Pupil premium strategy statement 2026/27 – St Jude'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	180 (Oct '26 census)
Proportion (%) of pupil premium eligible pupils	50.3%
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)**	2025/2026 to 2027/2028
Date this statement was published	8th October 2025
Date on which it will be reviewed	1st November 2026
Statement authorised by	
Pupil premium lead	Mr D Wilson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,290
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£148,290

Part A: Pupil premium strategy plan

Statement of intent

At St Jude's Catholic Primary School, we are committed to ensuring that disadvantage is never a barrier to success. Our pupil premium strategy focuses on removing barriers to learning through high-quality teaching, targeted academic support and effective pastoral provision.

We recognise that many of our disadvantaged pupils face additional challenges, including lower starting points, SEND, attendance concerns, social and emotional needs, and limited access to enrichment opportunities. Through early intervention, evidence-informed practice and strong partnerships with families, we aim to raise attainment, improve attendance and wellbeing, and ensure that all pupils achieve their full potential.

Our ambition is that disadvantaged pupils make strong progress from their starting points and leave St Jude's equipped with the knowledge, skills, confidence and aspirations to succeed in the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Our EYFS assessments and observations indicate the majority of pupils have underdeveloped Communication & Language and Personal, Social and Emotional development (PSED). These are more prevalent among our disadvantaged pupils than their peers.
2	As part of the EYFS Early Learning Goals, assessments and observations show the majority of pupils are underdeveloped in literacy and maths.
3	A significant proportion of disadvantaged pupils also have SEND and/or EAL needs. These overlapping vulnerabilities create additional barriers to language development, curriculum access and academic progress. School data shows higher proportions of FSM, SEND and EAL pupils than local and national averages.
4	Our observations, assessments and discussions with children and families have identified limited access to enrichment opportunities, cultural experiences and extracurricular activities outside of school, restricting opportunities to develop wider knowledge, vocabulary and cultural capital.
5	A growing number of pupils require support for emotional wellbeing, mental health and self-regulation. These needs affect attendance, engagement and

	readiness to learn and are disproportionately represented among disadvantaged pupils.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2% - 3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Accelerate learning in EYFS	Progress from EYFS baseline assessments and ELG assessments should indicate significant improvement. To significantly increase the proportion of pupils achieving a Good Level of Development and reduce the gap with local and national averages.
Through quality teaching, ensure that children have the opportunity to catch up on lost learning and/or gaps in learning.	Regardless of EYFS assessment data, accelerate learning through Y1 – Y6 to ensure our KS2 SATS results for disadvantaged children are in line with local and national averages. Progress score measures for disadvantaged pupils will be above national averages in reading, writing and mathematics at the end of KS2.
Support SEN children to achieve their potential.	At the end of KS2, narrow the gap between the attainment of SEN children to achieve in line with national and local averages.
Support disadvantaged children and families with challenges and wellbeing.	Quality parental engagement – eg. at least 80% of parents of disadvantaged pupils attend parents' evenings or targeted pupil progress meetings. Positive responses and comments on pupil and parental questionnaires eg. 90% of pupils and parents report that they feel supported by the school and know where to access help when required.
Improve punctuality and attendance.	Whole-school attendance to be in line with or above national averages.

	Narrow of the gap between PP and Non PP children in both attendance and punctuality.

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: £ *72,412*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify where and when extra support is required and ensure a HLTA or TA is present to provide additional pupil support	Teaching Assistants and HLTAs deployed to enable targeted support, improved access to learning and timely intervention for pupils who are at risk of underachievement. EEF evidence suggests that trained support staff delivering structured interventions can contribute to improved attainment when deployed effectively.	1,2,3
Provide class-based targeted interventions and precision teaching	HLTAs and Teaching Assistants deliver targeted interventions which address specific gaps in knowledge and skills, helping targeted children to catch up and achieve expected standards.	1,2,3
Improve our targeted SEN and disadvantaged provision	Specialist HLTA to deliver interventions to address issues identified by the SENDCo and class teacher.	1,2,3
Continue a rigorous CPD program for teachers.	Provide further training to ensure staff can meet the needs of all learners and improve progress and attainment for all.	1,2,3
EYFS interventions and support	Employ a specialist Early Years HLTA to support the classroom teacher – providing additional support and interventions to accelerate EYFS learning.	1,2,3

