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St Polycarp's Catholic Primary School Pupil Premium Strategy Statement 2025-26



School overview

Detail	Data
School name	St Polycarp's Catholic Primary School
Number of pupils in school	422 at Census 2024 433 Census 2025
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2026-27 Reviewed and updated annually
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Martyn Peebles (Headteacher) and Martin Parr (Chair of Governors)
Pupil premium lead	Louisa Woolley Assistant head Inclusion
Governor / Trustee lead	Martin Parr Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,085
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,085

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Part A: Pupil premium strategy plan

Statement of intent

At St Polycarp's, our aim is for all pupils, regardless of background or challenges, is to make strong progress and achieve at least expected outcomes across all areas. This Pupil Premium Strategy is focused on improving life chances for these children, ensuring they attain as well as their non-Pupil Premium peers and enjoy the same breadth of experiences. We recognise that good attendance is essential to achieving this goal.

Our strategy reflects a commitment to working closely with parents to support attendance, emotional health and wellbeing, and learning outcomes.

We believe that high-quality teaching is the most powerful driver of improved pupil outcomes, and this principle is at the heart of our approach. Alongside this, we have identified targeted academic and pastoral interventions that will be implemented rigorously to raise achievement for all. Wider strategies to support pupils eligible for Pupil Premium funding are also embedded within the plan.

We recognise that Quality First Teaching has the greatest impact on closing the attainment gap for disadvantaged pupils while benefiting every child. Robust diagnostic and qualitative assessments, combined with careful monitoring of progress, are central to the success of this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Ensure disadvantaged children secure good language skills in EYFS so all children achieve GLD.
2	Ensure disadvantaged children make rapid progress and the fundamental teaching of Maths is fully understood for expected progress.
3	Ensure disadvantaged children make rapid progress against end of year expectations and reach year group milestones for reading and writing.
4	Supporting needs in social, emotional development and regulation which in turn prevents children maximising progress.
5	Ensuring all children have access to a broad curricular and extra-curricular offer to maximise school engagement and enhance life opportunities.
6	Supporting families to minimise the financial impact of school.
7	Maximising parental engagement to support children's rapid progress.
8	Securing attendance above 90% for disadvantaged pupils.

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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
That all disadvantaged pupils in EYFS meet GLD at the end of the school year	Observations and formative assessments demonstrate progress and indicate where adaptations to planning should be made. Progress across all areas is reviewed at weekly planning meeting, informal reviews and provision adapted.
That all disadvantaged pupils make at least expected progress in writing, reading and Maths	Progress monitored by class teachers and leaders and adaptations made to planning. Targeted interventions and Quality First Teaching meet needs and result in progress. Progress for pupils tracked in every subject.
To achieve and sustain improved social and emotional confidence for disadvantaged pupils	That disadvantaged pupils can demonstrate confidence and strategies to help them learn. Use qualitative data via pupil voice, SEMH assessments and observations to demonstrate progress.
That all disadvantaged pupils have at least 93% attendance	That HT, phase leaders and class teachers monitor attendance and engage families in the significance of full attendance.
That disadvantaged pupils are emotionally supported and ready to learn	That disadvantaged pupils are offered nurture-based principles, enrichment opportunities and family support when needed.
That parents are engaged in their children's reading and are able to support their children	The parents of disadvantaged children know how to support their children at home and the positive impact this will make on their children's progress.
Children have access to extra-curricular clubs and equipment	SLT monitor that all children experience more than National Curriculum requirements and take up opportunities for enrichment activities.
Parents are supported with payments for trips and resources	Financial barriers for families are removed.

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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

Budgeted cost: £20,679.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in every year group providing Quality First Teaching approach for all	Strategic Lead School delivering ITT and delivering ECF programme supports recruitment, retention and ongoing professional development. Targeted CPD for teachers and LSAs supports to meeting needs of all EEF Early Years Toolkit EEF Teaching and Learning Toolkit EEF SEN in Mainstream schools Toolkit The Reading Framework (2025) – Gov.uk The Writing Framework (2025) – Gov.uk	1,2
Teachers and LSAs to work with small groups targeting identified gaps in knowledge and skills	Increased pupil confidence when tested indicates good impact of this approach. Planning to be adapted in line with need. Class teachers are working collaboratively with staff delivering interventions to ensure maximum impact https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2
Pre teach sessions in English 3 x weekly	To provide key vocabulary enabling access to key learning. Evidence of pre-teaching 2020-24 demonstrates positive impact on children's progress EEF SEND Toolkit	1, 2

