Pupil premium strategy statement
St Raphael's Catholic Primary School (October 2026)

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 (2026-27) and the outcomes for disadvantaged pupils last academic year (2025-26)

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	20.8% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Governing Board Finance Committee
Pupil premium lead	Mr David Matthews
Governor lead	Mrs Sharon Costello
Cared for Children lead	Mr David Matthews
Cared for Children Governor lead	Mrs Sharon Costello

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,200 + 0 PP+
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£68,200

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Fund is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (20.8%) is lower than the national average (27% *DfE 2026-2027*) for primary schools. The Pupil Premium + provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

It is our intent at St Raphael's Catholic Primary School to erase the gap between disadvantaged pupils and their non-disadvantaged peers.

We are committed to meeting the pastoral, social and academic needs of our Pupil Premium children within a caring and nurturing environment built on Gospel values.

At St Raphael's Catholic Primary we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential.

We have inclusion at the heart of what we do and believe that all barriers to learning should be removed to allow all pupils to make the progress and attainment that they are capable of.

At St Raphael's we are determined to provide the support and guidance that our pupils in receipt of the Pupil Premium Funding may need to help them overcome any barriers to reaching their full potential.

In addition we believe that all pupils are entitled to a rich and varied curriculum and we aim to provide them with access to a variety of exciting opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry and at the end of EYFS and slower rates of progress made by some pupil premium/disadvantaged children especially in Reading, Writing and Maths.
2	Pupils and their families may have social & emotional difficulties, including financial, medical and mental health which can impact on pupils' progress and attainment
3	Lower attendance can become a barrier to learning and motivation
4	Pupils have limited experiences beyond their home life and immediate community

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 will make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Phonics, Writing and Maths. The gap will be narrowed in the progress and attainment of PP and non-PP children. The aim is for the attainment of our PP children to be at least in line with non-PP children nationally.	Pupil Premium children will achieve at or above national average progress scores in KS2 Reading/ Writing/ Maths. This will be tracked over at least three year periods to create a statistically significant cohort. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. Pupil progress meetings will identify interventions needed and these will be successfully applied to maximise progress. Parents will be engaged in their children's progress. Consistent implementation of excellent practice and high expectations across the school for reading showing improved progress evidenced through data.
All pupils will be exposed to a breadth of experiences that enable them to love learning and have access to an engaging, broad and varied curriculum	The curriculum will provide pupils with an exciting, varied curriculum. Teachers will plan a wide range of visits and experiences to inspire and enhance

	learning and make it memorable. Children will be exposed to a wide range of social, cultural and enrichment opportunities Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Senior Leaders will identify and support families and children and work to alleviate barriers to learning. Designated time will be given to admin staff to maintain contact with families in need to help support when we can. Identified children are invited to Nurture, positive play and Lego Therapy sessions with support staff. Vulnerable disadvantaged children will meet with Senior Leaders and complete voice of child. Early Help Assessments will be led or supported by school proactively.
Disadvantaged pupils will meet national expectations for attendance	Disadvantaged pupils will match or exceed national averages for attendance for non-disadvantaged pupils (96+%). Termly meetings with local authority EWO and the headteacher will help track this.

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: £13,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff engaged in Phonics review with consultant to support greater consistency in approach to	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning Ofsted Evidence base-importance of Early Reading	1

teaching phonics and reading	The Reading Framework (July, 2023)	
Role of the Pupil Premium Lead, monitoring and supporting staff. Data analysis at least termly in pupil progress meetings with interventions and next steps added	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium | EEF (educationendowmentfoundation.org.uk)	1
Staff cost of admin support and TLR to support with attendance and punctuality concerns	DfE Working Together to Improve School Attendance	3
Subsidising trips, visits and attendance at clubs to enhance the curriculum and ensure breadth of curriculum experience	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium | EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support). - SENCo support for teachers Interventions led by Teaching assistants including - Lego therapy, Art Therapy, Nurture groups	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) Small group tuition | EEF (educationendowmentfoundation.org.uk)	1 and 2

Maths and Reading interventions led by Teaching assistants and Teachers		
Pre-teach and Catch-Up focussed interventions (1:1 and small group support)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition | EEF (educationendowmentfoundation.org.uk) The Reading Framework (July, 2023)	1

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

Budgeted cost: £4,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leaders working with key individuals. Senior Leaders support families and parents according to needs eg attendance, social, economic needs	Evidence from Education Endowment Foundation – Metacognition and SelfRegulation (+7months) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) Parental engagement | EEF (educationendowmentfoundation.org.uk)	1 and 2 2 and 3

Total budgeted cost: £ *66,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS 2 Data (Year 6 July 2026)

Area	School 6 PP Children	School 22 Non PP	National Results
End of KS2 - Reading ARE	**100% (6 out of 6)**	**96% (21 out of 22)**	**75% (PP 63%)**
End of KS2 - Writing ARE	**83% (5 out of 6)**	**91% (20 out of 22)**	**73% (PP 60%)**
End of KS2 - Maths ARE	**100% (6 out of 6)**	**96% (21 out of 22)**	**75% (PP 61%)**
End of KS2 - RWM Combined ARE	**83% (5 out of 6)**	**91% (20 out of 22)**	**63% (PP 48%)**
End of KS2 – Spelling Punctuation and Grammar	**100% (6 out of 6)**	**91% (20 out of 22)**	**74% (PP 60%)**

KS 2 Data When comparing the PP figures to the PP figures nationally the St Raphael's percentages are above in all areas. 5 out of 6 PP children achieved ARE in all areas. 3 out of 6 achieved GD in reading and GPS, 2 out of 6 achieved GD in maths. The data shows that we are meeting if not exceeding the success criteria set out in our plan.

Progress scores KS 2 (Data 2026)		
Subject	**Average Progress Score – St Raphael's**	**Average Progress Score – Nationally (taken from NCER)**
Reading	**+3.44**	**+0.05**
Writing	**+1.54**	**+0.03**
Maths	**+4.36**	**+0.03**

Our 3 year trend for progress of disadvantaged children is significantly above average compared to national schools and similar schools.

EYFS Data 2026 7 pupils were PP			
Area	**PP (7) ARE**	**Non PP (13) ARE**	**National**
GLD	43% (3 out of 7)	85% (11 out of 13)	72% (PP 55%)

This data for EYFS shows the lower starting point for some of our disadvantaged children and highlights the need for interventions, tracking and support in the future.

Phonics Data 2026			
Area Phonic Screening	PP (5)	Non PP (24)	National
	100% (5 out of 5)	88%	82% (PP 68%)

The data shows the impact of phonics CPD and consistency in approach and how targeted support for disadvantaged pupils has supported them to achieving a score above the threshold.

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**

NA
The impact of that spending on service pupil premium eligible pupils
NA

May God's love shine in our lives as we care, share and learn together