

# Pupil premium strategy statement – St Wulstan’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	111
Proportion (%) of pupil premium eligible pupils	32.5% (37 pupils)
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Emma Brocklesby
Pupil premium lead	Mrs Liz Warnett
Governor / Trustee lead	Mike Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,510
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£55,510

# Part A: Pupil premium strategy plan

## Statement of intent

At St Wulstan's Catholic Primary School, we provide an inclusive education which equips all learners for future success. Our curriculum is designed to overcome the barriers to learning that disadvantaged students face, promote cultural capital by providing enrichment opportunities throughout the curriculum and via involvement in the wider school community whilst bridging the academic gaps in learning and raising attainment.

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 Pupil Premium Strategy Plan outlines the additional support that disadvantaged pupils receive to ensure that they meet the same aspirational objectives as their non-disadvantaged peers. Our intention is to ensure non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our plan are:

- The most effective way to improve outcomes for disadvantaged pupils is through consistently high-quality teaching.
- Interventions and provisions should be evidence informed and needs-led.
- Interventions and provisions should provide additional and structured support for those who need extra help to succeed.
- Professional development, curriculum design and assessment should particularly benefit those who are disadvantaged.
- Additional challenges that impact upon learning should be addressed such as attendance, well-being, behaviour and access to enrichment.

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils so that all pupils achieve at least in line with national expectations and make strong progress from their starting points.
- Ensure equity of access to high-quality teaching through sustained investment in teacher development, evidence-based pedagogy, and a curriculum that meets the needs of disadvantaged learners.
- Address barriers to learning—including attendance, wellbeing, behaviour, and language or communication needs—so that every pupil can fully engage with learning and school life.
- Promote cultural capital and aspiration by providing enriching experiences both within and beyond the curriculum, enabling disadvantaged pupils to develop confidence, curiosity, and a sense of belonging within the wider community.
- Embed a sustainable, evidence-informed approach to the use of Pupil Premium funding—one that is strategically planned, carefully implemented, and regularly evaluated for impact.
- Raise attainment for all pupils by ensuring that strategies which support disadvantaged learners also improve outcomes for non-disadvantaged pupils, fostering a culture of high expectations and inclusion.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps between disadvantaged and non-disadvantaged pupils across all subjects.
2	Writing outcomes for disadvantaged pupils eligible are less secure than in reading and mathematics and improving consistency and progress in writing is a key school challenge in strengthening overall attainment.
3	Ensuring attendance of disadvantaged children is in line with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school.
4	Some disadvantaged pupils begin school with less secure early language, literacy and fine motor development, and addressing these differences early is a key priority to support long-term attainment.
5	Foundational mathematics knowledge for disadvantaged pupils is not yet consistently secure, particularly in upper Key Stage 2, which limits confidence, fluency and progress.
6	The school is seeing an increase in mental health and wellbeing needs, including emotionally based school avoidance (EBSA), particularly among disadvantaged pupils, which requires timely, targeted support to ensure pupils can engage fully in school and 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
Disadvantaged pupils make accelerated progress so that attainment gaps with non-disadvantaged pupils narrow across reading, writing and mathematics.	<ul style="list-style-type: none"> <li>Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers.</li> <li>Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils is closer to national expectations.</li> </ul>
Writing outcomes for disadvantaged pupils improve so that they are closer to reading and maths outcomes.	<ul style="list-style-type: none"> <li>The percentage of disadvantaged pupils achieving ARE in writing increases across all year groups.</li> <li>The gap between disadvantaged and non-disadvantaged pupils in writing narrows each term.</li> <li>Combined RWM outcomes for disadvantaged pupils improve as writing outcomes strengthen.</li> <li>Work scrutiny shows improved sentence structure, spelling, handwriting and independence for disadvantaged pupils.</li> </ul>