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Shared Writing approach forms the basis of writing lessons and enables depth of learning and concise editing.	Teacher CPD and learning walks to embed the Shared Write approach across the school. Increased pupil engagement and improved outcomes in writing lessons. Writing Framework 2025	1,2
Maths pre teach sessions 3 x weekly	To enable children to access key vocabulary, practice key strategies and embed knowledge. Use planning, strategies from Maths Hub, DfE non-statutory guidance and NCTEM EEF Teacher Toolkit	2
Revisit prior learning via 'flashback' sessions in lessons (Core and Foundation subjects)	Evidence of positive impact on securing knowledge 2020-22 Centre for Educational Statistics and Evaluation 'Cognitive Load Theory: Research that teachers really need to understand' 2017 Teaching for mastery – Mark McCourt Effects of pre-teaching on Maths Achievement - Lally and Miller 2006	1, 2
Use metacognition strategies through use of consistent metacognitive language across the school.	Evidence of impact of the use of metacognition strategies to improve outcomes for pupils 2019-21 and EEF evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3
Enable all children to be confident, fluent, accurate readers'	Read, Write Inc' to support early phonics and reading Interventions to support individualised learning needs Evidence of significant impact on early phonics and reading. Systematic Synthetic Phonics programmes have a strong evidence base and demonstrate a positive impact on word reading EEF OFSTED subject reviews Eng 2022 DfE Reading Framework 2023 The Reading Framework (2025) – Gov.uk	1, 2
Focused CPD for teachers and LSAs to improve knowledge, motivate staff, develop teaching techniques and embed practice.	https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1666267858	1,2,3
Nurture UK approach embedded across the school.	CPD delivered to all teaching staff on Nurture Principles to support the emotional development of children. Assessment to identify emotional needs and whole class strategies to support children's emotional wellbeing. Nurture UK publications Helping every child become able to learn - The nurture approach	4

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Targeted academic support

Budgeted cost: £17134.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff trained in Literacy for All and Read Write Inc intervention.	Opportunity to address gaps in early reading skills enabling children to become fluent readers. Education Psychology Service - Literacy for All Surrey Education Services	1,2
Small group teacher led Maths support for years 3-6	Opportunity to address gaps in learning using DfE resources https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2
Implementation of NELI in EYFS and Year 1. 3 x 30 mins week plus a 1:1 of 30 mins weekly LSA Personalised Speech and Language support Speech and Language Champion in school.	Evidence of positive impact in previous years on early language development. Previous engagement in programme based on EEF research https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Use of CELF 5 assessments to provide targeted approach	1, 2
1-1 support for children to edit writing to raise standard.	Opportunity to address gaps in learning using DfE resources https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2,3
Increase opportunities for disadvantaged pupils to read with an adult in school eg reading to the Therapy Dog. Inclusion in Read Write Inc groups as necessary.	Reading progress regarded as the key to access all areas of learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ Supports emotional wellbeing and opportunity to develop fluency in reading.	2,3 4
LSAs to lead a high impact intervention based on evidence and need	Impact evidenced using EEF MITA Report and internal data	1,2,3

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Teacher led small group intervention to support Year 6 comprehension skills.	Data evidence from EEF impact of 1-1 tuition targeted at specific needs and data resulting from when approach was used 2022-23	2
Book group for disadvantaged children. Children to work cross phase and create information for parents and share their love of reading.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Homework club to support children with homework during school day.	Enables children to feel supported with homework.	2,3

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

Budgeted cost: £21270.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two Emotional Literacy Support Assistants (ELSAs) to run individual and group sessions to emotional resilience and develop social skills.	Previous experience indicates that those with low self-esteem, lack of confidence or social difficulties benefit, and the impact is seen in their overall academic progress.	4
Transition programme to run from May to October to support children with transitions. EYFS-Year 7	Children were emotionally regulated and were supported with the transition to new year groups. Use of SEL tool https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4,5
Using Zones of Regulation across school to support development of emotional literacy. Targeted intervention in addition.	EEF: Improving Social and Emotional Learning in primary Schools identifies positive impact https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Ongoing monitoring of attendance and follow up actions. Phases leaders and HT to monitor attendance. Increased profile on communications with parents – weekly updates on importance of attendance. Implementation of EBSA Programme and supportive document for parents.	Excellent level of attendance ensures maximum learning opportunities. Engagement improves outcomes DfE guidance 'Improving Schools attendance.' https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna	8
Home School Link Worker (HSLW) provides weekly sessions to support children with barriers to happiness and progress.	The HSLW has a strong record of high impact on children who are in emotionally difficult places. Evidence: NFER Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities 2022.	4
Play therapist to provide targeted interventions for children with specific emotional needs. Play therapist to run individual and small group sessions as required Provide a broad support offer to support emotional wellbeing eg: Physi Fun, Zones of Regulation.	Prior experience shows that this enables children to develop emotional resilience and feel more confident with learning. Children who are emotionally regulated are ready to learn. These intervention strategies have demonstrated impact for pupils previously. EEF Social and Emotional Learning demonstrates evidence of improved outcomes for learners.	4, 5 4,5

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Support HSLW with Therapeutic Play training	Positive emotional wellbeing support children's academic learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Provide targeted speech and language support	Enable all children to develop effective spoken language to communicate effectively. With a dedicated Communications Champion, speech and language remains a fundamental priority to providing effective targeted support. Oral language interventions EEF	1, 2,3
School to provide technology if required	Enable all children to continue to learn at home. Engage parents and support progress.	2,3,6,7
Support families when parental literacy is a barrier to learning	Previous experience indicates to us these experiences build confidence, improve social skills and have an impact on pupil engagement and overall academic success.	6,7
Children are provided with enrichment opportunities to broaden their educational experiences and develop confidence. Disadvantaged children are prioritised for after school clubs.	Children have a richer educational experience and the opportunity to nurture talent. The impact of relieving the financial pressure felt by parents is apparent. The ability to respond quickly to need has been highly valued by families.	5, 6,7
Free spaces at wrap around care provided when required.	To support attendance and emotional wellbeing.	
A percentage of costs for the residential trips in years 4 and 6, and support for payments for all other educational visits.	That all children benefit from a broad curriculum designed to help children know more, remember more and prepare them for their lives.	

