

# St Elizabeth's Catholic Primary School

## School overview

Detail	Data
School name	St. Elizabeth's Catholic Primary School
Number of pupils in school	210
Proportion (%) of Pupil Premium eligible pupils	11 pupils
Academic year(s) covered by our current Pupil Premium Strategy plan	2025-2028
Date this statement was published	January 2026
Date of review	December 2026
Statement authorised by	Jane Hines Headteacher
Pupil Premium lead	Kerry Diver Deputy Headteacher
Governor lead	Marian Conran

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£21,210
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£21,210

# Part A: Pupil Premium Strategy plan

## Statement of intent:

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 this academic year and the effect of last year's Pupil Premium spending within our school.

At St. Elizabeth's Catholic Primary School, the Pupil Premium Strategy is embedded within the whole school development plan.

St. Elizabeth's Catholic Primary School continues to adapt its spending of the Pupil Premium funding in 2025/26 following analysis of our positive outcomes for disadvantaged students from 2023 to 2025.

St. Elizabeth's Catholic Primary School uses the Department for Education (DfE) and Education Endowment Foundation (EEF) 3-tiered 'menu of approaches' for raising the attainment of disadvantaged pupils when establishing and reviewing our Pupil Premium strategy. Schools are advised to allocate spending across three key areas:

1. Developing high-quality teaching (for example: Continued Professional Development (CPD); coaching and mentoring; supporting National Professional Qualifications (NPQs); developing a broad, balanced and knowledge-based curriculum).
2. Providing targeted academic support (for example: peer tuition, tutoring, targeted interventions, extended school time and use of teaching assistants).
3. Tackling non-academic barriers to academic success (for example: supporting pupils' social, emotional and behavioural needs; supporting attendance; extra-curricular activities and breakfast clubs).

We ensure that our strategy embeds the principles of coherence with the curriculum, collective responsibility for delivering the strategy and appropriate targeting and monitoring.

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI).

Research has found that the pandemic compounded this issue (EEF). Research findings suggest that disadvantaged pupils were the worst affected by school closures due to COVID-19 and the attainment gap grew as a result of national lockdowns. The effects of the pandemic are still being seen in primary age children.

Human Dignity and Option for the Poor, part of Catholic Social Teaching, is at the heart of St Elizabeth's Catholic School's mission. We are committed to ensuring that each child reaches their full potential through a nurturing environment, positive relationships and learning through 'Quality First Teaching' (the DFE and EEF's top priority to raise attainment).

St. Elizabeth's Catholic Primary School aims to ensure high attainment for all pupils and adopts an individualised approach to addressing barriers to learning and emotional support founded upon high quality and thorough diagnostic assessment. We aim to ensure that all barriers are removed so that all of our pupils can know more and remember more (and indeed do more) in order to maximise their life skills and therefore their life chances. Ensuring Quality First Teaching (QFT) is our first and most important priority.

This document outlines St. Elizabeth's Catholic Primary School's holistic approach to closing any achievement gap, focussing on the educational impact of disadvantage on children. It outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students.

We do not allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the challenge/barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

## Challenges

Detail of the key challenges to achievement that we have identified among our disadvantaged pupils in 2025-26

Challenge number	Detail of challenge
1	<p><b>Reading (Tier 1 and 2):</b></p> <p>Reading remains a priority, playing a core role in ‘unlocking’ the rest of the curriculum and the accelerated progress that PPG-eligible pupils would need to make to catch up with their peers.</p>
2	<p><b>Mathematics, Writing, Grammar and Spelling (Tier 1 and 2):</b></p> <p>Internal assessment and observations indicate lower attainment amongst some disadvantaged pupils in Mathematics and Writing areas when compared to age related national expectations.</p>
3	<p><b>Attendance (Tier 3):</b></p> <p>Whilst attendance has improved since the end of the Pandemic, attendance of the most vulnerable pupils is lower than non-PPG peers. A new government policy came into effect in August:  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>.</p> <p>As a result, the attendance and punctuality policy has been updated/rewritten.</p>
4	<p><b>Additional support for PPG eligible pupils’ social, emotional and behavioural needs and attendance (Tier 3):</b></p> <p>St Elizabeth’s Catholic Primary School provides outstanding high-quality teaching and intervention. At a whole school level, the number of pupils with social and emotional needs continues to grow significantly.</p> <p>Approximately three quarters of our PPG-eligible pupils have social, emotional or behavioural needs and/or poor attendance or punctuality.</p>

