

Pupil premium strategy statement – Abbey Catholic Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Abbey Catholic Primary School
Proportion (%) of pupil premium eligible pupils	165 pupils- 39% (September 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 (Year 1 of 3)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr Joseph McTernan
Pupil premium lead	Mrs Jessica Hughes
Governor / Trustee lead	Mrs Tracy Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,725
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£248,725

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Catholic Primary School, we target the use of Pupil Premium (PP) funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
 - Provide targeted intervention and support to quickly address identified gaps in learning including setting, the use of small group work and individualised support.
 - Provide opportunities for all pupils to participate in extra-curricular activities.
 - Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupil's attainment is, on average, behind their peers. <i>EYFS Trend – 62.5% GLD compared to Disadvantaged 56.4% GLD.</i> <i>Phonic Trend – 93.4% pass rate compared to Disadvantaged 93.9% pass rate.</i> <i>KS1 Trend – 63.4% RWM combined compared to Disadvantaged 56.1% RWM combined.</i> <i>KS2 Trend – 68.9% RWM combined compared to Disadvantaged 52.1% RWM combined.</i>
2	Disadvantaged pupil's experience limited opportunities to develop Cultural Capital that foster skills such as: language acquisition, social awareness, and knowledge of how to contribute positively to society.
3	Disadvantaged pupils face significant barriers to reading.

	<p>EYFS Trend – 65.9% Literacy compared to Disadvantaged 59.1% Literacy.</p> <p>Phonic Trend – 93.4% pass rate compared to Disadvantaged 93.9% pass rate.</p> <p>KS1 Trend – 73.3% Reading compared to Disadvantaged 65.3% Reading.</p> <p>KS2 Trend – 74.5% Reading compared to Disadvantaged 57.9% Reading.</p>
4	<p>Persistent absence for 2024/25 for Disadvantaged pupils is 17.6% compared to 9.4% for their peers.</p> <p>Absent rates for 2024/25 for Disadvantaged children was 5.7% compared to 4.5% for their peers.</p> <p>Absent rates is a key predictor of academic success. DfE: 'The Link between attendance and attainment in an assessment year. - March 2025.</p>

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
Close the attainment gap between Pupil premium children and their peers.	<p>66.3% of disadvantaged children to attain GLD inline with National Average (Gov.uk 2024)</p> <p><i>Stretch Target: 70% of disadvantaged children to attain GLD.</i></p> <p>90% of disadvantaged children pass the Phonic screening check.</p> <p><i>Stretch Target: 94% of disadvantaged children pass the Phonic screening check in line school trend.</i></p> <p>63.4% disadvantaged children pass the KS1 RWM Combined inline with school trend.</p> <p><i>Stretch Target: 70% disadvantaged children pass the KS1 RWM combined.</i></p> <p>62% disadvantaged children pass the KS2 RWM Combined inline with National averages (Gov.uk 2025)</p> <p><i>Stretch Target: 68.9% disadvantaged children pass KS2 RWM combined inline with school trend.</i></p>
An increase in the number of pupil premium children accessing a wider range of opportunities within the curriculum.	The school vision is to ensure that 100% of pupil premium children have accessing extra-curricular opportunities during the 2023-24 academic year.
Greater opportunities to develop a love of reading for Pupil premium children.	65.9% of disadvantaged children to attain 'at least Expected' across Literacy ELGs to be in line with previous school average.

	<p><i>Stretch Target: 70% of disadvantaged children to attain 'at least Expected' across all Literacy ELGs.</i></p> <p>90% of disadvantaged children passing the Phonic screening check.</p> <p><i>Stretch Target: 94% of disadvantaged children passing the Phonic screening check in line current trend.</i></p> <p>73% disadvantaged children pass the KS1 Reading SATs.</p> <p><i>Stretch Target: 75% disadvantaged children pass the KS1 Reading SATs tests.</i></p> <p>75% disadvantaged children pass the KS2 Reading SATs tests.</p> <p><i>Stretch Target: 80% disadvantaged children pass the KS2 Reading SATs.</i></p>
A reduction in the number of pupil premium children that are persistently absent.	<p>Disadvantaged children who are persistently absent to be below the national rate and inline with peers at 9.4% PA.</p> <p>Disadvantaged pupil absent rate to be below the national rate (5.4%) and inline with peers at 4.5%</p>

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: £121,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Closing the gap between PP and the whole school in Reading and Writing	Education Endowment Foundation teaching and learning toolkit (https://educationendow-	1,3

<p>through quality first teaching.</p> <p>-Read Write Inc (Phonics) setting across EYFS and KS1</p> <p>-Wellcomm initiative</p> <p>-Subscriptions to online basic skills homework schemes.</p> <p>-Small group setting in upper key stage 2 to support with progress and attainment of pupil premium children.</p> <p>-CPDF for staff to enhance the teaching and learning across school.</p>	<p>mentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Small group tuition +4</p> <p>Oral Language intervention +6</p> <p>Parental Engagement +4</p> <p>Homework +5</p> <p>Metacognition and Self-Regulation Training +7</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £105,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Closing the gap between PP and the whole school in Reading and Writing through quality small group interventions:</p> <p>-RADY.</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Peer tutoring +6</p> <p>Collaborative Learning Approaches +5</p> <p>This initiative aims to support disadvantaged children reach their untapped potential. School will work on closing the gaps between disadvantaged and no-disadvantaged children in school.</p>	1,3

-Literacy and Numeracy intervention.	One to One tuition +5 Small group tuition +4 Teaching assistant intervention +4	
-Mentoring opportunities	Mentoring +2/ Self regulation +7 Social and emotional learning +4	
-Welcomm initiative	Oral language intervention +6 Small group tuition +4	

