



Pupil premium strategy statement 2025-2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Richard Reynolds Catholic Primary School
Number of pupils in school	210 (Reception –Year 6)
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Anna McMullen, Head teacher
Pupil premium lead	Hannah Parker/Anna McMullen
Governor / Trustee lead	Janette Gibbs, Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,040
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	£23,040



Part A: Pupil premium strategy plan

Statement of intent

At St Richard Reynolds Catholic College, we are committed to ensuring that all pupils, including those identified as Pupil Premium (PP), receive the necessary support and opportunities to thrive. The Pupil Premium Grant was introduced by the government to help disadvantaged young people from Reception to Year 11 to achieve well at school. Schools receive specific funds to support children who are eligible for free school meals or have been at any point in the last six years, looked after children and those from families with parents in the Armed Forces. This funding is additional money given to schools to help raise the attainment of eligible pupils and improve the educational and personal outcomes for this group of pupils. Schools have the autonomy to spend the funds as they wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium children. Schools are required to publish details on their pupil premium grant, its allocation and the impact it has had on pupil attainment.

We believe that every pupil has unique skills, abilities, and aptitudes, and all deserve access to a broad, balanced, and challenging curriculum that reflects our local context. Quality first teaching is central to our approach, ensuring that every pupil is given the opportunity to reach their full potential and develop into lifelong learners. Grounded in Catholic Social Teaching, our curriculum is designed to help pupils become active members of our community, engage meaningfully in a dynamic and complex world and equip them with lifelong learning skills. Ultimately, it enables our pupils to become the person God created them to be.

The support that Pupil Premium children receive and the planned provision provided is informed by the latest documentation and research from: The Department for Education; Ofsted; The Education Endowment Fund and the Sutton Trust. In light of recommendations for best practice. Our ultimate objectives for our disadvantaged pupils are:

- To raise the attainment of our PP pupils so that they make expected or better than expected progress, in line with their non-disadvantaged peers.
- To raise the percentage of PP pupils achieving Expected + at the end of Key Stage 1 and Key Stage 2 and achieve a positive progress score.
- To continue to provide a culturally rich education that goes beyond academic development.
- To ensure high attendance amongst PP pupils in line with the Primary School attendance target of 98%.
- To continue to address barriers to learning through providing high quality learning resources and access to IT at home.
- To continue to address emotional barriers to learning.

Our key principles are:

- **High quality teaching** with an emphasis on interleaving, cognition and learning. Whole school focus of “Quality First Teaching” to ensure PP pupil progress and attainment is in line with their non-disadvantaged peers.
- **Recruit and retain high-quality teaching and support staff.**



- **Targeted support** to ensure each child that is eligible has a personalised plan to help them achieve academically and enrich their personal development. This will help them close any attainment gaps that may exist, ensure they are ready to thrive at secondary school by the end of Year 6 and ultimately improve their life chances.
- **Continue our support for pupils that require SEMH support** to develop resilience and ensure emotional well-being is not a barrier to learning. Targeted support at key transition points KS1 to KS2 and KS2 to KS3.
- **Entitlement and enrichment** to provide a culturally rich education that goes beyond academic development through the provision of extracurricular activities which will enhance educational entitlement for PP pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps in some disadvantaged pupils. This is most evident in Early years and Key Stage 1, requiring targeted language and communication support.
2	Ensure the recruitment and retention of specialised support staff, alongside high-quality CPD, to guarantee excellence in teaching, deliver targeted interventions, maintain consistency, and effectively address pupil's learning gaps.
3	Support those eligible for the PPG to close the attainment gap with their peers across reading, writing and Maths.
4	Teacher observations and assessments indicate that PP pupils need support developing learning strategies to access the curriculum e.g. language skills, metacognitive strategies. Approximately 33% of PP pupils have identified SEND needs and require emotional literacy and self-regulation support.
5	In 2024/25 academic year attendance for Reception to Year 6 was 97.01%, for PP pupils this was 95.97%. Additionally, amongst this cohort we have pupils who are at risk from persistent absenteeism.
6	Emotional support & wellbeing for families whose children are disadvantaged .



