St Bede's Catholic Primary School

Pupil Premium Statement 2025-2026

Pupil Premium (PP) funding is allocated to schools from the Government on the basis of children on roll who are known to be eligible for Free School Meals (FSM), or who have been entitled within the past 6 years. It is also allocated to children who have been Looked After (CLA) and to children whose parents are members of the Armed Forces.
The funding is intended to narrow the achievement gap between Pupil Premium (PP) children and their peers and all schools are required to report on the amount of funding received and how it has been used.
In the 2025 to 2026 financial year, schools received the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,515 for pupils in year groups Reception to year 6 recorded as Ever 6 free school meals (FSM).
- £2,630 for looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.

Our Aims

All our staff strive to achieve the very best outcomes they can for every child through quality first teaching. We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone. We recognise that not every child receiving PP is socially disadvantaged and also that not every child who is disadvantaged receives PP.
By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can. Whilst maintaining a careful track of all pupils' progress, we also closely track how well PP children are achieving in comparison to their peers in order to close the learning gap.
It is our ambition to ensure that all our pupils are given every chance to realise their full potential through a programme of support delivered through and beyond the timetabled curriculum, exploring life and social skills pertinent to their cohort and to help equip our pupils for later life.
The School intends to continue to narrow the achievement gap between our disadvantaged and other pupils. Our rationale is informed by our own evaluative practice based currently on Key Stage data.

Our allocation of the Pupil Premium grant is based on evidence that pupils from socially disadvantaged backgrounds:

- benefit from enhanced access to opportunities for problem solving and developing creativity;
- achieve more as a result of effective, personalised feedback both in written and spoken form;
- benefit from increased adult/pupils' ratios;
- achieve and attain as a result of personalised support rather than generalised strategy;
- benefit from explicitly being taught reflective and self-regulating skills.

Targeted interventions provided by the school which are additional to and different from the regular school curriculum include weekly Speech and Language therapy, small Speech and Language therapy groups, pre-teaching groups for our EAL children, 1:1 reading, additional phonics, high frequency word groups, sentence groups, additional support in English and Maths, 1:1 reading support, individual behaviour support, Lego therapy, ELSA support for emotional needs and bereavement support.

Barriers to Learning:

- Children entering our Nursery and Reception from external Nurseries are lower than their peers nationally
- Disengagement with school and school systems
- Lack of cultural capital
- Lack of reading literature and writing equipment at home
- Low starting points as writers: poor vocabulary and oracy skills, poor phonic and spelling knowledge, lack of talk/exposure to extended vocabulary at home, affecting children's general knowledge and communication skills in school.
- Low levels in competency in English (EAL pupils)
- Children find the structure of school challenging and this presents in poor behaviour choices at school
- Home life impacts on morning routines and school life
- Poor attendance, including persistent absence and/or children who are persistently late arriving at school
- Significant link between SEND and those in receipt of PP
- Social, emotional and mental health issues with pupils and/or Parents
- Children arrive at school distressed or hungry and not ready to learn
- Lack of role models at home and low aspirations for children

Action Plan and Budget Tracking 2025-2026

Funding received:

£34,889 KS1

£50,375.75 KS2

£2280 Early Years

Number of children eligible for PP funding:

22 Pupils KS1

56 Pupils KS2

Objectives:

- To continue to raise attainment in Reading, Writing and Maths for PP children and improve teaching and learning outcomes in relation to the improvement in the percentage of children achieving Expected and Greater Depth
- To improve children's readiness to learn, including access to Breakfast and After School Clubs
- To improve social emotional, mental health and wellbeing in order for children to be ready to learn
- To improve attendance and punctuality of children receiving PP
- To collaborate with external agencies to provide further enrichment opportunities

Planned Pupil Premium Strategy Plan:

Strategy	Intended Outcome
Teaching Assistants to deliver daily bespoke intervention for disadvantaged pupils with SEND in Reception, KS1 and KS2.	Targeted disadvantaged pupils in Reception, KS1 and KS2 with SEND will make the expected progress from their starting points in Reading, Writing and Maths in order to meet their individual targets.
ELSA/SEMH support for disadvantaged pupils going through difficult life issues and experiences eg bereavement	Pupils will be able to develop coping strategies and creative problem-solving skills. They will also be able to develop their social skills and learn to experience and express their feelings.
Behaviour support for pupils could be at risk of exclusion	Pupils will be able to access their learning and go on to achieve their targets
Additional Maths and English interventions timetabled into the day to support missed learning	Progress for targeted pupils in Y3, Yr4, 5 and 6 will be maximised, enabling them to make the necessary progress.
Additional booster classes for pupils sitting their SATs in Year 6	Progress for targeted pupils in Y6 will be maximised, enabling them to consolidate skills to securely pass their SATs and have the best start in secondary school.
Additional Speech and Language therapy across both schools (external SALT support) Teaching Assistants trained and upskilled to provide additional sessions by SAL therapist	Targeted disadvantaged pupils will overcome, or make progress towards overcoming, barriers and/or difficulties in communication.
Additional release time for SENDCo to work with Assessment Lead	SENDCo will be able to analyse data, target pupils and coordinate provision for disadvantaged pupils.
Differentiated groups for Maths and English established to further support disadvantaged pupils	Progress of disadvantaged pupils will be maximised and attainment gaps between these pupils and their peers will be reduced in Reading, Writing and Maths.
Juniors: Support staff providing pupils with EAL who are new to English (Stage A) with language support/pre-teaching new and key vocabulary Infants: TA's to support pupils new to English within class/pre-teaching new and new vocabulary	English sessions for targeted pupils to acquire basic vocabulary that will enable them to follow day-to-day social communication in English and participate in class with increasing frequency/ pre- teaching groups to teach key vocabulary

After school clubs and holiday clubs funded for disadvantaged pupils. These include: Football club, Multi Sports club, Homework Club, Gymnastics, Chess	Disadvantaged pupils will have access to enrichment opportunities through art, music and sports. This will contribute towards diminishing inequalities between these pupils and their peers.
Financial assistance available for extra-curricular activities –Young Voices and Lambeth Music Festival participation, school clubs, trips and visits etc	Disadvantaged pupils will have the opportunity to access an enriched and enhanced curriculum.

Impact: Year 1 – Phonics

All seven non-FSM pupils met the expected standard and two out of three FSM pupils met the expected standard.

Achievement for non-FSM pupils was broadly in line with the corresponding Lambeth average.

Impact: end of Key Stage 2

Non-FSM pupils outperformed FSM pupils in Reading by 16%, Writing by 30% and in Maths by 38%.

Performance in Reading and Writing (Teacher Assessment) was broadly in line with the Lambeth average and was below in Maths for pupils eligible for FSM.

Performance in all three subjects was broadly in line with the Lambeth average for non-FSM.

Performance in RWM was broadly in line with the Lambeth average for both FSM and non-FSM pupils