5	<p><b>How to use data effectively to measure the impact of objectives:</b></p> <p>We need to carefully consider how we can measure the impact of measures put in place where the number of pupils and the specific pupils (and their individual needs) eligible for PPG grant varies year on year.</p>
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## 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 core subject attainment among disadvantaged pupils	<p>100% of PPG pupils meet (or surpass) the expected standard in Reading, Writing, GPS (Grammar, Punctuation and Spelling) and Mathematics in Y6 statutory assessment, with reasonable flexibility for those children with concurring characteristics: SEND support, EHCP, those who are new to English, and those who have joined the school in the past two years.</p> <p>100% of PPG pupils pass the Y1 Phonics Screener;</p> <p>100% of children to achieve 22/25 in the Y4 MTC (Multiplication Times Tables Check)</p> <p>100% of PPG pupils meet (or surpass) the expected standard in Reading, Writing, GPS (grammar, punctuation and spelling) and Mathematics at the end of each year group's assessments (internal summative assessment).</p>
Improved attendance	<p>The number of pupils, including PPG pupils, meeting the school attendance target of 97.5% increases. The number of PPG pupils who are Persistent Absentees decreases.</p>

<p>Improved behaviour, resilience, self-regulation, emotional literacy and self-esteem</p>	<p>Pupils demonstrate improvements in social, emotional and behavioural areas – measured through children’s self-reflection (informally and via pupil questionnaires) and observation by teachers, support staff, Special Educational Needs and Disabilities Co-ordinator (SEND Lead), wellbeing mentor, wider staff, Senior Leadership Team (SLT) and families;</p> <p>PPG pupils receive Emotional Literacy Support Assistant (ELSA) interventions, when needed; PPG pupils receive support from outside agencies, if needed;</p> <p>School continues to be ‘Attachment Aware’ and all staff are trained on attachment to a gold level;</p> <p>Families receive support from outside agencies, if required;</p> <p>Families and children feel supported by the school – measured through annual pupil and parent questionnaires and dialogue.</p>
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<p>Increased opportunities for cultural capital for disadvantaged pupils to achieve greater equality</p>	<p>All parents are supported to read with their children at home, evidenced by comments in reading journals for Key Stage 1 and by reading entries and parent consultation in Key Stage 2.</p> <p>All Upper KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music tuition.</p> <p>100% of children eligible for PPG attend at least one before, during, or after school club.</p> <p>100% of children eligible for PPG attend residential school visits.</p> <p>100% of children eligible for PPG attend school visits.</p> <p>100% of children eligible for PPG attend swimming lessons.</p> <p>100% of children eligible for PPG participate in at least one competitive event each year throughout their time at St Elizabeth's Catholic Primary School.</p> <p>100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, Pupil Council, Pupil Chaplain, Mini-Vinnie, Librarian, Sports Ambassador, Eco-Warrior or Pupil Parliament representative amongst others.</p>
<p>Widely supported and successful PPG strategy</p>	<p>The PPG Lead engages the whole staff body through training, coaching, sharing good practice and using resources strategically. PPG children are additionally tracked as part of Pupil Progress and SEND reviews. Minutes of Governing Body and Committee meetings demonstrate robust overview of PPG data, findings and analysis. The school will achieve the stated success criteria in this strategy statement.</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.

### High-quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>The highest quality teaching throughout the school</b> developed through well-conceived and successful continual professional development (CPD), focused on:</p> <ul style="list-style-type: none"> <li>• mentoring for those newer to the profession (ECTs)</li> <li>• Staff INSET implementation time and co-planning release focused on effective subject knowledge and pedagogical understanding, particularly in Reading, Writing, Grammar and Spelling, Attachment, SEND and inclusion</li> </ul>	<p>EEF:            “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.”  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolplanning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/schoolplanning-support/1-high-quality-teaching</a></p> <p>DFE:            “Approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.” (‘Using Pupil Premium: Guidance for School Leaders’, p. 4)  <a href="https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f">https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f</a></p>	<p>1,2</p>