<p>Attendance of disadvantaged pupils improves to be closer to that of their non-disadvantaged peers. Levels of persistent absence for disadvantaged pupils are significantly reduced.</p>	<ul style="list-style-type: none"> <li>• School attendance target of 94% met.</li> <li>• Gap between attendance of disadvantaged pupils and their non-disadvantaged peers is narrowed.</li> <li>• Persistent absence is below 20% and in line for disadvantaged pupils and their peers.</li> <li>• Strategies to improve attendance have a positive impact: making it a collective responsibility, golden phone calls, rewards, pastoral support.</li> </ul>
<p>PP pupils in EYFS develop secure early language, literacy and fine motor skills. More PP pupils reach a Good Level of Development, reducing the gap with non-PP pupils.</p>	<ul style="list-style-type: none"> <li>• The proportion of disadvantaged pupils achieving GLD increases year on year.</li> <li>• Gaps between disadvantaged and non-disadvantaged pupils in communication, language, writing and fine motor skills narrow by the end of Reception.</li> <li>• EYFS assessments show more disadvantaged pupils are secure in key early learning goals.</li> </ul>
<p>PP pupils develop secure mathematical fluency and number sense, particularly in upper KS2. Improved confidence enables PP pupils to access reasoning and problem-solving tasks more effectively.</p>	<ul style="list-style-type: none"> <li>• An increased proportion of disadvantaged pupils achieve ARE in maths, particularly in Years 5 and 6.</li> <li>• An increased proportion of disadvantaged pupils achieve full marks in the Year 4 Multiplication Check.</li> <li>• Gaps between disadvantaged and non-disadvantaged pupils in maths attainment and progress reduce each term.</li> </ul>
<p>To ensure that all pupils have access to high quality mental health and well-being support with targeted provision for those experiencing EBSA.</p>	<ul style="list-style-type: none"> <li>• 100% of pupils identified with EBSA have a personalised mental health and wellbeing support plan in place.</li> <li>• Attendance for pupils experiencing EBSA improves by at least 10% over the year.</li> <li>• The proportion of pupils with EBSA classed as persistently absent reduces year on year.</li> <li>• Pupil and parent feedback shows improved confidence and engagement with school support.</li> <li>• Staff report increased confidence in supporting EBSA through trauma-informed practice.</li> </ul>

## 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)

Budgeted cost: £3019.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver structured CPD using the WalkThrus approach to strengthen high-quality, consistent teaching practice across the school, with a specific focus on improving outcomes for disadvantaged pupils.</p>	<p><a href="#">Effective Professional Development   EEF</a></p>	<p>1, 2</p>
<p>Provide whole-school CPD and ongoing coaching for teaching staff to consistently implement the I Am a Clever Writer approach, strengthening the quality of writing instruction, feedback and scaffolding so that disadvantaged pupils develop greater confidence, independence and progress in writing.</p> <p>£799.92</p>	<p>The EEF highlights high-quality teaching and sustained professional development as the most effective ways to improve outcomes for disadvantaged pupils. Coaching and consistent whole-school approaches to writing support improved instruction, feedback and pupil independence.</p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2</p>
<p>Engage an Educational Psychologist to carry out detailed learning and developmental assessments, provide professional guidance, and support staff and families in implementing targeted strategies to meet additional needs and remove barriers to learning.</p> <p>£2220</p>	<p>EEF guidance highlights that early, specialist assessment and professional input support schools to accurately identify additional needs and implement targeted, evidence-informed strategies that remove barriers to learning and improve outcomes for disadvantaged pupils.</p> <p>Target classes have been identified based on SEN need and % of disadvantaged pupils. This service level agreement provides access to specialist advice to inform and quality-assure personalised support, and, where appropriate, to contribute to professional reports that support diagnosis or applications for an Education, Health and Care Plan</p>	<p>1, 2, 3, 4, 5</p>

