LOVE-LEARN-BELIEVE-ACHIEVE

IN SPIRIT OF JESUS

Pupil Premium Strategy Statement

2025-2026

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Paul and St Timothy's Catholic Infant School
Proportion (%) of pupil premium eligible pupils	17% = 62 children
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	J. Griffin
Pupil premium lead	M.Reichinger
Governor / Trustee lead	Mark Thompson and Christine Woodhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Sep 2025-July 2026	£ 104,535
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	£104,535

Part A: Pupil premium strategy plan

Statement of intent

At St. Paul and St Timothy's Catholic Infant School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils (socially, emotionally and academically) to achieve this aim and to make progress from their starting points, including providing support for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, as well as those whose families we know struggle financially or socially but do not qualify for Pupil Premium, and we will aim to inspire children to realise that anything is possible in our ever-changing world and provide them with the life-skills and knowledge to succeed.

Our curriculum is designed to be ambitious for all children, with high-quality teaching at the heart of our approach, and a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school.

Our strategy will continue to prioritise early reading and maths attainment, as well as a commitment to providing nurture-based intervention approaches in order to address the social and emotional needs of the children and those who experience Adverse Childhood Experiences.

Our approach will be embedded in assessment of pupil's challenges and individual needs, which will be identified through formal and informal assessments.

To ensure they are effective we will:

- Ensure disadvantaged pupils are engaged and challenged in the curriculum and the work that they are set
- Implement robust and responsive assessment systems to ensure thorough understanding of each child's learning needs and progress
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. (These are evident from Reception to Year 2 and in general are more prevalent among our disadvantaged pupils than their peers. EYFS baseline and WellComm assessments identify a low baseline in oral communication, language and literacy. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting, thus impacting on fluency.
2	Close the gap for Reading, Writing and Maths, both in school and national: Low baseline (evidenced in data) means that children on entry are working well below national expectations. They are not yet able to 'catch up' during EYFS and KS1; exacerbated by poor parental engagement and support with learning at home (evidenced in reading record books, attendance at pupil progress meetings, workshops and information meetings.)
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers. (In 2025 Y1 PSC Data, 87% of PP children achieved the phonics standard compared with 90% of non-disadvantaged pupils. This is an increase of 16 % on PSC data from 2024 when 71% of PP children achieved the phonics standard.)
4	Our attendance data (2024-25) indicates that the absence rate among our disadvantaged pupils has been 4.2% higher than non-disadvantaged pupils. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Poor attendance and punctuality impacts on progress and attainment.
5	Observations and discussions with parents and pupils inform us that many disadvantaged pupils struggle with their emotional well-being. This results in lack of readiness to learn, lack of engagement and lack of emotional regulation, impacting on relationships in school and at home. Evidence shows that in general parents and families of disadvantaged children are more likely to struggle with social issues.
6	Our assessments, observations and discussions with families and pupils have identified that some disadvantaged children have limited life experiences and little access to wider cultural, sporting and social opportunities.

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
1.Improved oral skills and outcomes for GLD at the end of EYFS. Improved vocabulary and language skills for disadvantaged children across the school.	Early Years assessments will indicate the gap between disadvantaged and non-disadvantaged pupils is closing particularly in oral language and vocabulary. Reception children will be assessed using WellComm a speech and language toolkit that will help identify any gaps and how they can be addressed. Children achieve the Early Learning Goal for Communication &Language (Listening, Attention& Understanding and Speaking) Children in KS1 communicate verbally with confidence, articulating thoughts, feelings and ideas effectively. A wider vocabulary results in improved comprehension skills and reading progress.
2a. An increased number of disadvantaged pupils reaching the expected standard in reading, writing and maths (RWM) at the end of KS1. This will be done by: • Quality first teaching • The use of ongoing formative assessments throughout the year to inform planning. • Deployment of robust interventions • Establishing effective moderation practices	End of KS1 formal assessments, teacher assessments, book scrutinies and internal moderation will indicate and that more disadvantaged children have achieved the expected standard or above in RWM.
2b. Children are more confident and secure in their understanding and interpretation of number sense and of mathematical vocabulary which results in better outcomes and improved reasoning skills.	Through both formal and informal assessments, observations and mathematical talk in the classroom and pupil voice, confidence will have increased and impacted positively on outcomes of disadvantaged pupils-particularly in reasoning.

