

# Pupil Premium Strategy Statement

*This statement details our school's use of Pupil Premium (and Recovery Premium) funding for the 2024 to 2025 academic year 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 Brigid's Catholic Primary School
Number of pupils	261
Proportion (%) of pupil premium eligible pupils	46.9%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by Headteacher	Mrs R Tyler
Pupil Premium Lead	Mrs V McKay
Link Governor	Moud Changata

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186340
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£186340</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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## Part A: Pupil premium strategy plan

### Statement of intent

In making the decisions about how we spend Pupil Premium funding we have considered the context of our school, the community we serve and the challenges our pupils and their families face.

We have used the research conducted by Education Endowment Foundation to support decisions around the usefulness and potential impact of different strategies and their value for money.

We understand that our disadvantaged pupils will face a multitude of barriers to learning and these include: difficulty accessing support at home, limited language and communication skills, low self-esteem and confidence, lack of daily routine, criminality within the community, poverty, complex family situations and a variety of adverse childhood experiences. As a result, we aim to provide a wealth of opportunity so that all will benefit while ensuring that the unique needs of individual pupils are met.

Our ultimate objective is to ensure that all disadvantaged pupils in school to make or exceed nationally expected progress rates by:

- ✓ Ensuring communication and language skills are developed from the earliest opportunity
- ✓ By providing bespoke CPD to staff to ensure quality first teaching and to equip practitioners with the skills necessary to support the varying needs of our pupils (SEND)
- ✓ By providing targeted support to pupils and families as and when necessary (Team Around the Family, Early Help, SEND support)
- ✓ Supporting *our children's* mental health and wellbeing so that their progress is not adversely affected by their experiences
- ✓ Providing a plethora of wider opportunities so that pupils who are unlikely to experience these outside school are not disadvantaged
- ✓ Ensuring that all children are supported in getting to school on time everyday

We aim to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately identified and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Reserving the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that St Brigid's School has legitimately identified as being socially disadvantaged
- Allocating funding following a needs analysis which identifies priority classes, groups or individuals.
- Understanding that limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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## Achieving these objectives

The range of provision the Governors consider making for this group include:

- Ensuring all teaching and support is good or better by providing bespoke CPD opportunities for all adults working with our children
- Allocating at least one additional adult support to every year group (N to Y6) to facilitate small group work with a focus on bridging gaps in learning
- Providing weekly Speech & Language support by employing a specialist to work with children and, when necessary, staff
- Providing weekly Play Therapy support by employing a specialist to work with children and, when necessary, staff
- Purchasing resources to enhance our Core and Wider Curriculum
- Allocating targeted group and 1-1 support based on high quality teacher assessment and specialist analysis
- Providing part payment for the cost of residential trips in Years 4 to 6
- Supporting parents/carers financially by funding a range of external educational visits (Liverpool Museum / Walker Art Gallery etc)
- Enhancing the educational experiences of all of our pupils through a range of visitors: speakers, theatre groups such as BullyBusters / Knife Crime / Anthony Walker Foundation, choir and orchestral groups etc
- Supporting our pupils to become more resilient and diligent in their approach to learning and life by providing bespoke opportunities to develop the skills required

## Challenges

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

Challenge number	Detail of challenge
1	Delayed speech and language development/ oracy skills
2	Narrowing the attainment/progress gap for disadvantaged pupils in achieving the expected standard in reading, maths, writing, phonics and science
3	Narrowing the attainment/progress gap for disadvantaged pupils in achieving the higher standard in reading, maths, writing
4	Social, Emotional and Wellbeing needs
5	Attendance and Punctuality issues can cause a significant loss of learning time for pupils
6	Highly dysregulated behaviour for a small number of core children