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
<p>Improve pupil outcomes. Raise attainment in reading, writing and Maths for PP pupils so that they make expected or better than expected progress and are in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● PP pupils attend and engage with targeted interventions. ● The attainment of non-SEND, disadvantaged pupils from EYFS to 6 is in line with the attainment of their non-SEND peers. ● By the end of Key Stage 2, PP pupils' attainment in reading, writing and Maths is equitable to their peers. ● Pupils achieve a positive progress score by the end of KS2 (1 or above). ● There is an increase of percentage of PP pupils achieving the greater depth standard. ● PP pupils take part in a range of curriculum enrichment opportunities.
<p>Whole school strategy of 'Quality First Teaching' to ensure PP pupil progress and attainment is in line with non-disadvantaged peers. High quality teaching with an emphasis on cognition, challenge and interleaving of learning for memorisation.</p>	<ul style="list-style-type: none"> ● Assessment data is used effectively to identify and address learning gaps. ● Monitoring and evaluation of learning and teaching shows PP pupils are using effective learning strategies to access the curriculum.
<p>Recruit and retain high quality teaching and support staff.</p>	<ul style="list-style-type: none"> ● PP attainment and progress is the same as, or better than, their peers. ● Internal data reflects progress of PP pupils in all year groups matches or exceeds their peers.
<p>Maintain Improved attendance amongst PP pupils in line with the whole school attendance target of 98%.</p>	<ul style="list-style-type: none"> ● Monitoring and support systems ensure attendance of PP pupils is in line with their peers. ● PP pupils who are consistently late regularly attend the breakfast club.



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<p>Continued SEMH support to develop resilience, self-regulation and ensure emotional well-being is not a barrier to learning.</p>	<ul style="list-style-type: none">● Designated, specialised support will be effectively deployed and monitored.● Staff are applying the training on Zones of Regulation.● PP pupils are able to effectively regulate their emotions with taught strategies.● As a result of SEMH support, PP pupil's attainment and progress is the same as, or better than, their peers.
<p>Entitlement and enrichment, ensure that all pupils benefit from a culturally rich education that goes beyond academic development through the provision of extracurricular activities.</p>	<ul style="list-style-type: none">● An effective tracking of participation is established and monitored.● Levels of engagement in extracurricular activities are in line with peers.● All PP pupils attend at least one extracurricular activity.● Pupils have the opportunity to go on school trips and residential trips. Pupils develop their talents, improve social skills, develop cultural capital and provide life experiences which they draw upon when learning.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of specialist support staff and teachers.</p> <p>No cost</p>	<p>Evidence suggests that pupil attainment in core subjects is raised when taught by subject specific teachers.</p> <p>EEF Toolkit and ‘Specialist and non-specialist’ teaching in England: Extent and impact on pupil outcomes December 2016.</p>	<p>2</p>
<p>Quality First Teaching.</p> <p>No Cost</p> <p>Evidenced based teaching through CPD Focus on interleaving, subject scholarship, metacognition, oracy and reading.</p> <p>£1,000 - Curriculum CPD and resources for developing oracy, metacognition and reading.</p>	<p>The evidence suggests that quality Professional Development improves teaching and pupil learning (Fletcher-Wood & Zuccollo, 2019; Kennedy, 2016a; Lynch et al., 2019). Senior leaders have a robust monitoring and evaluation programme in place to quality assure learning and teaching e.g. book scrutiny, learning walks.</p> <p>EEF ToolKit (2001) claims that Interleaving and questioning can add +7 months learning to a pupil and ‘assessment for learning and feedback’ can add +6 to aid a pupil’s progress. EEF research on working memory intervention (2019) claims that pupils who took part in the intervention made the equivalent of 3 months progress compared to those pupils who did not take part in the intervention.</p> <p>The Communication Trust’s 2017 report, ‘Talking About a Generation’ found that children who struggle with language or have poor vocabulary at age</p>	<p>1, 3 & 4</p> <p>1, 3 & 4</p>



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<p>Enrichment Activities</p>	<p>five are:</p> <ul style="list-style-type: none"> ● Six times less likely to reach the expected standard in English ● Ten times less likely to achieve the expected level in Maths. ● More than twice as likely to be unemployed at age 34. <p>Although according to the EEF the evidence in the toolkit is primarily focused on academic outcomes. It suggests that outdoor learning may play an important part of the wider school experience (EEF Toolkit).</p>	<p>1, 3 & 4</p>
<p>ELSA training and supervision for one member of support staff. £1000</p>	<p>ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help schools support the emotional needs of their pupils.</p> <p>ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed.</p> <p>The initiative was developed and supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils.</p> <p>ELSAs are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long term additional emotional needs.</p>	<p>5 & 6</p>
<p>Subject Leader release time to ensure an outstanding curriculum</p>	<p>To continually evolve and improve our school curriculum, leaders need to regularly evaluate their subject, provide support to those that need it and</p>	<p>1, 3, & 4</p>