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

Budgeted cost: £ *27,378*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist HLTA to deliver precision teaching, speech and language interventions and pre-teaching programmes.	Delivery of evidence-informed interventions focusing on language acquisition, vocabulary development, precision teaching and pre-teaching of curriculum concepts. This targeted support will improve communication skills, curriculum access and attainment, particularly for those with SEND and identified learning gaps.	1,2,3
Inclusion targeted interventions – Inclusion co-ordinator (am)	Ensuring that pupils with additional needs receive timely, personalised support that enables them to access learning, achieve their potential and participate fully in school life. Through early intervention, skilled staff and strong partnerships with families and external agencies, SEND provision contributes to improved attainment, attendance, wellbeing and inclusion across the school community.	1,2,3
Building nurturing connections	Nurture provision delivered by trained staff to improve self-regulation, social skills and readiness for learning.	5
Sounds Write small group support for Y3- Y6	Delivery of specialised support programme for children post-RWI	3

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

Budgeted cost: £ *48,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Pastoral Manager	A dedicated Pastoral Manager will provide targeted support for disadvantaged pupils and families, reducing barriers to learning, improving attendance and engagement, and	5,6

	ensuring that pupils are emotionally and socially ready to learn.	
Counsellor / Play Worker	Supports pupils experiencing emotional difficulties, improving wellbeing, engagement in learning and readiness to achieve academically.	5,6
LA Attendance Service buy-back	Improve attendance rates and reduce persistent absence among disadvantaged pupils, ensuring equitable access to learning opportunities. Research consistently shows a strong relationship between attendance and academic attainment.	5,6
Access to Fisher Family Trust attendance data	FFT attendance data will enable precise identification and monitoring of attendance trends, ensuring timely intervention for disadvantaged pupils leading to improved learning access.	5,6
Experiential learning	Educational visits, residential experiences, visiting authors, theatre performances, participation in sporting events and curriculum enrichment activities. Will enhance cultural capital, broaden horizons and deepen curriculum understanding, helping disadvantaged pupils develop the knowledge and experiences needed for academic success.	4
Provide extra-curricular activities and clubs i.e. sports clubs, computer clubs, reading clubs, choir and music tutoring	Increase access to high-quality cultural experiences, developing confidence, resilience and broader skills that support learning across the curriculum.	4
My Happy Mind	A whole-school approach to mental health and wellbeing will improve pupils' emotional resilience, engagement and readiness to learn, supporting improved attendance, behaviour and academic outcomes.	5
Provide bagels before school and fruit for break time (Magic Breakfast and Tesco Fruit & Vegetables school scheme)	Providing healthy food and snacks supports pupils' concentration, energy levels and readiness to learn. It helps reduce the effects of hunger, promotes positive behaviour, and encourages healthy eating habits, all of which can contribute to improved engagement and attainment in the classroom.	1,2,3,5

Lunchtime Activities	Structured lunchtime activities promote positive behaviour, inclusion, communication and teamwork. They support pupils' physical and emotional wellbeing and help children return to class settled and ready to learn.	3,4,5

Total budgeted cost: £*148,290*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Accelerate learning through Y1-Y6 to ensure KS2 outcomes for disadvantaged pupils are in line with local and national averages

This objective was successfully achieved. Disadvantaged pupils at St Jude's Catholic Primary School significantly outperformed both local authority and national disadvantaged pupils across all key stage 2 measures. Disadvantaged pupils achieved 72% at the expected standard in reading, writing and mathematics, compared with local averages of 65%, 62% and 65% respectively, and national averages of 63%, 60% and 61%. In GPS, disadvantaged pupils achieved 78%, exceeding both local (64%) and national (61%) averages.

Progress outcomes were particularly strong. Disadvantaged pupils achieved progress scores of +4.1 in reading, +1.9 in writing and +3.8 in mathematics. These figures are well above local and national averages and demonstrate that disadvantaged pupils made significantly stronger progress than pupils with similar starting points nationally.

Higher standard outcomes were also strong, with 44% of disadvantaged pupils achieving the higher standard in reading, 28% in mathematics and 39% in GPS, all above comparator averages.