	(EHCP), ensuring pupils receive the right support over time.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,105.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted phonic, spelling interventions and daily handwriting practice across the school to strengthen writing fluency and accuracy for disadvantaged pupils.	The EEF identifies spelling and handwriting as critical components of effective writing, particularly for disadvantaged pupils. Targeted spelling interventions and daily handwriting practice support the development of transcription skills, enabling pupils to write more fluently and independently and improving overall writing outcomes.  <a href="#">Deployment of Teaching Assistants   EEF</a>	1, 2, 4
Teaching assistants deliver targeted, structured and time-limited interventions, including precision teaching, to support disadvantaged pupils based on identified gaps.	EEF evidence shows that teaching assistants can have a positive impact on attainment when they deliver <b>structured, targeted interventions</b> to specific pupils in small groups or one-to-one settings. These approaches can result in <b>around 3–4 months' additional progress</b> , particularly when teaching assistants are well trained, closely supported by teachers, and interventions are carefully planned and monitored. In contrast, evidence suggests that teaching assistants are less effective when used for general classroom support without a clear focus or structure.  <a href="#">Small group tuition   EEF</a>	1, 2, 4, 5
Implement the Nesy programme to provide structured, evidence-based literacy support for identified disadvantaged pupils with dyslexic traits, delivered through daily, targeted sessions supported by a trained teaching assistant.	EEF evidence shows that teaching assistants can have a positive impact on attainment when they deliver <b>structured, targeted interventions</b> to specific pupils in small groups or one-to-one settings. These approaches can result in <b>around 3–4 months' additional progress</b> , particularly when teaching assistants are well trained, closely supported by teachers, and interventions are carefully planned and monitored. In contrast, evidence suggests that teaching assistants are less effective when used for general classroom support without a clear focus or structure.  <a href="#">Small group tuition   EEF</a>	1, 2

<p>Implement daily, structured fluency practice across the school, including Times Table Rock Stars (TTRS) in KS2 and Numbots in EYFS and KS1, to strengthen number recall and automaticity for disadvantaged pupils.</p>	<p>The EEF highlights that <b>regular, structured practice</b> helps pupils develop automaticity in basic number facts, reducing cognitive load and enabling them to focus on reasoning and problem-solving. Digital programmes such as TTRS and Numbots can be effective when used <b>frequently and alongside high-quality teaching</b>, particularly for disadvantaged pupils who may need additional opportunities to practise core skills.</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	<p>1, 4, 5</p>
<p>Embed a whole-school Number Sense approach, ensuring pupils develop a secure understanding of number relationships, place value and calculation strategies through consistent representations and language.</p>	<p>EEF guidance emphasises that pupils need a <b>secure understanding of number, place value and relationships</b> in order to succeed in mathematics. A consistent whole-school approach to number sense, using shared representations, language and models, supports deeper conceptual understanding and helps disadvantaged pupils make connections between ideas rather than relying on memorised procedures.</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	<p>1, 4, 5</p>
<p>Provide targeted small-group and 1:1 maths interventions for disadvantaged pupils, focusing on arithmetic, times tables and core number facts.</p>	<p>The EEF finds that <b>small-group and one-to-one tuition</b> can lead to significant gains (around <b>3–4 months' additional progress</b>) when it is well targeted, time-limited and delivered by trained adults. Focusing interventions on arithmetic, times tables and core number facts helps disadvantaged pupils close gaps in foundational knowledge that would otherwise limit progress in class.</p> <p><a href="#">Small group tuition   EEF</a>  <a href="#">Deployment of Teaching Assistants   EEF</a></p>	<p>1, 4, 5</p>

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

Budgeted cost: £20,385.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide personalised mental health and wellbeing interventions for pupils requiring targeted support, including trauma-informed approaches, to</p>	<p><a href="#">Promoting children and young people's mental health and wellbeing</a></p> <p>EEF evidence highlights that social and emotional learning approaches can improve</p>	<p>3, 6</p>

