

# Pupil premium strategy statement – St Louis Catholic Academy

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	280
Proportion (%) of pupil premium eligible pupils	14.3%
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> )	2024/2025 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lucille Martin Headteacher
Pupil premium lead	Lucille Martin Headteacher
Governor / Trustee lead	Bethan Byrne and Marc Walker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,960
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>	£67,960

# Part A: Pupil premium strategy plan

## Statement of intent

St Louis Catholic Academy is part of Our Lady of Walsingham Catholic Trust. As a school within the Trust, we will deliver excellent educational, spiritual and moral outcomes for all children regardless of their faith or backgrounds within an ethos based on full inclusion, high expectations, innovation, outstanding teaching and learning, and a relentless focus on the needs and potential of every child.

### A tiered approach

We adopt a tiered approach to Pupil Premium spending. It is as follows:

#### Quality First Teaching

High-quality teaching is key to our approach, with a focus on areas in which disadvantaged pupils demonstrate that they require the most support as identified by our regular diagnostic assessments. Quality first teaching 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. 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. Spending on ensuring high quality teaching might, but not exclusively, include

- professional development, training and support
- access to diagnostic assessment materials
- access to systems to support the analysis of data and identification of a pupil's specific academic strengths and weaknesses.

#### Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Teaching assistants have access to pupils' question level analysis to provide focused interventions where appropriate and classroom-based support which supplements the teacher where cohort wide gaps are identified. Teaching assistants work to engage and motivate children to develop reading skills across KS1 with regular 1:1 support and assessment linked to classroom activities. A systematic phonics programme across KS1 rapidly identifies those in need of additional support and targeted groups address this need.

#### Wider strategies

Extra-curricular activities increase pupil motivation to attend school, provide regular opportunities to experience good quality spoken and written language, ensure access to learning support for those with limited access to support at home and enable pupils to experience the benefits of supporting others. Studies have shown that giving is beneficial for combating stress, depression and anxiety and also serves to improve self-confidence and provide a sense of purpose. Our Wraparound provision is free to pupil premium pupils which has improved attendance, punctuality and access to after school activities. All staff have a collective responsibility for disadvantaged pupil outcomes and maintaining high expectations. Our strategy will be reviewed annually and adapted to respond to changes in academic priorities but the overall aim to provide high quality teaching, support for specific need and protective factors for mental health to equip children with the tools and resources for life, learning and wellbeing will be consistent over the next three years.

### **Attendance**

We remain sharply focussed upon maintaining school attendance at or above nationally and we work with all pupil premium pupils to maintain good attendance. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.

### **Multiple Factors**

We recognise that some of those disadvantaged pupils are also identified on the SEND register. Where there are multiple strategies working to improve outcomes for a pupil, we will ensure a coordinated approach by professionals supporting the child.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Wellbeing and Mental Health Observations, incident recording and discussions with pupils and parents indicate higher levels of adverse childhood experiences (ACE) in disadvantaged pupils (25% of PP pupils have known ACEs 2023-2024) These have been linked to social and emotional issues for many disadvantaged pupils. This impacts on socialisation and readiness to focus, gain and retain knowledge and skills.
2	Attendance

	Our attendance data for 2023-2024 indicates that attendance among disadvantaged pupils has been 1% lower than for non-disadvantaged pupils. This is not the case for persistent absence. Our assessments and observations indicate that absenteeism is negatively impacting on a small number of disadvantaged pupils' progress.
3	SEND Provision SEND and PP: 30% of our disadvantaged pupils have recognised SEND needs (2023-2024)
4	Enrichment we have identified the benefits to disadvantaged pupils in attending extracurricular activities, including music, language, sports and holiday activities upon attendance, family engagement, self-esteem and friendship groups.
5	Writing outcomes Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>
Pupils with persistent absence have help and support to increase their attendance	Persistent absence rates amongst disadvantaged pupils are comparable to persistent absence rates amongst non-disadvantaged pupils.
Pupils with SEND are making measurable progress from their starting point	All interventions are carefully chosen and planned to meet the identified needs on pupil's individual support plans and their impact is monitored
Disadvantaged pupils are facilitated to take an active part in the wider life of the school in equal measure to their peers	All school led extra-curricular activities include at least proportionate number of disadvantaged pupils as the proportion in school that term. Summer 2023 2024 15.8%
Gap between writing outcomes for disadvantaged and non-disadvantaged narrows at both KS1 and KS2 and achieve at least in line with 2023 2024 National performance *	PP children leaving KS1 are making good progress and meet age related expectations, comparable to other Trust Primaries and PiXL schools.

