

St James' Catholic Primary School



Pupil Premium Strategy

December 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	19%
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
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Angela Blacoe Headteacher
Pupil premium lead	Jennifer Bell Deputy Headteacher
Governor / Trustee lead	Venetia Allan – Staff Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 54,140
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£ 54,140

Part A: Pupil premium strategy plan

Statement of intent

At St. James' Catholic Primary School, our unwavering commitment is that no child is left behind. Every pupil—regardless of background or daily challenges—deserves the opportunity to thrive. We aim to secure strong progress for all through consistently high-quality teaching across the curriculum, ensuring the gap between disadvantaged pupils and their peers is closed. Staff prioritise the specific areas where disadvantaged pupils need the most support, knowing this is where we can make the greatest difference. We also challenge and extend our high-attaining disadvantaged pupils, promoting accelerated progress, motivation, and high aspirations that last well beyond their primary years.

Our approach combines high-quality teaching with rigorous assessment, precise tracking, personalised support and robust monitoring. Staff work as a cohesive team with a shared vision in which every child is placed firmly at the centre.

We are committed to enriching the personal development of disadvantaged pupils by ensuring they have equal access to a broad range of meaningful, high-quality experiences. These opportunities build cultural capital, develop talents and interests, strengthen character, and ensure no gap remains between them and their peers. Strong pastoral provision and uncompromising safeguarding practice ensure the mental health and well-being needs of all pupils are met, with full recognition of how daily challenges can impact their learning. Our pastoral lead builds trusted relationships with disadvantaged families so they feel confident seeking support without judgement, enabling timely and individualised help for their children.

Our strategy aligns closely with wider school priorities, including the school improvement plan, appraisal systems, curriculum action plans, CPD programmes and our SEND offer. It is intentionally flexible and responsive to individual needs, driven by robust diagnostic assessment rather than assumptions. To ensure our intent is effectively implemented and achieves sustained impact, we will:

- Provide both support and appropriate challenge for all disadvantaged pupils.
- Implement early intervention as soon as needs emerge.
- Promote collective responsibility among staff for the attainment, progress and personal development of disadvantaged children, with no ceiling on expectations.
- Embed metacognition and self-regulation strategies to help disadvantaged pupils retain knowledge and take ownership of their learning.
- Offer targeted support—particularly for pupils with low prior attainment.
- Prioritise high-quality CPD for all staff, ensuring pupil needs remain central.
- Keep governors fully informed of progress and ensure they understand their strategic role in Pupil Premium planning, delivery and evaluation.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations and discussions with pupils and parents demonstrate that reading outside of the classroom is for most disadvantaged pupils a particular challenge. Some pupil premium children do not read regularly at home. This has an impact on overall progress.
3	Through observations and conversations, it is clear that some pupil premium children do not have access to the same enrichment and cultural capital experiences and opportunities as their peers.
4	A proportion of our pupil premium children have experienced ACES including domestic violence, bereavement of a parent, neglect, poverty, family breakdowns and relocation due to police involvement. These experiences have resulted in some children struggling to control their own feelings and have had a negative impact on pupil's mental health. The impact has been identified and analysed by sensitive staff discussion and analysis of attendance and progress data.
5	51% of our current pupil premium children are working below expectations for reading, writing and maths combined. This is an improving picture from three years ago (it was then 62%) however we would like to continue to close this gap.

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
<p>The language and vocabulary skills of pupil premium children continues to improve.</p> <p>This will be measured by robust screening procedures Early Talk boost, Talk boost and WELLCOMM</p>	<p>From baseline assessments, disadvantaged children make good progress and achieve in all areas and accelerated progress if they have started below that of their peers.</p>
<p>Improved reading engagement and attainment among disadvantaged pupils.</p> <p>This will be measured by NFER assessments</p>	<p>Pupils with gaps in language comprehension are identified and additional support is in place. Fluency is tracked and additional interventions support pupils to make good progress in reading. Pupil premium children develop a love for reading.</p>

