

Pupil premium strategy statement – St Richard’s Catholic Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	36%
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)	2024 – 25 2025 – 26 2026 - 2027
Date this statement was published	07.09.2026
Date on which it will be reviewed	01.10.2027
Statement authorised by	Colin Taylor
Pupil premium lead	Andrew Gretton
Governor / Trustee lead	Yasmin Howarth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,360.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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>	£93,360.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Here at St. Richard's we recognise our responsibility to enrich lives, to enable our children to enhance their gifts from God and to know and experience the joy of coming to school. We have therefore designed a rich, exciting and engaging curriculum, which enables children to build on prior skills and knowledge as well as developing a lifelong love of learning.

We believe that children learn best when they can recall, relate to or take part in purposeful, interesting and exciting experiences which are then used as a basis for learning.

We recognise the importance of stories and developing communication and language skills. Therefore, high quality texts form a key part of our curriculum and are the springboard for projects. Through our curriculum we focus on developing the knowledge, skills and attributes they need to keep themselves mentally and physically safe both in school and in the wider world.

Every child is recognised as an individual and we celebrate and welcome differences within our diverse community. All children are challenged to reach their full potential, regardless of their gender, ethnic or social backgrounds or special needs.

We aim for all our learners to have high expectations of themselves and those around them. We endeavour that children at St. Richard's will learn and respect British Values and use the Gospel Values of Love, Honesty, Kindness, Forgiveness, Respect and Hope to live out their daily lives in everything that they do.

We want to enable children to have the skills to stand up for what they believe in and to become polite, confident, friendly and well-rounded individuals.

Our aim is that all members of our school community strive towards excellence in all that they do, bringing their gifts from God to help others and to bring joy and peace to the world.

Challenges

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

Challenge number	Detail of challenge
1	Parental support for home learning amongst disadvantaged families, is limited. As a result, for many disadvantaged pupils reading is not regularly practised. Whilst pupils make good progress in reading and phonics during their time at St Richard's, attainment levels for disadvantaged pupils at Key Stage One in reading and phonics is below that of non-disadvantaged pupils.
2	For some disadvantaged children our evidence from registers and welfare checks shows that attendance is low. Persistent lateness, absence or illness affects consistent attendance and therefore consistent learning. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for all pupils. Despite recent improvements, persistent absence remains a continuous focus for the school. Our assessments and observations indicate that for some key family's absenteeism is negatively impacting disadvantaged pupils' progress.
3	St Richard's has an engaging and creative curriculum. This involves trips and experiences that children may otherwise not have.
4	In our EYFS class Speech and Language Link screening shows that a number of children require speech and language support. Some of our children have had limited nursery experiences and exposure to groups which support early development, affecting speech and language.
5	A large proportion 37% of children on the PP register are also on the SEND register and are more disadvantaged. Evidence shows that some of these children have complex and multiple needs.
6	At times disadvantaged families need support for basic need e.g. food and uniform. As a result, some pupils may be hungry or inappropriately dressed and these factors are influencing their well-being and involvement whilst in school.

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
Improve early reading and phonics standards for disadvantaged children.	Phonics screening test outcomes in Year 1 and Year 2 (retakes) are in line with national figures for disadvantaged pupils.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged.	The overall attendance rate for the school to remain above national figures for 2026 and 2027. The attendance gap between disadvantaged and non-disadvantaged pupils to be in line with national figures. The attendance for SEND (including SEND disadvantaged) pupils to be in line with national figures.
For Key Stage 2 progress (Reading, Writing and GPS) data to remain above or in line with previous floors targets of 65%	For Key Stage 2 progress (Reading, Writing and GPS) data to be either above or in line with national standards.
For Key Stage 2 progress (Maths) data to remain above or in line with previous floors targets of 65%	For Key Stage 2 progress (Maths) data to fall in line with national standards.
For Key Stage 1 SATs (Writing) data to remain above or in line with previous floors targets of 65%	For SATS data (and therefore RWM) to be above or in line with national standards
For Key Stage 1 SATs (Maths and Reading) data to remain above or in line with previous floors targets of 65%	For SATs data in RWMs to be above national standards
No child is disadvantaged from taking part in wider curriculum activities.	100% attendance in Year 6 enrichment trips or any class trip. PP and non PP alike attend after school clubs and breakfast club. Clubs offer a wider range of sporting and enrichment activities that work towards a cultural literacy.
Disadvantaged pupils with SEND pupils to make GOOD or better progress in reading, writing and mathematics.	The quality of teaching is GOOD+ and therefore all children, including those with SEND to make good or better progress from their starting point. Key Stage 1 and 2 RWM results for SEND pupils are in line with that achieved nationally. Disadvantaged pupils with SEND are tracked as a specific vulnerable group

