

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
School name	St. Norbert's Catholic Voluntary Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	27.45%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025/2026 to 2028/2029
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Local Governing Board Jenna Withers, Headteacher
Pupil premium lead	Sarah Hibbert, Deputy Headteacher
Governor / Trustee lead	Jan Bowser, Lead for Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,510
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£ 67,510
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Norbert's Catholic Voluntary Academy we are committed to providing the best possible education for every individual pupil. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: limited support at home, English spoken as an additional language, challenges in language, communication and confidence, more frequent behaviour difficulties and attendance and punctuality concerns. There may also be complex family situations that prevent children from flourishing. The challenges are varied; therefore, it is important to consider each child on an individual basis and that they are given every opportunity to realise their potential. We will ensure that all teaching staff and relevant support staff are involved in the analysis of data and identification of pupils, so that all parties understand strengths and areas for development across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and internally.
- For all disadvantaged pupils in school to reach national expected progress rates of Age Related Expectations by the end of Year 6

### Achieving these Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To provide small group work with an experienced pastoral/wellbeing mentor focussed on overcoming barriers to learning and social and emotional areas of need.
- 1-1 support

- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress in order to move children to at least age-related expectations.
- Pupil premium resources are to be used to support pupils to achieve Age Related Expectations
- Transition from nursery to primary, key stage and primary to secondary.
- Additional learning support.
- Contribute funding for extra-curricular activities, residential and educational visits, ensuring children have first-hand experiences and developing their cultural capital.
- Enable children to learn a musical instrument.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St. Norbert's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Reading skills, language acquisition and grammar</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are further impacted by those who speak English as an additional language. As a result, this has impacted on reading and writing skills in a number of year groups where disadvantaged pupil's attainment is below non-disadvantaged pupils.</p>
2	<p>Phonological awareness and decoding skills</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers which impacts on their understanding and development in reading.</p>
3	<p>Low attainment in basic maths skills</p> <p>Assessments, observations, and discussions with pupils indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS2.</p>
4	<p>Metacognition and Self-regulation</p> <p>Our assessments and observations indicate that metacognition and ability to use self-regulation strategies for many of our disadvantaged pupils have been impacted by previous school closures which are now, to a greater extent, for pupils in KS2 who were at the time in the early years; a crucial time for developing these fundamental skills.</p>

5	<p>Social and emotional wellbeing</p> <p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional concerns for many pupils, this is often concerning pupils more so in KS2 or for those where enrichment opportunities are limited.</p>
6	<p>Maintain attendance rates</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 96 - 97% which is in line with our school's expectations. The current attendance rate is in line with school expectations but is 1% lower than non-PP pupils.</p>

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard. KS1 phonics assessments show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved resilience and independence for all pupils, particularly those who are disadvantaged	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• a significant increase in participation in whole class learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils are able to use a range of strategies to support their independence in learning</li> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> </ul>
<p>To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in anxiety and increase in confidence and aspiration</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> </ul>

## 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: £35,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme Little Wandle Letters and Sounds Revised Rapid Catch up and Fluency resources to secure stronger phonics teaching for all pupils.	Extensive evidence suggests Systematic Synthetic Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading. Little Wandle approach that incorporates the explicit teaching of vocabulary and spelling will support the development of writing as well as reading.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Purchase of high-quality reading texts to support the teaching of reading comprehension strategies  We will fund teacher release time to embed key elements of guidance in school and to access Literacy Hub resources, CMAT Steering and Network groups and CPD.	Reading comprehension strategies are high impact but low cost and enable pupils to learn a range of techniques to develop their comprehension and meaning of what is read.  <a href="#">Reading Comprehension Stratgies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance and support the implementation of evidence-based approaches.	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:  <a href="#">Maths guidance KS 1 and 2.(publishing.service.gov.uk)</a>	3,4

<p>We will fund teacher release time to embed key elements of guidance in school and to access training including; CMAT Steering and Network groups and Early Language Acquisition, Strong Foundations in the Early Years: Implications for curriculum and teaching Reception.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#"><u>Improving Maths in the Early Years and KS1  Toolkit Strand   Education Endowment Foundation   EEF</u></a></p> <p><a href="#"><u>Improving Maths in KS2 and KS3  Toolkit Strand   Education Endowment Foundation   EEF</u></a></p> <p><a href="#"><u>Improving Early Language - EEF</u></a></p>	
<p>Enhance the quality of social and emotional (SEL) learning.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#"><u>EEF Social and Emotional Learning</u></a></p>	1,3,4,5,6
<p>Embedding metacognition and self-related learning strategies into all areas of learning</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Evidence suggests the use of metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Explicit instruction in cognitive and metacognitive strategies across the curriculum through a series of steps can improve pupils' learning.</p> <p><a href="#"><u>Metacognition and Self-regulated learning  Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	1,3,4,5,6

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

Budgeted cost: £ 15,068.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding communication and language approaches across the curriculum to improve spoken language skills, expressive vocabulary and early reading and comprehension skills.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Early Language Acquisition training</p>	<p>Oral language interventions emphasise the importance of spoken language and high quality verbal interaction in the classroom. They are inexpensive to implement and have a high impact on the development of reading and vocabulary acquisition.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Communication and Language   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Early Language - EEF</a></p>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2