3. Further diminish in school gaps in percentage of children passing the Phonic Screening Check (PSC) at the end of KS1 by: • Ensuring that reading is a high priority across the school • Monster Phonics decodable books used in guided reading sessions in Years 1 and 2 • All staff attend Monster Phonics training sessions and achieve their Level 1 and Level 2 certificates. • Half termly assessments for all children to inform targeted interventions • 'Catch up' and 'keep up' interventions alongside precision teaching to take place throughout each day. • Engaging the support of parents/carers by inviting them to join their child for a phonics lesson where they will be offered advice on how best to support their child with phonics and early reading. Phonics meetings for parents to take place in Reception and Year 1	The percentage of pupils eligible for Pupil Premium passing the Phonics Screening Check is in line with Non-PP pupils. Phonics data from all year groups will demonstrate the impact Monster Phonics has on phonics, reading, spelling and writing. Children receiving Phonics Intervention will achieve the phonics standard.
4. Improved attendance rates for all children including disadvantaged and a reduction in the number of persistent absentees amongst the disadvantaged.	Attendance is in line with national where possible Attendance of PP children to improve to broadly in line with all children -97% All parents understand the importance of their child attending school and are held to account where there are underlying patterns and issues. Reduced number of lates recorded Reduced number of persistent absentees Support in place or signposted to for parent wellbeing where this is a barrier to attendance for their children.
5. To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by Pupil Voice, parent surveys, teacher observations. An increase in participation in enrichment activities, particularly among disadvantaged pupils. PP pupils are able to self-regulate when necessary. They are able to explain their

	feelings and ask/answer questions to support their own wellbeing. They demonstrate emotional intelligence in challenging situations. Improved communication skills will have a positive impact on the attainment of PP children.
6. Children will have greater access to cultural experiences to expose them to a wide and rich curriculum beyond he classroom. Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles	Cultural capital opportunities to be given to children. Prioritising school trips, visits and visitors. After School Clubs for physical activities and the arts. Places offered in Breakfast Club All children eligible for PP will be entitled to one free afters school club place per year to ensure they have enriching experiences beyond the curriculum. Sports Premium funding used to develop access to sports and sporting facilities.

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: *£35 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching - all pupils to receive strong, quality practice which supports speaking and listening in the classroom. Use opportunities to read aloud to children and teach vocabulary children will use right across the curriculum. Continue to develop the new library established with new furniture and a wide variety of books. Staff and SLT to read aloud to the children in the library each week to encourage reading for pleasure. Book of the week introduced and children's book recommendations to appear in the weekly newsletter.	EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.	1

All Subject Leaders attend subject leader briefings and relevant training. Teachers to focus on Tier 2 words and intentionally model language in a variety of contexts. Train staff to deliver assessment and adapt planning within EYFS to include WellComm targets in continuous provision.	https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say On average, oral language approaches have a high impact on pupil outcomes. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-intervention	1
Continued Investment in Monster Phonics (DfE validated SSP programme) to secure improvements in phonics teaching for all pupils, inc DHT phonics teaching time and scheme book purchase. New staff to be trained and refresher training for all staff. Effective subject monitoring includes evaluating PP group v's non-PP group and feedback via monitoring documents. Engage parents/carers by hosting Phonics Workshops and invitations to join their child in a Phonics lessons	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

Half termly tracking of phonics across the school and analysis of data to inform phonics setting (Y1 & Y2) and intervention groups. Subscription to Phonics Tracker for all children		
Purchase of additional reading materials	New Monster Phonics Reading Books purchased to support the implementation of the Monster Phonics Scheme. Subscription to Monster Phonics online books Purchase new reading materials for the school library. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2,3
Continue to further refine and embed whole school reading and writing programmes (Ready, Steady Write (Y1 & Y2) Purchase of Drawing Club (EYFS) an approach that boosts imagination, language and early writing skills through drawing.	Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Staff to access Drawing club training.	2a
Introduce Sonar Tracker assessment tool (Juniper Education), along with its CPD programme, to ensure effective tracking and monitoring of pupils and individual pupil groups, identifying gaps and areas for intervention.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support	All

	through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/gui dance-for-teachers/assessment-feedback https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pd f?v=1699001551	
Staff CPD using in house experts (maths mastery specialist, curriculum subject leaders, English and Phonics leaders (e.g. Guided Reading training) Continuing regular updated Monster Phonics training for all staff to ensure consistency of teaching. Staff CPD regarding SEND to ensure quality first teaching - external agency support/CPD Subject Leaders monitor and evaluate effectively the impact of basic skills teaching for pupils eligible for PP vs non-PP pupils. Effective subject monitoring includes evaluating PP group books and providing feedback to staff via monitoring documents. Termly achievement Team meetings (in year groups) followed by Termly Achievement Leader meetings will provide a sharp focus on the PP group progress and attainment . Staff training through School Improvement Liverpool. CPD costs	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the NW Maths Hub and have worked alongside the Childer Thornton English Hub to further develop our Phonics and Reading provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback An effective Pupil Premium Strategy requires goal setting underpinned by short, medium- and long-term outcomes to achieve these goals. The ongoing, rigorous evaluations of pupil' attainment, barriers to learning and needs is essential.	1,2,3