Support SEN pupils to achieve their potential

This objective was also successfully achieved. SEN pupils achieved outcomes above local and national averages in several areas. At KS2, SEN pupils achieved 63% at the expected standard in reading, 75% in mathematics and 75% in GPS, exceeding local and national comparator groups.

Progress for SEN pupils was particularly strong. SEN pupils achieved progress scores of +5.8 in reading, +1.9 in writing and +5.8 in mathematics, indicating that intervention programmes, targeted support and specialist provision had a significant positive impact

Given that 67% of SEN pupils in school are also eligible for FSM and the school continues to have a higher proportion of SEND pupils than both local and national averages, these outcomes demonstrate the effectiveness of the school's inclusive approach.

Improve quality first teaching and close learning gaps

Evidence indicates that pupils benefitted from high-quality teaching, targeted interventions and effective use of support staff. Whole-school KS2 outcomes exceeded national averages in reading (80% vs 75%), mathematics (83% vs 75%) and GPS (83% vs 74%). Higher standard attainment was also significantly above national averages in reading (50% vs 31%), mathematics (33% vs 27%) and GPS (43% vs 30%).

These outcomes suggest that teaching and targeted academic support not only enabled pupils to reach expected standards but also helped a significant proportion achieve at greater depth.

Accelerate learning in EYFS

There is evidence of improvement against this objective, although it remains an area for further development. Good Level of Development (GLD) increased from 33% in 2025 to 48% in 2026, representing a 15 percentage point improvement.

However, outcomes remained below local authority (69%) and national (72%) averages. Disadvantaged children achieved a GLD of 20% compared with local authority disadvantaged outcomes of 50% and national disadvantaged outcomes of 55%. Communication and Language, Literacy and Mathematics remained significant areas of weakness, particularly for disadvantaged, SEND and EAL pupils.

The improvement in overall GLD demonstrates that actions taken have begun to have a positive impact, but accelerating early language and literacy development will remain a key priority within the current strategy.

Support disadvantaged pupils and families with wellbeing and barriers to learning

The school continued to provide extensive pastoral support through the Pastoral Manager, counselling provision, nurture support, breakfast provision and targeted family engagement. 8 of the 12 children currently accessing our school counsellor are Pupil Premium children. These approaches contributed to improved pupil engagement and readiness to learn, reflected in the strong academic progress made by disadvantaged pupils across KS2.

The impact of these wider strategies is evidenced by disadvantaged pupils' attainment and progress outcomes, which exceeded local and national averages despite the significant levels of deprivation and additional needs within the school community.

Attendance and punctuality

Overall attendance for all students has improved across the period shown, rising from 94.2% (2023/2024) to 96.0% (2026/2027). Persistent absence has reduced overall from 14.9% (2023/2024) to 11.0% (2026/2027), though variation remains between year groups and vulnerable groups.

Whole-school attendance rose from 94.2% (2023/2024) to 95.8% (2026/2027) — this demonstrates a clear upward trend in overall attendance

Persistent absence for all students fell from 14.9% (2023/2024) to 11.0% (2026/2027) — this matters because it shows a reduction in the proportion of pupils missing substantial amounts of learning time.

Pupil premium eligible pupils’ attendance rose from 92.8% (2023/2024) to 94.3% (2026/2027) — this evidences a narrowing of the gap amongst non-disadvantaged pupils.

	Students Present (2023/2024)	Present (2024/2025)	Present (2025/2026)	Present (2026/2027)
All Students	94.2%	94.1%	95.4%	95.8%
Pupil Premium	92.8%	92.2%	94.3%	94.3%
Non PP	95.8%	96.5%	96.6%	97.1%

Overall evaluation

The pupil premium strategy has had a demonstrably positive impact. The strongest evidence of success is the exceptional progress and attainment achieved by disadvantaged pupils at KS2, where outcomes exceeded local and national disadvantaged averages across all core subjects. Targeted academic support, SEND provision, pastoral interventions and wider enrichment opportunities have contributed to pupils' academic achievement and personal development. The main area for continued focus remains EYFS, where outcomes are improving but remain below local and national averages, particularly for disadvantaged children.

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

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.