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

Budgeted cost: £ 16,867.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional, and behavioural needs	Effective SEL can lead to learning gains of +4 months over the course of a year.  <a href="#"><u>Improving Social and Emotional Learning in Primary Schools</u></a>	1,3,4,5,6
Supporting pupil's ability to recognise and express emotions through activities with active forms of learning, such as: role-play, discussion and small group work	Evidence suggests that good self-awareness is associated with reduced difficulties in social functioning and fewer externalising problems.  <a href="#"><u>EEF Social and Emotional Learning</u></a>	1,3,4,5,6
Supporting pupil outcomes through enrichment activities and life skill strategies	There is evidence to show that Arts and team building participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and can build wider benefits such as more positive attitudes to learning and increased well-being.	5,6
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

**Total budgeted cost: £62,758**

## 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.

Reading continues to be a focus area of the SDP and this continues to grow in strength in terms of progress and development. The Little Wandle Systematic Synthetic Phonics Programme is utilised for pupils in KS2 for Rapid Catch- up and has enabled pupils to make good progress over time. We currently only have 5.8% of KS2 Pupil Premium pupils who need to receive this intervention compared to 31% in 2023-24 and 29% in 2024-25. In addition, we utilise the Little Wandle Fluency Programme that pupils move onto following the completion of the phonics programme. Through the development of reading and fluency for reading, pupils' engagement and confidence in reading for pleasure has also been enhanced. This academic year we have 29% of KS2 PP pupils currently receiving this intervention compared to 6.5% of non-PP pupils. Over time we are hoping to continue to narrow the gap.

We continue to build in annual, whole school systematic, synthetic phonics training for all staff through the Little Wandle INSET into our CPD programme. This enables staff to effectively plan and implement the phonics scheme into their year groups from the very start of the year through the analysis and placement of those from their previous year group and setting up the new Foundation pupils. Staff have further developed their understanding of assessment and planning next steps, offering precision teaching interventions to individuals, which in turn has enabled pupils to make good progress. Our Year 1 Phonics Screening Check and end of KS1 results continue to above National Average which is a trend of 5 years. The overwhelming majority of pupil premium pupils meet the standard by the end of KS1.

Another area for development identified is in Maths for the school. Generally, our internal assessments identified that disadvantaged pupils across all year groups predominantly achieve better in maths than in reading and writing in KS1. However, this is not maintained in KS2 and currently there is a greater attainment gap between disadvantaged and non-disadvantaged pupils in KS2. Many of these pupils are double disadvantaged so we have benefitted from working alongside the L.E.A.D SEND Hub, in implementing adaptations to support fluency development over the past academic year and are currently in the process of developing reasoning and problem-solving strategies, through discussion and mathematical language comprehension.

During the last academic year, changes have been made to the writing curriculum to refine areas of foci for each term and allow for more opportunities to revisit learning

over time. We have utilised the EEF framework for 'Improving Literacy in KS2' five step structure or planning, drafting, revising, editing and publishing to enable pupils to practise sentence structure and composition, supported by effective feedback. Although this is still in a developing stage, modelled practice is enabling pupils to become more competent and confident in editing and revising learning for purpose. We have also utilised opportunities to upskill staff in handwriting and spelling interventions, to reduce cognitive resources for the composition of writing. Equally, termly assessments of common exception words identify specific areas for development that can be implemented into termly planning. Through the L.E.A.D Hub, we have benefitted from training with Alex Quigley 'Closing the Writing Gap - Raising Standards'. Strategies and adaptations for learning Tier 2 and 3 vocabulary have been built into termly planning and supported pupils in broadening their use of vocabulary in context.

Our Pastoral TA is working strategically as a Youth Mental Health First Aider alongside already offering Drawing and Talking and Lego therapy to many of our Pupil Premium pupils. This has enabled our pupils to improve social and emotional learning; recognition of and ways to manage their emotions and building relationships with their peers and build understanding for ways to interact or express their social needs. This has been evident through the intervention reports and tracking from both pupils and parents. Equally, we have been able to work alongside Beyond the Physically utilising funding to have a health mentor working with individuals to build self-esteem, resilience and character. Regular meetings have supported pupils to build positive attitudes to school and relationships with adults, enabling them to access learning when in the classroom using learnt strategies.

Overall attendance continues to be a strength through the relationships we have built with families and we wish to sustain over time. Overall attendance has been sustained at 96% for the last two academic years and currently stands at 96.9% and persistent absence at 8.9% which is the lowest to date. Although below the school's target of 97% it is consistent over time. We continue to deploy our robust strategies implemented by our attendance champion to devise ways to raise attendance in line with government guidance.

## 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
Developing wellbeing and self regulation strategies for learning.	<a href="#">Beyond the Physical</a>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration supported by external specialists. Activities will focus on building life skills such as confidence, resilience, and socialising during playtimes, lunchtimes and after school. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and utilised pupil and parent voice to support this.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and used the case studies and researched approaches of high-performing disadvantaged pupils to learn how to further develop our provision.

We looked at a number of reports, studies and research papers about effective use of pupil premium, and undertook relevant training opportunities to review 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 [EEF's implementation guidance](#) to help us develop our strategy, and additional case studies to 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.

- We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.