Activity	• Evidence that supports this approach	• Challenge number(s) addressed
Specialist training for staff to support SAL groups, interventions and catch up programmes.	Gap has closed over the past two years and we would like it to remain. TAs trained by WMS&L can work with more pupils than can be tutored during the S&L teacher's contact time.	1,2,3
Appointment of new Phonics Lead teacher, who has attended training in how to 'close the Gap' allows dissemination and an awareness of fidelity to schemes	Phonics progress being rigorously analysed has meant steady improvement over time Training for all staff including updates is essential to ensure fidelity to the scheme and good or better outcomes from Nursery onwards.	1,2
Termly monitoring schedule includes Reading, Writing and Maths each term. Currently working with School improvement partner to ensure English curriculum meets the requirements of the DFE writing framework	Subject leaders and SLT monitor all groups of pupils to ensure that quality first teaching is happening and there is consistency of approach in each phase. Clarity of expectation will improve confidence for teachers	1,2,3
To achieve and sustain improved attendance for all pupils particularly PP	High attendance is vital to good outcomes for all learners' especially vulnerable groups.	5
To improve resilience in all pupils especially our vulnerable groups	Reduction in the number of pupils refusing to come to school on set days. Equip children with strategies to help them regulate and cope with set backs	6

- Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
- Budgeted cost: £ [insert amount]

• Activity	• Evidence that supports this approach	• Challenge number(s) addressed
'Catch up/Keep up' sessions delivered 'on the spot' daily for those children assessed as not understanding new phonics sounds. Assessment shows no growing gaps	<ul style="list-style-type: none"> • All year groups are showing clear evidence of making good progress in phonics. All groups of learners are monitored by SLT and phase leaders. Class teachers are keeping accurate records showing improvement. 	<ul style="list-style-type: none"> • 1,2

Engaging with outside agency specialists to provide a blend of tuition, mentoring and school led 'catch up-keep up' programmes	<ul style="list-style-type: none"> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. 	<ul style="list-style-type: none"> 1,2,3
Targeted SEN intervention - for KS2 pupils especially.	<ul style="list-style-type: none"> Intervention on top of 'Quality First' teaching will be effective in the short term as a way of closing the gap. This will be reviewed on a three week cycle. 	<ul style="list-style-type: none"> 1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of our attendance strategy to improve school attendance	Attendance is above national and persistent absence is showing a downward trend	5
All children in EYFS and Y2 to receive a weekly 'well-being' speech and language session with a specialist	We're aware that the children need their mental wellbeing needs met to access their learning opportunities.	4,5,6

Total budgeted cost: £154.439

Staffing £121,004

EP provision £2722

S&L provision £10,889

Enrichment opportunities including the Arts £18,000

Attendance awards £197

Support for parents (food/utilities) £1127

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.