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for all, particularly our disadvantaged pupils. £2,500	continuously innovate based on the evidence they gather.	
Communication and Language training and resources £1000	The Communication Trust's 2017 report, 'Talking About a Generation' found that children who struggle with language or have poor vocabulary at age five are: <ul style="list-style-type: none"> • Six times less likely to reach the expected standard in English • Ten times less likely to achieve the expected level in Maths. • More than twice as likely to be unemployed at age 34. 	1
Phonics training & parent workshops. No cost Professional Development for teaching assistants on Read Write Inc Phonics and interventions, maths interventions and effective questioning and Oracy Skills.	Enabling children to decode and read confidently opens up the whole curriculum and improves attainment across all subjects, improving life chances. Better informing parents how to support their child leads to greater impact. Reflective and well-trained teaching assistants will strive to improve their practice to enable them to make further impact on pupil progress. Training provided by English and Maths subject lead and School SENDCo.	1, 3 & 4

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

Budgeted cost: £10,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Reading Champions/mentor programme No cost</p>	<p>Each Pupil Premium pupil is assigned a champion mentor from the senior leadership team and English subject lead to provide an opportunity for the pupils to read to them weekly 1-1 or in a small group to model reading and help promote their love of reading.</p>	<p>1, 3 & 4</p>
<p>Year 6 Booster Group (English and Maths). £2500 - PPG pupils in Year 6.</p>	<p>Personalised tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk from falling behind (EEF Toolkit). Twice weekly targeted teaching for English and Maths by our most experienced teachers to provide a small group of pupils the support they need to meet the end of Key Stage 2 expectations.</p>	<p>1, 3 & 4</p>
<p>Read Write Inc interventions: Fast Track Phonics, Comprehension and Fresh Start. Read Write Inc £4,361</p>	<p><i>'Reading is the gateway to learning. It is the key to pupils' future academic achievement and wellbeing.'</i> (Ofsted April 2022). Twenty hours per week of targeted intervention in phonics, spelling, reading and writing Read Write Inc takes place across the school. Groups are taken by our specialist support staff to support pupils in closing the gap and to help meet the expected standard for their age.</p>	<p>1, 3 & 4</p>
<p>Maths Numicon training, resources and KS2 weekly interventions. £2106 for training, resources and intervention costs.</p>	<p>Linked closely to the NCETM and WhiteRose curriculum the use of Numicon supports the EEF recommendation that children have dedicated time throughout the day ; encouraging regular fluency and number practice. Based on a concrete-pictorial-abstract approach, <i>Numicon</i> uses structured imagery and apparatus to help children explore and understand mathematical concepts.</p>	<p>1, 3 & 4</p>
<p>Sixth form mentoring programme. No cost</p>	<p>30 minutes per week with PP pupils to improve confidence and help raise attainment amongst Year 6.</p>	<p>3 & 4</p>



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	<i>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. (EEF)</i>	
Identify and support the needs of PP pupils in Reception and Year 1 with speech and language difficulties. No Cost	The Reception (aged 4 – 5) Nuffield Early Language Intervention (NELI) Programme, through several robust EEF trials, has been shown to improve children’s oral language and early literacy skills. Nuffield Early Language Intervention (NELI) in Reception and Year 1 provides specific target intervention for each identified groups of pupils.	1,3&4
Sensory and Physical intervention. £500	30 minutes weekly carried out by our PE specialist focussing on fine and gross motor activities to help improve coordination and balance.	3,4 & 6
Sensory Circuits £1,170	Daily energise intervention involving a sequence of physical activities that are designed to alert, organise and calm.	3,4 & 6
Book Club £200	<i>‘Reading is the gateway to learning. It is the key to pupils’ future academic achievement and wellbeing.’</i> (Ofsted April 2022). A weekly club for the more able Year 5 & 6 readers explores high level texts and gives pupils the opportunity to discuss, explore and comprehend advanced texts.	1, 3 & 4

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

Budgeted cost: £ 10, 412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Education Plans/ Pupil Premium Passports £200	By creating a specific and individual plan with SMART targets, pupils, parents and staff will be able to work towards specific and achievable goals.	3, 4, 5 & 6