Provide phonics, reading, writing and maths sessions for parents	Parents working in partnership with school supports children to have positive attitudes towards learning and builds a trusting relationship between home and school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3

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

Budgeted cost: *£44 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA and Learning Support Assistants, to deliver Phonics Intervention targeted at all pupils working below the expected standard including those eligible for PP.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly form disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
1st Class @Number	Establish small group maths interventions for disadvantaged pupils falling behind age related expectations in Year 1 and Year 2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assisitna	2
Mastering Number Programme	To improve consistency in teaching number sense and outcomes for children in number, by taking part in the Maths Hub 'Mastering Number' programme.	2

	Establish small group maths interventions for disadvantaged pupils falling behind age related expectations. Teaching the mastery approach can increase the attainment by +5 months it is recommended to be taught by experienced trainers. (Teaching and Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=master	
Daily reading with Teacher/TA. PP children to receive daily group or 1:1 reading	Research demonstrating the impact of reading frequently. Many of our PP children do not receive this support from home. EEF; Reading intervention. Very high impact at low cost based on extensive research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
WellComm Speech and Language, from screening to intervention	Developed by Speech and Language therapists WellComm is a speech and language toolkit that helps identify any gaps or barriers to speech and language development and how to address them. https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit	1,2,5
Talk Boost Intervention	HLTA to deliver the Talk Boost Intervention. This evidence base intervention supports children with language below the average for their age who need additional support in order to 'close the gap' with their peers. Language development is accepted as being critical to learning, cognitive development and literacy. In the classroom, spoken language is the primary medium through which teachers teach and children learn. It is expected that, when a child starts primary school, they will be able to understand much of what is said, express themselves clearly, share their feelings and make their needs known. This level of proficiency in speech, language and communication is critical to the development of a child's cognitive, social and emotional well-being. A child who struggles to speak will often struggle to read and write. This issue can be compounded if children are exposed to teaching of reading and written language before	1,2,5

	their spoken language skills are developed enough to access this teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Social and emotional interventions including play-based therapies and counselling.	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): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5,6

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

Budgeted cost: *£23 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance actions **Attendance Officer:** To work alongside EWO to analyse 2024-25 attendance data, ongoing 2025-26 data, PA data and Pupil Premium attendance data in order to identify and act upon common factors of non-attendance and support families to improve attendance and reduce PA. Targeted support for PP families, incl issues around attendance and punctuality, issues with sleep and routine, anxiety, medical issues, positive parenting and behaviour.	Attendance Interventions for school age pupils: https://educationendowmentfoundation.org.uk/education-evidence https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	4, 5
Nurture Support HLTA works with individuals and small groups of pupils to develop social and emotional skills and gain confidence, incl: Drawing and Talking Therapy; Think Yourself Great; Lego Therapy; sand therapy; ROAR Mental Health Strategies; Beautiful New Beginnings (grief, anxiety, stress or behavioural issues).	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	5
Wider Personal Development PP children will be offered one free after school club, subsidised trips / visitors to school.	https://educationendowmentfoundation.org.uk/news/learning-about-culture	6
Breakfast Club School Breakfast club Free places offered to some PP children.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	5,6

Other Foodbank and free school uniform to support families in need and the local community. Food Hampers sent to identified families/	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5,6

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.

PP pupils who did not achieve Age Related Expectations in statutory testing still made significant progress against their stating points. Many of those who did not achieve Age Related Expectations are on the SEND register with many also requiring intensive support for their attendance, emotional wellbeing and attitude to learning.

Reception: EYFSP 2025

% Good Level of Development 2025	Expected
All Pupils 121 (100%)	78.5%
Boys 57 (47%)	80.7%
Girls 64 (53%)	76.6%
Pupil Premium 18 (15%)	56.3%
Non-Pupil Premium 103 (85%)	83.5%
EAL 3 (2%)	100%

5 of PP children are SEN

The GLD gap between PP and non-PP pupils is -27.2%

Early Years Good Level of Development %

	2023	2024	2025
School	**77.4**	**73.7**	**78.5**
National	**67**	**68**	**68**

Year 1 Phonics Screening Check 2025

Year 1 PSC 2025	Achieved Phonics Standard
All Pupils 118(100%)	105 (89.7%)
Boys 64 (53.3%)	51 (79.7%)
Girls 56 (46.7%)	45 (80.4%)
Pupil Premium 23 (25.8%)	20 (87%)
Non-Pupil Premium 94 (74.2%)	85 (90.4%)
EAL 1 (0.8%)	0 (0%)

Year 1 Phonics Screening Check %

	2023	2024	2025
School	**75**	**80**	**89.7**
National	**79**	**80**	**80**

Our 2025 PSC results increased by 9.7 % from 2024
87% of our PP children achieved the Phonics Standard in 2025, an increase of 16% from our 2024 cohort.

Nationally 67% of disadvantaged pupils achieved the expected standard.