Ensure no child 'goes without.'	Children are proud of wearing their school uniform and there is a consistency in appearance. To ensure all disadvantaged children have all economic barriers removed to enable full participation in PE and swimming lessons. Children eat or have access to a healthy breakfast thus enabling longer concentration in lessons. 'Emergency' contingency packs can be mobilised quickly for families in crisis.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,360.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of dialogic activities across the curriculum to be embedded further to support pupils articulate important concepts, key ideas and extend key vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Evidence suggests oral language intervention have high impact on reading. This includes dialogic activities such as high-quality classroom discussion. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading	1 and 5

	https://www.littleandletersandsounds.org.uk/	
Enhancement of our maths teaching and curriculum. We will fund teacher release time to embed key elements of guidance in the school, give access to the Maths Mastery Hub and CPD.	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: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	3, 4, 5, and 6

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

Budgeted cost: £79,950.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding salary of school staff to provide targeted interventions for targeted pupils for speech and language.	Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. Link here	4 and 5
Funding to deliver Thrive activities for children to support their emotional wellbeing.	Social and emotional learning approaches have a positive impact, being able to effectively manage emotions will be beneficial to children and young people. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 and 5

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

Budgeted cost: £11,050.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To reduce the number of persistent absentees especially amongst disadvantaged pupils	Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Using a wide range of support including rewards.	2
Uniform is purchased as required to support families ensuring that all children feel and look smart and are appropriately dressed for the school day.	We are in Quintile 5, which is highest level of deprivation within Kent. Historically evidence shows that some families require support with basics including shoes and coats	6
Funding for breakfast club as well as ensure breakfast food is available.	Magicbreakfast.com's recent research in partner schools found that schools with breakfast have 26 fewer half days of absence and 87% of partner schools believe the scheme has a positive impact. Further research indicates that over 2 months of additional progress can be achieved through breakfast support then without. Communications, Impact & Research Magic Breakfast Our own research shows that a hungry child cannot concentrate and therefore their involvement in lessons is limited.	6
Pupil premium funds subsidises or pays for visits, visitors and residential journeys so that no child is disadvantaged	The Guardian.com (26 th April 2023) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. This has been supported by articles such as https://www.suttontrust.com/news-opinion/all-news-opinion/cost-of-living-crisis-hits-school-spending/ https://www.walesonline.co.uk/news/cost-of-living/one-10-parents-cant-afford-27670134 and https://www.ncfe.org.uk/all-articles/cost-of-living-pressures-family-trips/	3

	https://education.byu.edu/news/worth-the-trip https://campaign-for-learning.org.uk/Web/CFL/News-Policy/News_Folder/half-children-missing-out.aspx Which also highlight the impact the cost of living crisis. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum	
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Total budgeted cost: £93,360.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A long term strategy is in place to secure outcomes for disadvantaged pupils. Below are details of impact for 2025 – 2026:

- Accessing local services, charities to support families with extra supplies including food and additional food for the school pantry.
- Ensuring food vouchers for Free School Meals, received and redeemed by all eligible families.
- Ensuring the spiritual and prayer life of the school was maintained, including Reflection Time being set up for each class
- Speech and Language screening taking place and appropriate interventions carried out
- Ensuring a rigorous, enriched and nurturing curriculum to ensure year 6 pupils were secondary ready
- All children were smartly dressed in school uniform
- Attendance for all children is improving;

2022 – 2023 Overall attendance was 94.62% which was above the national average of 94% for all primary schools as published by the DfE.