<p><b>Termly, data-driven pupil progress meetings</b> between Headteacher, Deputy Head Teacher (DHT)/ PPG Lead, SEND lead, and class teachers to identify the specific needs of each child so staffing, intervention and timetabling can be amended quickly to meet these:</p> <ul style="list-style-type: none"> <li>- PPG Lead to moderate all PPG pupils' reading and Mathematics moderation where possible</li> <li>- PPG tracking sheet/profile to better track progress, attainment and interventions for these pupils</li> </ul>	<p>DFE: "Diagnostic assessment, using data from internal and external assessments, is important for identifying the specific areas where intervention and support will improve each pupil's academic progress. When identifying challenges, you should draw on a range of data sources, including internal assessments and performance data, discussions with teachers and support staff and engagement with pupils and families." ('Using Pupil Premium: Guidance for School Leaders', p6)</p> <p><a href="https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f">https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f</a></p>	<p>1,2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Regular targeted reading and phonics intervention:</b></p> <p>Y1 Reading and Phonics intervention for lowest 20% of readers or those at risk of not passing Year 1 Phonics Screener</p> <p>1:1 or small group reading interventions to meet the individual needs of the child/ group and giving them the opportunity to read with and to an adult on a regular basis</p> <p>1:1 reading conferences YR-Y6 led by teachers/ TAs</p>	<p>EEF: "One to one or small group instruction from qualified teachers and reading specialists are among the most effective, but also the most expensive, interventions for struggling readers. The cost may be justified if it makes a substantial difference to pupils at a critical point in their reading development and therefore reduces any later need for further intensive support. Structured interventions delivered by teaching assistants can also have a large positive impact on learner outcomes, equating to four additional months' progress, on average. Crucially, it's possible for teaching assistants to have a large positive impact when provided with high quality support and training to deliver structured, targeted support for individuals and small groups." ('Improving Literacy in KS2: Summary of Recommendations', EEF)</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacyks2/EEF-KS2-lit-2nd">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacyks2/EEF-KS2-lit-2nd</a></p>	<p>1</p>

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>A range of attendance strategies are developed:</b></p> <ul style="list-style-type: none"> <li>- Attendance raised at all parent consultations</li> <li>- Attendance letters sent to parents half-termly for all PPG pupils dropping below 90%</li> <li>- Half termly (except for Autumn 1) EWO meetings with attendance officer</li> <li>- DfE attendance site and MIS allows us to track attendance, identify trends and intervene quickly to raise attainment</li> <li>- PPG Champion works with families to analyse and overcome challenges behind poor attendance</li> </ul> <p>Early morning clubs to get children in before school Wrap around provision and breakfast.</p>	<p>The government continues to use 2018-19 data to highlight the link between attendance and attainment: “The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.” House of Commons, ‘School attendance in England’, May 2024; DfE ‘Working Together to Improve Attendance’, updated August 2024 (p. 8)</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improveschool-attendance">https://www.gov.uk/government/publications/working-together-to-improveschool-attendance</a></p> <p>EEF: Evidence Strand 1-6: Supporting School Attendance includes a focus on building a holistic understanding of pupils and families, and diagnosing specific needs; building a culture of community and belonging for pupils; communicating effectively with families and monitoring the impact of approaches. “Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.” (EEF, ‘Supporting School Attendance’, Strand 1)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadershipand-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadershipand-planning/supporting-attendance</a></p>	<p>3</p>

<p><b>Free access to extended provision</b> at school, including holiday camps, before and after school clubs, heavily subsidised instrumental lessons, trips and visits</p>	<p>Ofsted, Education Inspection Framework, Overview of Research, 2019: “Where knowledge and skills may not be acquired at home, they were developed in the school. Pupils from disadvantaged backgrounds were not provided with an impoverished curriculum, but instead given the tools, not least reading, to access a broad and rich curriculum... International evidence indicates that a focus on only a few measurable outcomes has had some negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects. A report for the Sutton Trust, for example, finds that pupil premium (PP) pupils are less likely to take English Baccalaureate (EBacc) subjects compared with non-PP pupils with similar prior attainment.” [i.e. ensuring a broad and balanced curriculum with access to extra-curricular activities, helps motivation and attainment in core subjects.]</p> <p><a href="#">Research for education inspection framework</a></p> <p>Sutton Trust: “A large proportion of parents involve children in regular extra-curricular activities. However, there is still substantial social inequality. 76% of parents across all social groups involved their children in some form of regular extra-curricular social activity over the last year. Parents with professional or administrative occupations are 15% more likely than those with manual or routine jobs to involve their children in these activities. The ONS Living Costs and Food Survey shows top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes.” (‘Extra-curricular Inequalities’, Sutton Trust, 2014) <a href="#">Extra-curricular Inequalities - The Sutton Trust</a></p>	<p>1,2,3,4</p>
<p>Provide school uniforms for disadvantaged pupils.</p>	<p>Wearing a uniform can develop the school ethos and improvement of behaviour and discipline (EEF 2020).</p>	<p>1,2,3,4</p>