Total budgeted cost: £ 59,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25

75% of disadvantaged EYFS pupils achieved a Good Level of Development (GLD), compared with 72.9% overall. While progress was evident, SEMH remained a barrier for one child and communication and language for another. Targeted support through NELI and Zones of Regulation contributed to steady progress for disadvantaged pupils. Provision that demonstrated rapid improvement in SEMH included the Boxall assessment alongside targeted support, which will be continued into Year 1.

100% of disadvantaged children passed the Year 1 Phonics Screening, compared to 97% overall. Targeted support through Read Write Inc (1.1) will continue to drive progress in reading in Year 2. In KS1, 71.4% of disadvantaged children achieved the expected standard in Reading (compared to 86.7% overall), while 85.7% met the expected standard in Maths (against 91.7% overall). In KS2, 71% of disadvantaged pupils achieved the expected standard in SPaG (compared to 87% overall), 86% in Reading (against 85% overall), and 86% in Maths (compared to 88% overall). In Writing, 86% of disadvantaged pupils achieved the expected standard, compared to 90% overall—significantly above the national figure of 59%. This demonstrates a notable and sustained improvement in writing outcomes for disadvantaged pupils.

Disadvantaged pupils made significant progress in combined SATs assessments, achieving 86%, which represents significant improvement compared to the previous two years. Our focus for 2025–26 will be to maximise progress for all pupils, with a particular emphasis on Maths and Writing. A strategic approach involving accurate and frequent gap analysis, alongside targeted post-teach interventions, will support progress in Maths. Writing development will be strengthened through shared writing and conferencing, with a specific focus on Year 1 writing using the Arc Progression Writing Framework. Disadvantaged pupils will remain central to pupil progress discussions, supported by additional moderation across schools. SPaG will also be a key area of focus, particularly for disadvantaged pupils.

Attendance for disadvantaged pupils exceeded last year's target, reaching 96%. This was above the national average, though slightly below the school's overall attendance. A wide range of funding initiatives—including breakfast and after-school clubs and transport—supported improved attendance for disadvantaged pupils. The whole-school attendance strategy ensures all staff contribute to addressing attendance, with early

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identification of EBSA embedded as part of the approach. For 2025–26, a whole-school Nurture approach is a key priority. By following Nurture principles, disadvantaged children access a broad range of provision to support emotional development. This includes 1:1 and small-group teacher/LSA support, challenge clubs, enrichment opportunities, and personalised interventions to engage pupils. These strategies have positively impacted emotional wellbeing and learning, as evidenced by pupil tracking data and pupil voice surveys, while also improving attendance and building cultural capital.

Assessments and observations indicate that some pupils demonstrate lower levels of emotional resilience. In 2024–25, a targeted and strategic approach ensured disadvantaged children were prioritised for participation in extra-curricular activities. The school offers extensive enrichment opportunities, and for 2025–26, a whole-school Nurture approach will be a key priority. This will be complemented by a focus on metacognitive strategies to help pupils develop self-regulation and resilience. To further support emotional wellbeing, residential visits for Year 4 and Year 6 pupils are being considered, with funding available to ensure all families can access these opportunities. These actions aim to strengthen emotional development, build confidence, and enhance cultural capital for disadvantaged pupils.

We have continued to prioritise support for disadvantaged children during key transition points by implementing structured and enhanced transition programmes. Working closely with external agencies, including the Aspire Transition Programme, we ensure smooth transitions into Reception and Year 7 as well as between different year groups. Reviews of this approach demonstrate that children settle quickly into new year groups, enabling learning time to be maximised from the outset. The transition programme introduced for targeted children YR to Y7 supported positive mental health and wellbeing.

We considered that the residential visits for Year 4 and Year 6 children for 2024-25 had a positive impact on the emotional development and wellbeing for all children. Funding was used to support families to ensure financial barriers were mitigated. Educational visits and enrichment activities were also highly valued and families were supported financially with these. Families were supported to enable their children to attend free wrap-around care and clubs. Our observations and the feedback from both pupils and parents strongly indicated the positive impact of the visits, clubs and wider school activities on children's wellbeing, confidence and this supported their engagement with learning.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The service pupil premium was used to support the challenges identified and intended outcomes. Small group support and access to wider strategies including ELSA were seen as having impact on children's wellbeing and outcomes.
The impact of that spending on service pupil premium eligible pupils
Service children achieved at least expected progress and in KS2 made more than expected progress in all areas.