<p>Disadvantaged pupils have the necessary cultural capital which allows them to engage fully in the curriculum. These pupils are prepared for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others.</p> <p>This will be measured by review of pupil dispositions, questionnaires and interviews.</p>	<p>Provide a rich, wide-ranging curriculum that ensures all pupil premium children experience meaningful real-life opportunities they can draw on in their learning. We aim to broaden their awareness of the world, open doors to wider opportunities and nurture individual skills and talents.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To be measured by attendance analysis and pupil discussion.</p>	<p>Sustain high levels of pupil well-being, demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative evidence from pupil voice, parent and pupil surveys, learning walks and book scrutiny. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Improved lesson engagement and increased academic progress as a result of strong pupil well-being.
<p>Improved reading, writing and maths progress and attainment for disadvantaged pupils at the end of KS2.</p> <p>To be measured by NFER standardised assessments and KS2 SATs</p>	<p>By combining first-quality teaching; a stimulating and challenging curriculum; a systematic synthetic phonics programme; and carefully designed interventions, disadvantaged pupils develop the skills to take control of their learning, retain knowledge, and confidently apply it across reading, writing, and maths.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all teachers, HLTA and TA3s on zones of regulation.	<p>Research suggests, the main benefits of the Zones of Regulation for Pupil Premium pupils are improved emotional intelligence, self-regulation, and social skills, which can lead to better academic engagement and behaviour. This framework provides a shared language for discussing emotions, teaches pupils coping strategies, and helps them identify their own triggers and sensory needs, thereby reducing emotional and behavioural challenges. By building resilience and helping to manage emotions, this support can help pupils, and their families, feel more included and successful in school.</p> <p>Cost – Part of Shares package (£4120)</p>	4
Training for all teachers and HLTA – oracy education	<p>Current research suggests, Oracy education provides significant benefits for Pupil Premium children, improving academic outcomes, social-emotional skills, and future life chances. It boosts academic performance by deepening understanding and retention through talk-based learning, increases social-emotional skills like confidence and empathy, and supports career readiness by building communication skills valued by employers. Ultimately, a strong oracy education helps close the achievement gap and supports social mobility by equipping disadvantaged pupils with the skills to succeed and thrive.</p> <p>Cost - Part of Shares package (£4120)</p>	1,3 and 5
Metacognition training for all teachers, HLTAs and TAs	<p>Metacognition techniques benefit pupil premium children by boosting academic performance, fostering self-regulation, and improving long-term learning outcomes. These strategies empower students to understand how they learn, enabling them to become more independent, resilient, and confident learners by setting goals, monitoring progress, and adapting their strategies for success. This is particularly helpful as it can compensate for some cognitive limitations and reduce learning barriers.</p> <p>Cost – Part of Shares package (£4120)</p>	5
SHARES	<p>Research suggests, benefits of a primary school cluster include improved support for families through shared resources and integrated services, better professional development for teachers through collaboration and training, and enhanced efficiency and consistency for school leaders. Clusters help children by providing</p>	3 and 5

	<p>timely, targeted support, leading to better attendance and achievement, while also supporting heads and staff with professional and administrative collaboration.</p> <p>Shares provide a vast array of training throughout the school year for staff, TA's and governors. They also provide several enrichment opportunities for all children including those who are Pupil Premium.</p> <p>Cost - £4120</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,187.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading catch up programme for those children working below the expected standard.</p> <p>Level 2 TA to deliver programme</p>	<p>FFT Tutoring with the Lightning Squad is a reading catch-up programme where pupils work in small groups with a trained member of staff to improve their reading skills. The programme is a blended approach with face-to-face intervention supported by an online application.</p> <p>The activities are designed and structured to improve phonics, decoding, fluency and comprehension. Pupils work through over 100 specially written, engaging and illustrated stories Children will be assessed termly to track impact and progress.</p> <p>Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between three and five months in reading fluency.</p> <p>Research suggests that schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p> <p>Cost – Staffing - £3547 Resource - £495</p>	<p>1, 2 and 5</p>
<p>Bucket Time Intervention delivered daily</p>	<p>Bucket time enhances attention, focus, and communication skills in children through visually engaging, adult-led activities using objects from a bucket. It is especially beneficial for children with communication difficulties or attention deficits, but it can be used for any child who struggles to engage with adult-led activities. Key benefits include improved listening and eye contact, building vocabulary, and fostering shared enjoyment and interaction.</p> <p>Cost – staffing - £573.04</p>	<p>1, 4 and 5</p>
<p>Sensory breaks delivered by level 2 TA twice daily</p>	<p>Research suggest, sensory breaks offer significant benefits for disadvantaged pupils, including improved focus, emotional regulation, and readiness for learning. They are particularly effective for pupils who struggle with sensory processing or anxiety by providing a structured way</p>	<p>4 and 5</p>