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<p>Emotional Literacy Support Assistance (ELSA) £2, 808</p>	<p>Children sometimes need support to express their emotions, deal with challenges they face. Our dedicated ELSA teacher is able to provide this support to pupils that are referred. By enabling children to feel safe, secure and happy, we are providing the conditions for them to be ready to learn.</p>	<p>5 & 6</p>
<p>Draw and Talk Therapy for identified PP pupils. £1404</p>	<p>Specialist Draw and Talk therapy to be provided for those pupils who are low in self-esteem and finding it difficult to communicate their feelings. Art and drawing can be used to create a calming atmosphere where they may be able to express their feelings and emotions through drawing.</p>	<p>5 & 6</p>
<p>Breakfast Club for Vulnerable Pupils £1,500</p>	<p><i>Breakfast clubs can help pupils' punctuality. Breakfast clubs can be a way of encouraging pupils to get to school on time. Providing breakfast free of charge can encourage parents to let their children come in earlier. Pupils generally like the food on offer and the opportunity to mix with their friends before lessons. (DfE)</i></p>	<p>5 & 6</p>
<p>Enrichment days, subsidized trips & extra-curricular clubs/music lessons given to families. £3500</p>	<p>The evidence in the Toolkit from the EEF suggests that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience. <i>(EEF Toolkit)</i></p> <p>Giving pupils the opportunity to benefit from a wide range of enrichment opportunities enhances their learning, improves their cultural capital and supports their personal development.</p>	<p>1,3,4 & 6</p>
<p>Remote learning resources, IT & support with uniform if required. £500</p>	<p><i>Studies by the Joseph Rowntree Foundation show children living in poverty face stigma resulting from an inability to afford uniforms and basic school supplies, this can negatively</i></p>	<p>3,4 & 6</p>



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	<p><i>impact their well-being, confidence, and academic engagement.</i> Providing a child with the necessary means to access remote learning removes the socio-economic barrier to learning.</p> <p>As well as IT and school resources, the College Librarian also provides pupils with High quality texts from Author visits or book competitions.</p>	
<p>Parental Support Hub Programme -using external services, school staff and the health service to provide parental workshops and consultations.</p> <p>£500</p>	<p>Parents are the primary educators of their child. By supporting parents to develop their skills in supporting their child's education at home, disadvantaged pupils will make accelerated progress.</p>	<p>3,4,5 & 6</p>

Total budgeted cost: £26, 749



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.

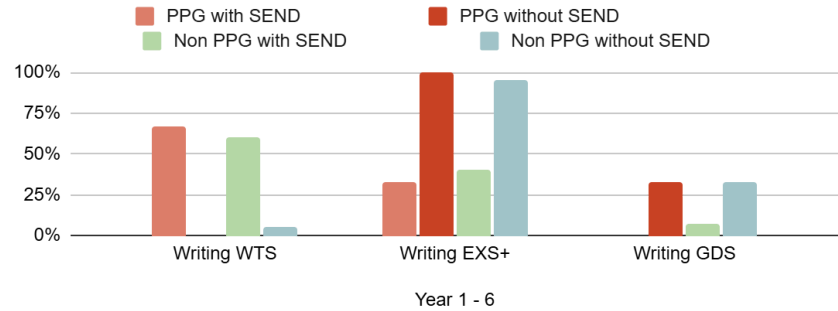
	Intended Outcome	Success Criteria																				
1	<p>Improve PP pupil outcomes in Reading. Raise attainment in Reading for PP pupils so that they make expected or better than expected progress and in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● PP pupils to attend Read Write Inc interventions. ● Termly Pupil Progress meetings. ● PP pupils to be on track year on year for the end of each Key Stage target. ● By the end of Key Stage 2, PP pupils' attainment in Reading is equitable to their peers. ● PP pupils enjoy reading. 																				
	<p>Evaluation July 2025</p>	<p>There was 1 PP pupil in Year 6 who made excellent progress over Key Stage 2 achieving greater depth in reading at the end of KS2.</p> <p>Reading attainment at the end of the academic year 2024-25 across Years 1 to 6 is summarised below.</p> <ul style="list-style-type: none"> ● PP with SEND (3 pupils): 33% at expected standard, 67% working towards. No pupils at greater depth. This remains a key focus group for additional support. ● PP without SEND (6 pupils): 100% at expected standard or above, with 83% at greater depth - demonstrating excellent outcomes and strong impact of targeted support. ● Non-PP with SEND (15 pupils): 67% at expected standard, 33% at greater depth. Outcomes show secure progress, though further phonics and comprehension intervention will support consistency. ● Non-PP without SEND: 97% at expected standard, 56% at greater depth — a very strong picture of attainment. <p>Reading</p> <table border="1"> <caption>Reading Attainment Data (Year 1 - 6)</caption> <thead> <tr> <th>Category</th> <th>PPG with SEND</th> <th>Non PPG with SEND</th> <th>PPG without SEND</th> <th>Non PPG without SEND</th> </tr> </thead> <tbody> <tr> <td>Reading WTS</td> <td>67%</td> <td>33%</td> <td>100%</td> <td>97%</td> </tr> <tr> <td>Reading EXS+</td> <td>0%</td> <td>0%</td> <td>83%</td> <td>56%</td> </tr> <tr> <td>Reading GDS</td> <td>0%</td> <td>0%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	Category	PPG with SEND	Non PPG with SEND	PPG without SEND	Non PPG without SEND	Reading WTS	67%	33%	100%	97%	Reading EXS+	0%	0%	83%	56%	Reading GDS	0%	0%	100%	100%
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Reading GDS	0%	0%	100%	100%																		