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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
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.
To improve speech and language skills in EYFS and KS1 leading to accelerated learning across the curriculum.	Accelerated progress toward achieving GD and ARE throughout their school lives
Attainment/progress gap narrowed between PP pupils and their peers in reading, writing and maths in achieving the expected standard	Outcomes for PP pupils at end of EYFS, KS1 and KS2 at least in line with national
Pupils to be able to regulate their social, emotional and behaviour so that they are ready to learn in a positive way	Pupils will have their emotional needs met and will be happy and ready to engage and learn Pupils have strategies to support emotional regulation
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in bullying</li> <li>a significant increase in participation in a range enrichment activities, particularly among disadvantaged pupils</li> <li>work towards Pupil Resilience Award</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance demonstrated by: <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>the percentage of all pupils who are persistently absent being reduced</li> </ul>
Pupils access a wide range of enrichment experiences, both inside and outside of school	Pupils engaged in the wider curriculum Enhanced learning opportunities embedded across school. <i>Increased participation in Children's University</i> programme. Pupil voice/ questionnaires reflect enjoyment in school and improved attitudes to learning. Social skills independence, resilience perseverance and teamwork are developed.

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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 (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils. CPD needs identified and scheduled.	EEF (+ 4 months). Quality first teaching is a top priority and will have the biggest impact.	1,2,3
Additional teacher for Year 6 cohort to be taught as two small classes.	EEF (+3 months) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our Year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.	1,2,3, 4, 6
Subject leader training for curriculum subject leads Continue to work closely with the Literacy Company & Twinkl phonics development days to develop subject knowledge through CPD opportunities	EEF (+ 2 months). Training supports highly qualified teachers to continue to deliver targeted support good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split <i>shouldn't create an artificial separation from whole class teaching.</i> EEF Guide to Pupil Premium 2019 EEF Mastery Learning (+5)	1,2,3
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing.	EEF (+7 months) Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based <i>on the idea that children's language development benefits from approaches</i> that explicitly support communication through talking, verbal expression, modelling language and reasoning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> EEF (+4 months) Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to	1

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Speech and language Chatterbugs WellComm	<p><i>date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches#:~:text=Early%20literacy%20approaches%20aim%20to,sounds%20and%20early%20phonics%3B%20and">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches#:~:text=Early%20literacy%20approaches%20aim%20to,sounds%20and%20early%20phonics%3B%20and</a></p>	
Development of reading curriculum with the introduction of Pathways to Read (Literacy Company)	<p>Pathways to Read provides progressive development of reading skills from year 2 – 6. Children are exposed to engaging and purposeful texts that have a focus on developing fluency, vocabulary and comprehension.</p> <p>EEF (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1,2,3
Reading Plus Targeted use of Reading Plus in Year 5 and 6	EEF (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2,3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Picture News EYFS-KS2 Talkboost CPD Lego Therapy CPD	<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>EEF (+6 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
Improve the quality of social and emotional (SEL) learning.  THRIVE approach will be embedded into routine educational practices and supported by professional	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF (+4 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4,5,6

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development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £133,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions during the school day e.g. Codebreakers phonics, Precision teaching, Easyread, - Dymath, - Nessy -	EEF (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4
Structured interventions during the school day e.g. Wellcom, Talkboost.	EEF (+5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Studies show that if gaps in language are identified and strategies have been put into place, progress is accelerated. Oral language interventions consistently show positive impact on learning.	1,2,3,4
Improve language and communication skills through bespoke speech and language programmes, and language rich environments  WellComm Chatterbox Talkboost Language for thinking	EEF (+5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</a>  <i>Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older.</i>	1,2,3
Additional phonics sessions targeted at	EEF (+5 months)	1,2,3

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disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics Toolkit Strand   Education Endowment Foundation   EEF</a>	
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Budgeted cost: £8543

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a fully enriched curriculum offer during and after the school day. This includes the provision of extra-curricular clubs, reduced cost (50%) visits/residential visits	EEF (+ 4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> <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>	1,2,3,4,5,6
Provision of a range of therapies e.g. Nurture groups, Zones of regulation, Play therapy	<i>Education Endowment Foundation's toolkit (+4 months)</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4, 5, 6
THRIVE approach: Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	EEF (+4 months) Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4,5, 6
SEMH interventions eg 2 x ELSA + ELSA supervision	EEF (+ 5 months) Social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve <i>pupil's interaction with others and self-management of</i>	4,5,6

