



## **Pupil premium strategy statement – St.Kentigern's RC Primary School 2025-26**

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**

<b>Detail</b>	<b>Data</b>
Number of pupils in school (including Nursery)	406
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Madeline Muldoon HT
Pupil premium lead	Madeline Muldoon HT Louise Scott DHT
Governor / Trustee lead	Gerry Hodson Chair

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£281,372
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0.00
<b>Total budget for this academic year</b>	<b>£281,372</b>



<p><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></p>	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

St. Kentigern's takes an evidence-informed approach to Pupil Premium spending, prioritising high-quality teaching 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 all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We utilise the recommended Education Endowment Federation tiered approach to Pupil Premium spending, which focuses on teaching, targeted academic support and wider strategies. A review of the above Pupil Premium strategy takes place termly, as part of pupil progress meetings and in July as part of the whole school data analysis.

### Challenges

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



Challenge number	Detail of challenge
1	Poor oral skills and vocabulary among disadvantaged pupils
2	Gaps in mathematical learning
3	Knowledge of key writing skills
4	Reading below age related expectations
5	Access to extra-curricular activities - educational experiences such as trips and participation in physical activities
6	Parental engagement with school
7	The number of pupils who are in receipt of Pupil Premium are also on the SEN register for cognition and learning and /or speech and language delay
8	Behaviour – pupils with specific social and emotional needs which affect their learning
9	Poor attendance at school is linked to poor academic attainment across all stages
10	A significant number of Pupil Premium children are involved with external agencies including Children's Services.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Standards of reading attainment for disadvantaged pupils and KS2 outcomes are at least in line with non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Standards of maths attainment for disadvantaged pupils and KS2 outcomes are at least in line with non-disadvantaged pupils.



To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	There will be improved attendance data for PP attendance in line with national figures.
Access to extra-curricular activities - educational experiences such as trips and participation in physical activities	Data will show an increased access to wider curriculum experiences and after-school clubs.

## 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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff curriculum CPD through half termly subject specific CPD  Update Professional Associations memberships for continued up to date CPD	EEF Guidance <i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.'</i>	9



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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide dedicated time and support (1:1 and group) to help build pupils' emotional development	EEF Guidance <i>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.</i>	1,2,3,4,7,8,
Targeted interventions to support language development, literacy and numeracy	EEF Guidance <i>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas.</i>	1,4,7

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School engaging with parents to support and encourage their children to attend school, through communication and targeted planning support.	EEF Guidance <i>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i>	9,8,6



<p>To continue to access support with attendance Officer</p> <p>Celebration certificates for attendance</p> <p>Half termly awards</p> <p>Continue with breakfast bagel provision.</p>	<p><i>Working with Parents to Support Children's Learning</i></p> <p>Promote good attendance in school through assemblies, class half termly awards, communication, with families, attendance data shared in the newsletter.</p> <p>EEF Guidance</p> <p><i>Providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</i></p>	
<p>To provide dedicated time and support (1:1 and group) to help build pupils' emotional development</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils, leading to increased confidence and attainment in the classroom</p>	<p>EEF guidance</p> <p><i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions.</i></p>	<p>8,7</p>

**Total budgeted cost: £281,372**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*National Data Academic Year 2024/25*

*Outcomes for disadvantaged pupils was significantly above the local authority averages in all areas.*

### 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
NA	

### 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***

Supporting SEMH needs

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

Positive



## **Further information (optional)**