	<p>to energize, calm, and organize their nervous systems, ultimately helping them better manage classroom environments and academic demands.</p> <p>Cost - £1432.60</p>	
Lego Therapy	<p>Cost - LEGO therapy is a widely used intervention funded by the pupil premium because it effectively addresses common barriers to learning for disadvantaged pupils, such as difficulties with social skills, communication, emotional regulation, and concentration. By using a motivating and structured activity like building with LEGO bricks, the therapy helps pupils develop crucial skills that transfer into the classroom and beyond.</p> <p>Cost - £1773.84</p>	4 and 5
Talk Boost	<p>Talk Boost is a range of interventions aimed at helping children that are having difficulties with speaking and understanding language to catch up with their peers. The interventions are differentiated by learning stage.</p> <p>The Talk Boost interventions have been developed by experts in conjunction with teachers and educationalists to ensure that children get the maximum benefit from them. Evidence shows that children going through the intervention make significant progress in catching up with their peers.</p> <p>Cost £560</p>	1 and 2
Year 1 support and interventions	<p>Our current Y1 class have the highest level of pupil premium (26%) therefore we have additional level 2 TAs based in this class every morning to support these children with specific interventions, IEPs and reading catch up.</p> <p>The EEF suggests: Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>Cost – Staffing 1 - £2838.22 Staffing 2 - £1692.90</p>	2, 3 and 4
Year 3 targeted support and interventions	<p>Our current Y3 class have pupil premium children who also have additional needs therefore a level 2 TA provides additional support for 5 x hours per week to work with these children with specific interventions, IEPs and reading catch up.</p> <p>The EEF suggests: Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>Cost – Staffing 1 - £2954.50</p>	2,3 and 4
Year 6 Booster Groups	<p>Each Year from February, we run two booster sessions per week for our Year 6 children in preparation for SATs and to ensure they have the best possible chance to achieve in high school. Sessions are planned by the Year 6 teacher and a led by teachers, SLT and level 3 support staff. This</p>	2,3 and 4

	allows for children to have either 1:1 or small group support in addition to regular teaching time and over the years has had a direct impact on achievement. All year 6 pupil premium children attend these sessions.	
	Cost – Staffing approx. - £1200 Materials for pupil premium children - £120	

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

Budgeted cost: £34,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support – including:</p> <ul style="list-style-type: none"> • 1:1 support for children struggling with behaviour, emotions or anxiety. • Completion of Early Help Assessments • Home Visits • Meetings with families • Attendance support • TAF meetings • Children in Need meetings • Links with external agencies e.g. compass bloom • All support recorded on CPOMs <p>60% of our current pupil premium children receive regular 1:1 support from our pastoral lead.</p>	<p>Pastoral support for Pupil Premium (PP) children and their families provides benefits such as improved mental health, behaviour, and academic performance by removing barriers to learning. It also creates a more inclusive environment, helps develop essential life skills, and can address specific challenges like those faced by service families due to parental deployment or mobility. For families, this support can alleviate stress by addressing the root causes of potential underachievement and offering a stronger support network.</p> <p>Children’s social and emotional needs must be catered for first in order for them to learn and make the expected amount of progress.</p> <p>Cost – Staffing - £24,379</p>	4 and 5
<p>Breakfast club Discounted trips PE hoodies</p>	<p>Breakfast club – 6 pupil premium children currently attend free of charge - £1140</p> <p>Y6 residential discount - £680 £10 discount Y4/5 trip = £90</p>	2 and 4
<p>Forest school - one afternoon per week led by trained forest school staff member –all pupil premium children included.</p>	<p>Research suggests that forest school benefits pupil premium children by providing a holistic, child-led learning experience that builds confidence, social skills, and physical abilities in a non-pressured, natural environment. It can "level the playing field" by removing academic pressures and allowing children to develop problem-solving, communication, and leadership skills through hands-on activities. This approach</p>	2 and 4