Phonics improvement for PP is substantial (sustained three-year rise). Focus now shifts to precision-teaching for the few PP non-passers and to closing the small in-school PP/non-PP gap while lifting girls' outcomes to meet/exceed the national female benchmark.

Year 2 Expected /Greater Depth 2025

2024-25	All 118	Boys 62	Girls 56	PP 29	Non-PP 89
Reading	**102 (86.4%)**	**52 (83.9%)**	**50 (89.3%)**	**26 (89.7%)**	**76 (85.4%)**
Writing	**77 (65.3%)**	**38 (61.3%)**	**39 (69.6%)**	**16 (55.2%)**	**61 (68.5%)**
Maths	**94 (79.7%)**	**49 (79%)**	**45 (80.4%)**	**23 (79.3%)**	**71 (79.8%)**

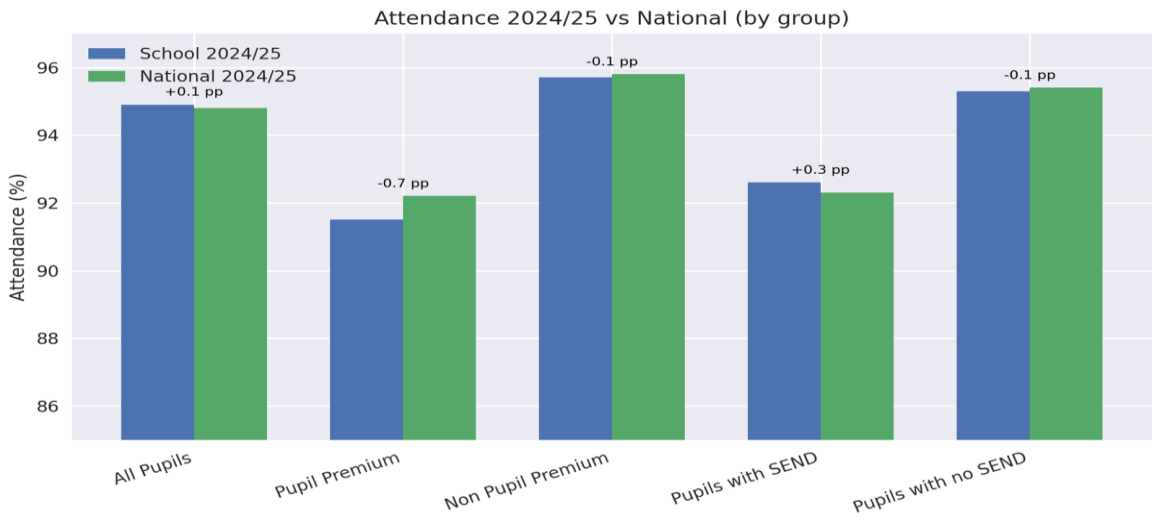
25% PP children are SEN

The Writing gap is the clearest in-school priority for PP in KS1 In Reading PP outperform Non PP. Maths is stable; targeted fluency/number sense work should consolidate.

The RWM data from 2024 shows us that we need to continue to work hard to narrow the gap in attainment between PP and non-PP children.

Attendance

Pupil Group	Attendance 2023/24	Attendance 2024/2025	National Average 2024/25
All Pupils	93.4%	94.9%	94.8%
Pupil Premium	91%	91.5%	92.2%
Non Pupil Premium	95%	95.7%	95.8%
Pupils with SEND	90.4%	92.6%	92.3%
Pupils with no SEND	94.6%	95.3%	95.4%



Overall attendance improved strongly from 93.4% → 94.9% (+1.5pp) and is now +0.1pp above national (94.8%) in 2024/25.

Pupil Premium (PP) attendance improved from 91.0% → 91.5% (+0.5pp) but remains -0.7pp below national PP (92.2%) in 2024/25.

- Although PP attendance rose by +0.5pp, the PP vs Non-PP gap widened to 4.2pp because Non-PP improved faster.

PP remains 0.7pp below the national PP benchmark (92.2%). The danger is that the whole-school average could mask persistent absence within PP.

Next Steps

Attendance Lead to continue to work with PP families on attendance. 24.2% of Pupil Premium children are PA.

Breakfast Club places offered to PP families.

Phonics Lead to continue to analyse half termly data and support staff in interventions and phonics lessons through modelling and coaching. Extra intervention offered to PP children.

English Lead to have regular time to plan and monitor Reading and Writing. CPD internally and externally to take place.

Sharp focus on writing interventions to close the attainment gap between PP and non-PP children.

HLTA to work on EYFS WellComm screening and relevant interventions to be implemented.

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
Additional EP time	Liverpool Education Psychology Service
Beautiful New Beginnings	Liverpool CAHMS/YPAS
Ready, Steady Write	Literacy Counts

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