<p>reduce anxiety, support emotional regulation and improve engagement, attendance and readiness to learn for pupils experiencing or at risk of EBSA.</p> <p>£6499.35</p>	<p>pupils' wellbeing and lead to positive impacts on engagement and attainment, particularly when targeted at pupils with identified needs. For pupils experiencing emotionally based school avoidance (EBSA), trauma-informed and personalised mental health support helps reduce barriers linked to anxiety, enabling improved attendance and access to learning.</p>	
<p>Implement an inclusive, trauma-informed attendance strategy with early identification of concerns, regular monitoring, and targeted pastoral support for disadvantaged pupils and those experiencing EBSA, working closely with families and external agencies to remove barriers to regular attendance.</p> <p>£10,750.96</p>	<p>EEF evidence shows that poor attendance is strongly linked to lower attainment, particularly for disadvantaged pupils. An inclusive, trauma-informed approach that identifies barriers early, builds trusting relationships with families and provides targeted pastoral support is effective in improving attendance for pupils experiencing anxiety and emotionally based school avoidance (EBSA), helping them re-engage with learning and make sustained progress.</p>	3, 6
<p>Implement attendance-based support and reward systems, including personalised plans for individual pupils and whole-school initiatives that promote positive attendance, recognise improvement, and build a culture of belonging and inclusion.</p> <p>£500</p>	<p>EEF evidence shows that improving attendance requires a whole-school approach alongside targeted pastoral support; positive recognition, strong relationships and inclusive strategies are particularly effective in improving attendance for disadvantaged pupils and those experiencing EBSA.</p> <p>Wayne Harris' Inclusive Attendance model emphasises understanding and addressing the underlying causes of absence rather than relying on punitive measures; personalised support combined with positive reinforcement helps remove barriers, build trust with families, and improve attendance for disadvantaged pupils and those experiencing EBSA.</p>	3, 6
<p>Contingency fund to remove barriers to inclusion and equity e.g. transport to school, uniform, trips, enrichment opportunities</p> <p>£2,500</p>	<p>Based on our experiences, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	6

**Total budgeted cost: £55570**



	Staff deliver the phonics programme consistently and effectively, improving reading outcomes and accelerating progress for pupils, particularly those at risk of falling behind.																
Engage with an English Hub to strengthen provision and teaching for reading and writing £376.48  We will fund teacher release time to embed key elements of guidance received in school	Improves quality and consistency of reading and writing teaching, providing expert guidance and resources to accelerate literacy progress, particularly for disadvantaged pupils.  Allows teachers dedicated time to implement and embed guidance effectively, improving classroom practice and ensuring that reading and writing strategies have a consistent, positive impact on pupil progress, especially for disadvantaged pupils.																
Trauma informed training £3000 We will fund teacher release time to receive appropriate training and embed key elements of guidance received in school	Equips staff with knowledge and strategies to support pupils with trauma-related needs, improving wellbeing, engagement, and learning outcomes. Teacher release time ensures effective embedding of strategies into classroom practice, benefiting disadvantaged and vulnerable pupils.  <table border="1"> <tr> <td><a href="#">09 Apr 2025, 15:15</a></td> <td>Level 2 Negative</td> </tr> <tr> <td><a href="#">07 Feb 2025, 15:20</a></td> <td>Level 5 Negative</td> </tr> <tr> <td><a href="#">29 Jan 2025, 14:05</a></td> <td>Level 2 Negative</td> </tr> <tr> <td><a href="#">02 Dec 2024, 09:00</a></td> <td>Level 1 Negative</td> </tr> <tr> <td><a href="#">25 Oct 2024, 12:00</a></td> <td>Level 5 Negative</td> </tr> <tr> <td><a href="#">11 Oct 2024, 12:00</a></td> <td>Level 3 Negative</td> </tr> <tr> <td><a href="#">09 Oct 2024, 14:00</a></td> <td>Level 3 Negative</td> </tr> <tr> <td><a href="#">08 Oct 2024, 12:00</a></td> <td>Level 1 Negative</td> </tr> </table> <p>winning results No incidents requiring logging after 9/4 which demonstrates impact of trauma informed approach for PP pupils.</p>	<a href="#">09 Apr 2025, 15:15</a>	Level 2 Negative	<a href="#">07 Feb 2025, 15:20</a>	Level 5 Negative	<a href="#">29 Jan 2025, 14:05</a>	Level 2 Negative	<a href="#">02 Dec 2024, 09:00</a>	Level 1 Negative	<a href="#">25 Oct 2024, 12:00</a>	Level 5 Negative	<a href="#">11 Oct 2024, 12:00</a>	Level 3 Negative	<a href="#">09 Oct 2024, 14:00</a>	Level 3 Negative	<a href="#">08 Oct 2024, 12:00</a>	Level 1 Negative
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## Targeted academic support (e.g. tutoring, 1:1 support structured interventions)