**Total budgeted cost:**

# Part B: Review of outcomes in the previous academic year

## Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium activity has had on pupils in the 2024 to 2025 academic year.

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice, parent voice and attendance data.

We are incredibly proud of the individual achievements of our pupil premium students which is reflected in positive responses from Pupil Voice surveys and progress and attainment data.

St Elizabeth's Catholic Primary School achieved Ofsted 'Outstanding' in November 2023 and continues to develop. Standards of attainment remain high.

### Attainment Outcomes

Improved reading attainment among disadvantaged pupils.

Improved core subject attainment among disadvantaged pupils in Writing and Mathematics from their starting points.

Attainment of Higher Level across the curriculum.

### Whole school highlights

Premium pupils without SEND make at least equal progress in Reading, Writing and Mathematics compared to non-Pupil Premium pupils from their starting points.

All our PPG students who are not on the SEN register got the expected level for reading, writing and Mathematics.

Pupils who are experiencing disadvantage and have SEND make excellent progress from their starting points.

### Key achievements: Reading

In 2025 Y6- 80% of PP achieved 'Expected' for reading. 40% achieved 'Greater Depth' in reading.

The average scale score for disadvantaged pupils in Reading is 106 - this is in line with national average of non-disadvantaged pupils of 106.2

Reading outcomes are significantly higher than national.

### Three year reading trend for Reading

This was one of the key target areas of the previous three-year PPG statement.

All PP pupils made expected or above expected progress.

Targeted Academic Attainment				Provide targeted intervention and support to quickly address identified gaps in learning and thus accelerate learning
Reading-PP	2022-2023	2023-2024	2024-2025	
GD	30%	0%	40%	
EXP	40%	100%	40%	
WT	30%	0%	20%	
B			0%	

### Key achievements: Mathematics

In 2025 Y6 80% of PP achieved 'Exp' for Mathematics. 40% achieved 'Greater Depth'.

In 2025 The average scale score for disadvantaged pupils in Mathematics is 105 - this is in line with national average of non-disadvantaged pupils of 105.6

There is an improving trend in Mathematics for PP over a three year period.

Maths-PP	2022-2023	2023-2024	2024-2025	Provide targeted intervention and support to quickly address identified gaps in learning and thus accelerate learning
GD	15%	0%	40%	
EXP	30%%	33%	40%	
WT	55%	67%	20%	
B				

This was one of the key target areas of the previous three-year PPG statement. All PP pupils made expected or above expected progress.

### 2025 Key achievements:MTC

Y4- children attained average score of 23.6 in MTC

Average MTC score of PP children was 21.8

Children attain higher in MTC at St Elizabeth's when compared to national data.

St Elizabeth's class average MTC scores over a three year period

2023	2024	2025
24.6	24.5	23.6

## 2025 Key achievements: Phonics Screening

Y1- 100% of PP attained the phonics screening

### Phonics Screening PP three year trend at St Elizabeth's

2023	2024	2025
100	0%	100

## 2025 Key achievements:EYFS

EYFS- 100% PP attained GLD

2023	2024	2025
0%	100%	100%

### EYFS PP three year trend at St Elizabeth's

All PP pupils made expected or above expected progress from their starting points.

## 2025 Key achievements: Emotional wellbeing strategies

Emotional wellbeing strategies are embedded so that PPG pupils are supported to develop resilience to engage with learning in the mainstream. This includes access to the ELSA and Mental Health team if required

Disadvantaged pupils have made significant progress from targeted specific interventions led by the ELSA.

Focus of the interventions include developing friendships, building resilience, improving self-esteem and managing anger. This has encouraged personal development and increasing access to learning.

In the Summer term a pupil voice sample (pupils in Y2-6 who receive PPG) indicates that due to daily check ins from a trusted adult, children feel safer and happier and are able to articulate and reflect on their emotions and they can identify what they would do next time.