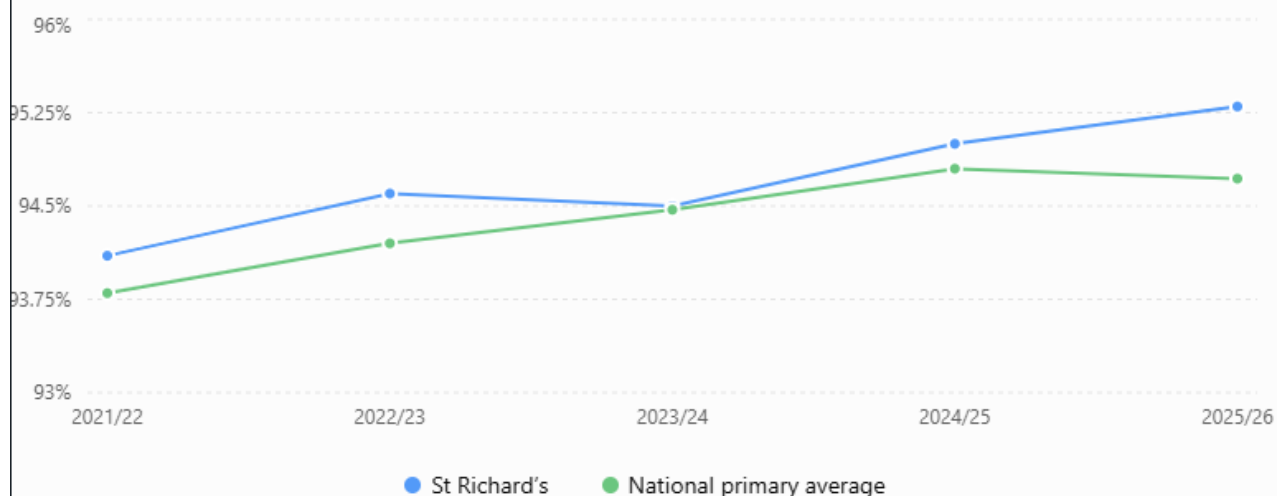
2023 – 2024 Overall attendance was 94.51% which was in line with the National Average of 94.5%. The persistence absence report (generated by SIMS) stated for 01/09/2022 to 13/07/2023 was 17.17%. This is in line with the national figure published by the DfE for primary schools was 17.2%. The persistence absence report (generated by SIMS) stated for 01/09/2023 to 13/07/2024 was 16.30%. This is in line with the national figure published by the DfE for primary schools was 16.2% in 2022 to 2023.

2024 – 2025 Overall attendance was 95% which was higher than the National Average of 94.8%. The persistent absence report showed 10.5% fell into this category compared to the national average for all schools being 18.3%

This trend as a result of key investment has continued. In 2026 the school was above the national average for overall attendance and Persistent Absenteeism was below the national average.

St Richard's Catholic Primary School – Attendance 2021/22 to 2025/26

School attendance compared with the England state-funded primary-school average.



National comparison: Department for Education. 2025/26 national data are indicative attendance statistics.

- Little Wandle is used consistently across the school and all training completed, lesson observations show that the teaching of phonics is good or better. In 2026 the phonic screen result was above the National Average for the fourth year in a row.
- Boosters took place using a range of resources and staffing across the school.

Results 2026 Year 6

Data	FSM/PP	National FSM/PP
Combined 73.1%	62.5%	48.2%
Maths 73.1%	62.5%	61.5%
Reading 84.6%	75%	62.6%
Writing 84.6%	75%	60.2%
Science 84.6%	77.8*	NA
MTC average 22.5	22.56 AVERAGE	No data
Phonics screen Year 1 83%	78%	68.3%
GLD 73%	100%	54.7%

Externally provided programmes

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

Programme	Provider
Breakfast Food	Magic Breakfast
Synthetic Phonics	Little Wandle
Thrive	Thrive

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.