	<p>Overall, disadvantaged pupils without SEND are achieving exceptionally well. The main priority remains closing the attainment gap for PP pupils with SEND, through targeted reading interventions, consistent adult support, and continued focus on vocabulary and comprehension.</p> <p>The Pupil Premium Grant was also used to fund the cost of the Read Write Inc interventions, which our disadvantaged pupils who are not achieving the expected standard attend. These interventions are effective and will continue throughout the 2025-26 academic term.</p>
<p>2 Improve PP pupil outcomes in Writing. Raise attainment in Writing for PP pupils so that they make expected or better than expected progress and in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● PP pupils to attend Read Write Inc interventions. ● PP pupils in Year 6 attend writing intervention with specialist teachers . ● PP pupils to be on track for their end of each Key Stage target. ● By the end of Key Stage 2, PP pupils’ attainment in Writing is equitable to their peers. ● PP pupils enjoy Writing.
<p>Evaluation July 2025</p>	<p>There was 1 PP pupil in Year 6, who achieved the expected standard in Writing. The attainment in writing is generally in line with their peers but this is a small sample size.</p> <p>Writing outcomes across the school remain strong overall, with the majority of pupils meeting or exceeding the expected standard.</p> <ul style="list-style-type: none"> ● PP with SEND (3 pupils): 33% are working at the expected standard and 67% working towards. None are currently achieving greater depth. This remains a small but important focus group for targeted writing support, particularly in sentence construction and spelling. ● PP without SEND (6 pupils): 100% are achieving the expected standard or above, with 33% working at greater depth. This shows strong progress and impact of focused feedback and writing interventions. ● Non-PP with SEND (15 pupils): 40% are at the expected standard and 7% at greater depth, with 60% still working towards. Continued emphasis on handwriting, composition, and scaffolding will help raise attainment further. ● Non-PP without SEND: 95% are at the expected standard and 33% at greater depth — strong attainment across the majority of the cohort.



Writing



Overall, outcomes for non-PP pupils remain strong and consistent. Disadvantaged pupils without SEND continue to perform well, indicating effective classroom support. The key priority remains improving writing outcomes for SEND and PPG+SEND pupils through targeted support, modelling, and increased opportunities for extended writing and editing.

3 Improve PP pupil outcomes in Maths. Raise attainment in Maths for PP pupils so that they make expected or better than expected progress and in line with their non-disadvantaged peers.

- PP pupils to attend White Rose interventions where necessary.
- PP pupils targeted to achieve a greater depth standard in Maths.
- PP pupils to be on track for their end of Key Stage target.
- By the end of Key Stage 2, disadvantaged pupils' attainment in Maths is equitable to their peers.
- PP pupils enjoy Maths.

Evaluation July 2025

There was 1 PPG pupil in Year 6, who made excellent progress and achieved the greater depth standard in Maths. In terms of progress this PPG pupil has made considerably more progress than their peers.

Mathematics attainment across the school is strong overall, with the vast majority of pupils achieving the expected standard or above.