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	<p>emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p> <p>These include : specialised programmes which are targeted at pupils with particular social or emotional needs.</p>	
Learning Mentor to support pupil wellbeing, health and pastoral need	<p>EEF ( + 4 months)</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. A large number of pupils have barriers to learning that impact on their self esteem and self-belief. Emotional wellbeing is key to supporting pupils' learning. Working with our learning mentors/ELSA on a regular basis aims to reduce the time spent out of class and prepare the pupils for improved learning. The learning mentor will share &amp; receive information during CIN, TAF and CP meetings. There are a large number of families open to outside agencies and accessing support. Learning mentor time is spent supporting and guiding families <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4,5,6
Inclusive Attendance – Staff CPD Targeted intervention Thrive Approach	<p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend</a></p>	4,5,6
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.	1,2,3,4,5,6

Budgeted cost: £46,149

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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Speech and language

Wellcomm interventions worked successfully and further external support has been utilised when required with positive results. Early identification has led to targeted interventions and bespoke programmes for pupil premium children. This has enabled us to meet the *children's need to enable them to access the curriculum throughout the school. The use of* private speech and language therapist has been used to address the needs of our children. Our EYFS has recently received Chatterbug – Friendly Communication Award.

#### Quality first teaching

Staff have all accessed appropriate age-related training to build on previous practice and embed teaching/learning strategies across the school. CPD included White Rose Maths, Pathways to Write - Quality Based Text/High Quality of vocabulary and Phonics. *The success is evident in pupil's standard of work across all year groups. School is* successfully closing the gap with a significant number of pupils and this is evident in both the progress that pupils make and end of year attainment.

#### Mental Health and Well Being

Staff have embedded a detailed PSHE programme reflecting local needs and programmes of study. We were reaccredited with Wellbeing in Schools Award in July 2024 after our first award was achieved in January 2021. This award reflects the focus we have had on mental health and wellbeing for the whole school community. Our Learning Mentor has successfully completed the Lead Mental Health Practitioner and works in small groups and 1-1 with pupil premium targeted children.

<https://stbrigidspprimary.co.uk/wp-content/uploads/2024/09/S-Brigids-Wellbeing-Award-Reassessment-Report-JULY-2024.pdf>

#### Attendance

We are seeing small gains in attendance for targeted children, as a result of significant work to strengthen systems and practice, however overall attendance for disadvantaged children is below that of their non-disadvantaged peers. Further work is needed in this area and this will remain a high priority.

#### Enrichment

Children have benefitted from a range of enrichment experiences both in and outside school including: Liverpool Archdiocese Singing Programme, residential visits, trips and visitors. We have seen increased participation in *enrichment experiences after school which has led to an increased number of children graduating from Children's* University. Family engagement improved across the academic year with an increase of parents attending Family Learning sessions through Knowsley Family service sessions.

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Externally provided programmes

Programme	Provider
Speech and language support	CommuniKate
Play therapy	Jo Whalley Counselling Services
<i>Children's University</i>	Enrich Education
Wellcomm	GL Assessment
Family Learning	Knowsley Family Learning Team
Spelling Shed	Spelling Shed
Timetables Rockstars	TT Rockstars (£100)
Twinkl Phonics Subscription	Twinkl Phonics
Twinkl Phonics Training Days	Twinkl Phonics
White Rose Maths Subscription	White Rose
Dynomo Maths Subscription	Dynomo Maths
Nessy Subscription	Nessy
Reading Plus	Reading Plus
Easy Read	David Morgan Education
Dyslexia Screening	GL Assessment

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Further information (optional)

## Additional activity

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

- embedding more effective practice around feedback. [EFF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

## Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

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 contacted schools with high-performing disadvantaged pupils to learn from their approach.*

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 [EEF's implementation guidance](#) 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.

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.