The school has created a more effective triage system for identifying and supporting mental health needs, through the appointment of SENCo as well-being lead. Pupils continue to be prioritised for ELSA and play therapy training.

Analysis of data from ELSA sessions from parents, class teachers and the children indicates significant impact.

## 2025 Key achievements: Attendance

The attendance of PPG pupils has improved.

PP attendance at St Elizabeth's is higher than the national average attendance.

2024/25

- PPG attendance for this academic year 94.57%(June 25)
- Whole school attendance was 96.71%.(June 25)

PP attendance is 4% higher than the national average (90.5%).

Daily Attendance	2022-2023	2023-2024	2024-2025	Comments
Monitoring of PP school attendance	92.26%	95.38%	94.57% (June '25)	Rigorous monitoring systems have been put in place to target and follow up non-attendance and lateness. Higher than national attendance for PP of 90.5%. The gap between disadvantaged pupils and non-disadvantaged pupils has narrowed Particular success can be evidence in individual case studies. Additionally, PP lateness has significantly improved over the last 3 years.
Whole school attendance	95.96%	96%	96.71% (June '25)	
Case Studies	2022-2023	2023-2024	2024-2025	Comments
Case Study 1 Child A	PA at previous school	89%	94%	Had social worker, persistent absentee at previous school, suspended
Case Study 2 Child E	89.7%	91.1%	91.2%	PP, persistent absentee at previous school
Case Study 3 Children C and D	PA at previous school	88.4%	89.6%	PP, pattern of taking regular days off but now improving

Attendance policy has been updated.

We have observed that, in cases of persistent absence, when class teachers/ school admin /PPG lead contact families has had a positive impact.

Our attendance data over the last year indicates that attendance among disadvantaged pupils is improving and the gap between disadvantaged pupils and non-disadvantaged pupils has narrowed.

Attendance of PP is significantly higher than the national average for PP children.

We will continue implementing these strategies to ensure that the gap continues to narrow

Additionally, PP lateness has significantly improved over the last 3 years.

## **2025 Key achievements: Cultivation of opportunities for enhancing ‘cultural capital’ through enrichment and experience**

### **Residential:**

100% of children eligible for PPG attended residential school visits.

All PP pupils attended Sayers Croft with part/fully funded places

All PP pupils attended Osmington Bay with part/fully funded places

### **After-school clubs:**

90% of children eligible for PPG attend a suitable, high quality before or after school club.

### **Music tuition**

30% of PP children receive musical tuition from RMT. They receive funding from school.

### **Positions of responsibility**

100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, school council, sports lead, pupil chaplain, prayer leader or Pupil Parliament representative.

### **Parental Engagement**

There has been increased parental engagement in supporting children’s learning.

100% of parents attended parents evening

There has been an increase in the percentage of parents who have signed children’s reading record

There has been a significant increase in the percentage of parents attending workshops

There has been an increase in the percentage of parents who have completed on-line parent questionnaires

**Key achievements: Access to technology to support learning in class and enable homework to be completed at home**

Disadvantaged pupils who do not have access to a device were given one for use in school and at home.

All disadvantaged pupils who required a chrome book in Key Stage 2 have been given a Chromebook

**This was one of the key target areas of the previous three-year PPG statement.**

Participation/enrichment	2022-2023	2023-2024	2024-2025	Comments
Coffee mornings/workshops Parent Attendance	1-5 parents	3-10 parents	30+parents	Rebranding of workshop/coffee mornings has encouraged more parents to come. More dads attending- consistency in behaviour management techniques between home and school and between parents. Language shift in parents  Positive noticing in households
Parent meetings – Attendance of PP Parents	60%	80%	100%	Parents engaged in their children’s learning. Parents respond to feedback-more support children with homework.
Attendance of PP at after school clubs	60%	80%	90%	Provided opportunities for all pupils to participate in enrichment activities including sport and music and before and after school wrap-around care All PP children are offered access to after school clubs. In fact more than 50% of PP attend 2 or more clubs

Attendance of PP at school events- (Christmas Disco)			100% PP in Y6 attended Christmas Disco	Created a sense of belonging and security and also to increase engagement within the school community
Music tuition	25%	25%	55%	All PP children in KS2 are invited to learn an instrument