- **PP with SEND (3 pupils):** 67% are working at the expected standard, with 33% still working towards. None are currently working at greater depth. This represents a positive picture compared with writing and reading, but further focus on reasoning and problem-solving is needed to secure sustained progress.
- **PP without SEND (6 pupils):** 100% of pupils are achieving the expected standard or above, with 50% reaching greater depth. This reflects highly effective targeted



	<p>support and strong teaching of mathematical fluency and reasoning.</p> <ul style="list-style-type: none"> ● Non-PP with SEND (15 pupils): 53% of this group are at the expected standard, with 13% at greater depth. Although progress is evident, this remains a focus group for consolidation of core number skills and application in unfamiliar contexts. ● Non-PP without SEND: 95% of pupils are achieving the expected standard, with 44% reaching greater depth. This demonstrates very strong attainment and consistency in quality-first teaching. <p>Maths</p> <table border="1"> <caption>Maths Performance Data (Year 1 - 6)</caption> <thead> <tr> <th>Category</th> <th>PPG with SEND</th> <th>PPG without SEND</th> <th>Non PPG with SEND</th> <th>Non PPG without SEND</th> </tr> </thead> <tbody> <tr> <td>Maths WTS</td> <td>~30%</td> <td>0%</td> <td>~45%</td> <td>~5%</td> </tr> <tr> <td>Maths EXS+</td> <td>~65%</td> <td>100%</td> <td>~50%</td> <td>~95%</td> </tr> <tr> <td>Maths GDS</td> <td>0%</td> <td>~50%</td> <td>~10%</td> <td>~45%</td> </tr> </tbody> </table> <p>Overall, outcomes for non-PP pupils and PP pupils without SEND are very strong, with high proportions working at or above the expected level. The main area for development remains SEND pupils, particularly in applying mathematical reasoning and problem-solving independently. Targeted support, structured interventions, and continued use of manipulatives will help to consolidate understanding and raise outcomes further.</p>	Category	PPG with SEND	PPG without SEND	Non PPG with SEND	Non PPG without SEND	Maths WTS	~30%	0%	~45%	~5%	Maths EXS+	~65%	100%	~50%	~95%	Maths GDS	0%	~50%	~10%	~45%
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<p>4 Maintain improved attendance amongst PP pupils in line with the whole school attendance target of 96% (24/25)</p>	<ul style="list-style-type: none"> ● School will work with parents to raise the attendance of our disadvantaged pupils. ● The EWO and Inclusion lead support parents to improve attendance. 																				
<p>Evaluation July 2025</p>	<p>At the end of the 2024-25 academic year the attendance of our disadvantaged pupils increased from 94.7% to 95.97%. The attendance of our non disadvantaged pupils was 97%. This means that although careful monitoring of PPG attendance has led to an increase it is still not in line with our college expectation of 96% (2024/5 College target).</p>																				



	<p>Raising the attendance of PP pupils to be in line with school expectations of 98% remains a key focus area for the 2025-26 academic year.</p>
<p>5 Continued SEMH support to develop resilience, self-regulation and ensure emotional well-being is not a barrier to learning.</p> <p>Entitlement and enrichment, ensure that all pupils benefit from a culturally rich education that goes beyond academic development through the provision of extracurricular activities.</p>	<ul style="list-style-type: none"> ● Designated, specialised support will be scheduled and monitored. ● Staff will be trained in the Zones of regulation. ● An effective tracking of participation is established and monitored. ● Levels of engagement are in line with peers.
<p>Evaluation July 2025</p>	<p>As a school we achieved the Healthy Schools Bronze award. CALM spaces are in every classroom and Zones of Regulation strategies are on display for pupils to help self regulate. Lunchtime Nurture groups are in place helping pupils navigate social situations that they may find difficult.</p> <p>Pupil and Parent survey results indicate children are happy, feel safe and have strong relationships with trusted adults in school. Pupils have a positive attitude towards attending school and love of learning this is evident in the increase of attendance.</p> <p>All enrichment experiences, educational visits and clubs that were able to run were funded for disadvantaged pupils who needed support, this was reviewed on a case by case basis. 100% of our disadvantaged pupils have attended at least one extra-curricular club. Disadvantaged pupils were given support to fund residential visits by the pupil premium grant, where appropriate. Disadvantaged pupils have benefitted from a huge range of opportunities to build on their personal development and cultural capital.</p>



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL



	<p>Parents were kept informed of all local offers providing out of school activities, including the FUEL programme.</p> <p>The PPG school lead has met with parents of each disadvantaged pupil to put together education support plans. These plans are to be reviewed each year.</p> <p>Next year a key focus will be to introduce a parental support programme aligned to key themes identified by school and through parental surveys.</p>
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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
Fresh Start	Read Write Inc
Fast Track Phonics	Read Write Inc
ELSA	Achieving for Children
NELI	OxEd & Assessment
Numicon	Numicon

Service pupil premium funding (optional)

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

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



Further information (optional)

References:

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