	<p>helps boost motivation and concentration that can transfer back to the classroom.</p> <p>Cost – Training - £875 Resources - £1200 Insurance - £194 First aid x 3 staff - £540 Staff costs for delivery - £2580</p>	
Rock steady bursaries	<p>Rock steady have been working with St. James for the past three years.</p> <p>Rocksteady is the leading provider of in-school band lessons for primary age children.</p> <p>There inclusive approach helps children find a sense of belonging through new friendships and a shared love for music, whilst boosting social skills, wellbeing and confidence.</p> <p>As a school we currently pay for two pupil premium children to take part in the band (these children both displayed a natural musical talent – one that we wanted to nurture and develop).</p> <p>Cost - £408</p>	3 and 4
After school music tuition	<p>School currently pay Lancashire Music service to run an after school Ukulele club for children in Y3 and 4. Currently 40% of the children who attend are pupil premium children.</p> <p>This is allowing these children to develop natural skills and talents ensuring no child misses out regardless of background.</p> <p>Cost - £500</p>	3 and 4
Picture news – weekly assembly reporting on current affairs directly linked to British Values.	<p>Help your pupils to:</p> <ul style="list-style-type: none"> • Discuss the big issues in national and global media • Learn about fake news and misinformation • Progress in oracy, literacy and writing • Develop key skills for life, including critical thinking and empathy • Share their hopes and fears about the future to support wellbeing • Make sense of the world <p>Cost - £150</p>	2 and 4

<p>Royal Culinary Society – curriculum offer</p>	<p>We work closely with the Royal Culinary Society on several enrichment events throughout the year, including curriculum support for Years 2, 3, and 5. Their vision is for every child to learn about food in a holistic way and to develop the confidence to eat well, stay healthy, and be happy. They also inspire children to consider careers within the culinary industry. This programme has been particularly beneficial for our pupil premium children, with 38% set to directly benefit this year. However, all pupil premium children will engage with the programme at least three times during their time at our school.</p> <p>In addition, our school choir has performed for the Royal Culinary society at prestigious venues such as Anfield Stadium and The Hilton Hotel in Liverpool. Currently, 37% of our choir members are pupil premium children, highlighting the inclusive nature of these enrichment opportunities.</p> <p>Cost – Enrichment days - £1000</p> <p>Choir events - £500</p>	
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Total budgeted cost: £55,543.10

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The impact of our pastoral lead on our pupil premium families is outstanding. Families view our pastoral lead as a vital lifeline, someone they can turn to for support and advice. Over the past two years, the role has become full-time due to the increasing needs of our families. Currently, 65% of the families our pastoral lead works closely with are disadvantaged. Support in areas such as early help, attendance, and mental health has had a direct, positive impact on both attendance and academic progress.

Thanks to targeted investment in well-being and attendance, we have seen a significant increase in the confidence and engagement of our pupil premium children over the past three years. At St. James, we have an established Pupil Parliament, where Year 6 children deliver speeches to their peers to be elected as School Prime Minister. Over the last two years, both School Prime Ministers have been pupil premium pupils. Remarkably, last year's successful candidate was elected as Prime Minister for the entire town; further enhancing their cultural capital and broadening their experiences. These achievements foster high aspirations and set ambitious expectations for their future.

Pupil premium children at the end of KS2 continue to make excellent progress and most recent SATs results show that 67% of children achieved the expected standard in reading, writing and maths combined.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars
Kapow computing	Kapow
Classroom secrets	Classroom secrets
Language Angels	Language angels
CPOMS	CPOMS

Picture News	Picture News
Time for phonics	Time for phonics
Insight Tracking	Insight
Catch up with The Lightning Squad	FFT

Further information

Over the last three years, there has been an increase in the proportion of pupils eligible for Pupil Premium at St. James' due to 'in-year' transitions from Reception through to Year 6. The percentage has risen from 16% to 19%, as reflected in the figures above.

This strategy is closely aligned with our School Development Plan and forms a key part of staff appraisal processes. All teaching and support staff have been actively involved in the development and implementation of this plan and are fully aware of their responsibilities.

There is a shared vision at St. James' that all children are entitled to the same opportunities in life, regardless of their personal circumstances or background.