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

Budgeted cost: £21,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Greater opportunities to develop a love of reading for Pupil premium children.</p> <ul style="list-style-type: none"> - Stock of book vending machine for children to be able to access books throughout the year. -Targeted group to improve inclusion of pupil premium children in extracurricular reading activities. 	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Meta cognition and self-regulation +7</p>	1, 3
<p>A reduction in the number of pupil premium children that are persistently absent.</p> <ul style="list-style-type: none"> -Breakfast Club - Attendance incentives for persistently absent children. 	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Extending school time +3</p> <p>Behaviour intervention +4</p>	4
<p>An increase in the number of pupil premium children accessing a wider range of</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)</p>	2

<p>opportunities within the curriculum.</p> <ul style="list-style-type: none"> -Root4Fruits -Targeted after school clubs -Birmingham Irish Association (Music) -Reading club -Shakespeare schools festival 	<p>mentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Aspirational intervention Physical activity +1 Collaborative learning approaches +5</p>	
<p>Hardship fund created to support any family in school who need additional financial support to pay for school related items.</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Extending school time +3 Outdoor adventure activities 0 School uniform 0</p>	2

Total budgeted cost: £248,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Area of Focus	Impact		
Close the attainment gap between PP children and the rest of the school in Reading and Writing.	<p><u>2022/23</u></p> <p>92% PP children passed the Phonic screening check, in line with Peers and above the national average of 75%</p> <p>End of KS1 results:</p> <p>74% PP children reach reading expected standard.</p> <p>74% PP children reach writing expected standard.</p> <p>79% PP children reach maths expected standard.</p> <p>End of KS2 SATs results:</p> <p>57% PP children reach reading expected standard.</p> <p>57% PP children reach writing expected standard.</p> <p>57% PP children reach maths expected standard.</p>	<p><u>2023/24</u></p> <p>100% PP children passed the Phonic screening check, in line with Peers and above the national average of 81%</p> <p>End of KS1 results:</p> <p>50% PP children reach reading expected standard.</p> <p>50% PP children reach writing expected standard.</p> <p>58.3% PP children reach maths expected standard.</p> <p>End of KS2 SATs results:</p> <p>75% PP children reach reading expected standard.</p> <p>88% PP children reach writing expected standard.</p> <p>81% PP children reach maths expected standard.</p>	<p><u>2024/25</u></p> <p>90% PP children passed the Phonic screening check, in line with Peers and above the national average of 81%</p> <p>End of KS1 results:</p> <p>72% PP children reach reading expected standard.</p> <p>56% PP children reach writing expected standard.</p> <p>61% PP children reach maths expected standard.</p> <p>End of KS2 SATs results:</p> <p>42% PP children reach reading expected standard.</p> <p>54% PP children reach writing expected standard.</p> <p>46% PP children reach maths expected standard.</p>
Greater opportunities for real life experiences within the curriculum.	<p><u>2022/23</u></p> <p>Following targeted invitation, 73% of Pupil Premium children accessed an after school club during to 2022/23 academic year.</p> <p>This is in line with peers where 73% of the whole school accessed an after school club.</p>	<p><u>2023/24</u></p> <p>83% of pupil premium children accessed extra curricular clubs.</p> <p>73% of the whole school accessed extra curricular clubs.</p>	<p><u>2024/25</u></p> <p>82% of pupil premium children accessed extra curricular clubs.</p> <p>68% of the whole school accessed extra curricular clubs.</p> <p>67% of the SEND children accessed extra curricular clubs.</p>

Greater opportunities to develop of a love of reading in PP children.	Greater opportunities to develop love of reading and regular opportunities to access high-quality texts through the purchase of resources and improvement of the book bus has resulted in an improvement in a love of reading and attainment of PP children. This was evidenced through an external review of PP where pupil voice stated, 'The book bus acquisition was an inspired solution to get reluctant readers interested in reading'.		
	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>
	<u>Phonic Screening</u>	<u>Phonic Screening</u>	<u>Phonic Screening</u>
	92% PP children passed the Phonic screening check in line with year group average.	100% PP children passed the Phonic screening check in line with year group average.	90% PP children passed the Phonic screening check in line with year group average.
	<u>End of KS1 results:</u> 74% PP children reach reading expected standard. <u>End of KS2 SATs results:</u> 57% PP children reach reading expected standard.	<u>End of KS1 results:</u> 50% PP children reach reading expected standard. <u>End of KS2 SATs results:</u> 75% PP children reach reading expected standard.	<u>End of KS1 results:</u> 72% PP children reach reading expected standard. <u>End of KS2 SATs results:</u> 42% PP children reach reading expected standard.
Improve attendance and engagement of children in readiness for their learning	Attendance figures 2022/23 Whole school attendance: 95.43% Disadvantaged attendance: 94.08% National Average: 94%	Attendance figures 2023/24 Whole school attendance: 95.92% Disadvantaged attendance: 94.48% National Average: 93.1%	Attendance figures 2023/24 Whole school attendance: 95.5% Disadvantaged attendance: 94.3% National Average: 93.1%

	Persistent Absentee figures 2022/23 Whole school: 11.94% Disadvantaged: 16.8% National Average:17.2%	Persistent Absentee figures 2023/24 Whole school: 7.16% Disadvantaged: 13% National Average: 19.2%	Persistent Absentee figures 2023/24 Whole school: 9.4% Disadvantaged: 17.6% National Average: 18.7%
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Externally provided programmes

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

Programme	Provider