## 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: £13,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subscription to PiXL diagnostic tools and assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly</i></p> <p>£2700</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3,5
<p><i>Subscription to Little Wandle Phonics and CLUSP evidence based, Literacy curriculum.</i></p> <p>£715 + £3000</p> <p><i>Reading, writing and spelling programmes of study with strong focus on vocabulary acquisition</i></p> <p>£2899</p> <p><i>Clickr software £3000</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Talk for writing. Recent research (Myhill, Jones and Wilson, 2016; Love and Sandiford, 2016) highlights how the inclusion of dialogic conversations about writing facilitates students' understandings. Extended conversations about students' writing help to develop an understanding of the language choices including vocabulary, grammatical structures, text choices and presentation, and the effect that these choices have within a text.</p>	3,5
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>Work with Cambridgeshire Maths Hub and take part in high quality CPD</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</a></p>	3

<p><i>(including Teaching for Mastery training)</i>  Subscription to White Rose Maths - £200</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Subscription to Boxall to support Mental Health and Wellbeing across the school. £325</p> <p>CPD on Trauma informed school training will be embedded into routine educational practices and supported by professional development and training for staff.  £449</p>	<p>It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills.</p>	<p>1</p>

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

Budgeted cost: £47,336.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs to deliver Pixl and Little Wandle small group interventions for maths, phonics, reading and writing across KS2.  £44,700</p>	<p>Small group tuition is most effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used as the best way to target support.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>3,4</p>
<p>Maths Booster Groups  £2,000</p>	<p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	<p>4</p>

<p>Language Link – EYFS and KS1 and KS2</p> <p>£736.95 (includes Speech link)</p>	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	<p>3,5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting costs for disadvantaged pupils, including subsidised school visits funding, sports clubs and other extra-curricular clubs</p> <p>£4700</p> <p>Charanga Music</p> <p>£200</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Physical activity has a positive impact on academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>1,2,4</p>
<p>Lego therapy and Drawing and Talking 1:1 and small group support</p>	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p>	<p>1</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £ 67,575.95**

## Part B: Review of the previous academic year 2024-25

### Outcomes for disadvantaged pupils

In 2025, there were 10 disadvantaged pupils in Year 6. 70% achieved expected in RWM combined, which was above national and 0% achieved GDS.

In maths, 80% of disadvantaged pupils achieved expected, above national, and 10% achieved GDS. In reading, 90% of disadvantaged pupils achieved expected again above national, and 20% achieved GDS. In writing, 70% of disadvantaged pupils achieved expected, this is just below the national figure of 72%.

In Year 2, there were 4 disadvantaged pupils. 75% achieved expected in reading, above national of 71% and 0% achieved Greater depth. In maths, 50% achieved expected which is below national and 50% of disadvantaged pupils achieved expected in writing which is below national. 25% achieved expected in RWM combined.

In year 1, 7 pupils are disadvantaged 43% (3 children) passed the phonics screening check.

There is 4 disadvantaged pupils in EYFS, 75% achieved GLD, this is above national of 69%.

The attendance of disadvantaged pupils for 2024/5 was 93.98%, just below FFT national of 94.3%.

Persistent absence for pupils in receipt of premium pupil funding was 2.2% this is lower than the national average of 28%.

Cultural capital has been enhanced by providing access to extra-curricular clubs after school from Premier Education, as well as some teaching staff within the school.

### 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
Infant Language Link	Speech Link Multimedia
Junior Language Link	Speech Link Multimedia
Speech Link	Speech Link Multimedia

Boxall profile	Boxall profile
PiXL	PiXL
Insight Tracking	Insight
Drawing and Talking Therapy	Drawing and Talking Therapy
Little Wandle Phonics	Letters and Sounds
CUSP	Unity Schools Partnership
Purple Mash	2Simple
Provision Map	Learning Plan and Provision Map Writer

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Included within the main pupil premium budget.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Access to additional interventions and support services.

## Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended Outcome	Success Criteria
Disadvantaged pupils achieve in line with their peers at St Louis by the end of KS2 and achieve at least National Performance or higher	<p>There were 10 disadvantaged pupils in Year 6. 70% achieved expected in RWM combined, which was above national and 0% achieved GDS.</p> <p>In maths, 80% of disadvantaged pupils achieved expected, above national, and 10% achieved GDS. In reading, 90% of disadvantaged pupils achieved expected again above national, and 20% achieved GDS. In writing, 70% of</p>

	disadvantaged pupils achieved expected, this is just below the national figure of 72%.
Gap between writing outcomes for disadvantaged and non-disadvantaged narrows at both KS1 and KS2 and achieve at least in line with 2023 2024 National performance	In KS2 writing, 70% of disadvantaged pupils achieved expected, this is just below the national figure of 72%.  In KS1 writing, 50% of disadvantaged pupils achieved expected.
Disadvantaged pupils are facilitated to take an active part in the wider life of the school in equal measure to their peers	On average there were 53 FSM (PP) children in the previous academic year (2024-2025).  23 PP children attended clubs. 43% of pupil premium children attended free clubs.
Pupils with persistent absence have help and support to increase their attendance	Persistent absence remained below national in all year groups in 2024-25.
Times tables screening check at Year 4 for disadvantaged pupils is comparable with National performance	In Year 4, there were 8 disadvantaged pupils, 5 (62.5%) passed the MTC check, this is above the national figure of 37%

## Further information (optional)

### Additional activity

- Breakfast club
- Fully funded places at a variety of before and after school clubs

### Planning, implementation and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with pupils, teachers and parents in order to identify the challenges faces by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the documents listed below to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

<https://www.gov.uk/government/publications/pupil-premium>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

We continue to evaluate and review this framework for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.