Activity	Impact/Overview of Year
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £11,212.50	Provides targeted, additional phonics support to disadvantaged pupils, accelerating reading progress, closing gaps in early literacy, and improving confidence and attainment in reading.  87% achieved a pass on phonics check, 2 children did not, 1 of which was PP (also GRT)

<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. TA</p> <p>Tutoring will be implemented with the help of DfE's guide:  <a href="#">Tutoring: guidance for education settings</a></p>	<p>Provides tailored one-to-one and small group support, addressing individual learning gaps, reinforcing classroom learning, and accelerating progress for pupils who need additional support, particularly disadvantaged pupils.</p>
<p>Purchased hours with Learning Support Team in order to provide targeted support to disadvantaged pupils £2300</p>	<p>One pupil was given dyslexia decision which enabled more targeted support to be put in place. Successful transition to secondary school.</p> <p>One pupil close to achieving 100 on Reading test, working within Y4 at the end of Y5.</p>

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

Activity	Impact/Overview of Year
<p>Embedding principles of good practice set out in the DfE guidance to attendance. £6,957.31</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance including tracking and analysis</p>	<p>Supports improved pupil attendance by implementing evidence-based strategies, reducing persistent absence, and increasing engagement in learning, particularly for disadvantaged pupils.</p> <p>Provides staff with training and dedicated time to develop and implement robust attendance procedures, including tracking and analysis, leading to improved monitoring, targeted interventions, and higher overall attendance, particularly for disadvantaged pupils.</p>
<p>Awards/incentives provided to pupils as recognition for attendance. £500</p>	<p>Motivates pupils to attend school regularly by providing recognition and incentives, reinforcing positive attendance habits and contributing to improved engagement and learning outcomes, particularly for disadvantaged pupils.</p>
<p>Purchase of a programme to improve multiplication skills for disadvantaged pupils and other identified learners – TTRS £205</p>	<p>Supports disadvantaged and targeted pupils in developing rapid recall of multiplication facts, strengthening mathematical fluency and confidence, and improving overall attainment in mathematics.</p> <p>Increase in % of children achieving full marks on MTC. 58% of PP pupils achieved 20+.</p>
<p>We will fund dedicated time for targeted emotional, Mental Health and wellbeing sessions with children with a member of staff. £2,459.20</p>	<p>Supports pupils' emotional wellbeing, resilience, and engagement with learning, particularly benefiting disadvantaged or vulnerable pupils.</p>
<p>Contingency fund to remove barriers to inclusion and equity e.g. transport to school, uniform, trips, enrichment opportunities £2,500</p>	<p>Ensures all pupils can fully participate in school life, supporting engagement, inclusion, and attainment, particularly for disadvantaged pupils.</p>

## 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
Times table Rockstars	Maths Circle

## Further information (optional)

Leaders monitor the impact of all provision closely and are committed to adapting support flexibly to meet pupils' needs, rather than applying fixed or short-term solutions.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Where needed, the school **engages external professionals** (e.g. Educational Psychologist, mental health services) to support pupils and families, even when this extends beyond statutory or funded entitlement.
- Provide a range of high-quality extracurricular activities to support pupils' wellbeing, behaviour, attendance and aspirations.
- Actively encourage and support disadvantaged pupils to access clubs, trips and enrichment opportunities.
- Use PE and Sport funding alongside Pupil Premium to prioritise disadvantaged pupils' participation in sports clubs and competitive events (e.g. football, netball, cross-country).