



St. Richard's RC Primary School

Pupil Premium: Strategy Statement 2025-2028



This is the first statement of three detailing our school's use of pupil premium funding for the academic years 2025-2028 to help improve the progress and attainment of our disadvantaged pupils.

This report outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025/2026), and the effect that last year's (2024/2025) spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Richard's RC Primary
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	49.22
Academic years that our current pupil premium strategy plan covers	2025/2026 (this report) 2026/2027 2027/2028
Date this statement was first published	21/10/2025
Date on which it was last reviewed	
Statement authorised by	Mr Jonathan Murray (Headteacher)
Pupil premium lead	Mrs Andrea Toal
Link Governor	Ms J.Taylor

Funding overview (2025-26)

Detail	Amount
Pupil premium funding allocation this academic year inc. Early Years PPG	£331,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2025-26)	£331,040

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Vision

The Governing Body and entire staff team at St. Richard's RC Primary have high aspirations for all our children, and believe that every individual child, regardless of their background, can reach their full potential.

Through the establishment of high expectations of behaviour and academic excellence, our educational team across the age ranges aim to help pupils overcome barriers to learning, preparing them for the next phase of their education within St. Richard's, their future at high school and for later life.

We aim to develop the potential of each individual: physically, spiritually, emotionally and academically through rich, creative and experiential learning journeys, in an inclusive school environment that promotes respect, tolerance and resilience. We are proud to serve the local community within an ethos where children, staff, external agencies and parents work actively in partnership to enable all children to realise their full potential. Our mission is that we know, love and follow Christ by looking after each other and doing our best every day. This strategy is designed to help us accomplish this mission.

Our Aims

- To have a whole-school ethos of attainment for all, helping disadvantaged pupils overcome barriers to learning
- For children to operate as resilient independent learners and thinkers
- To provide a high-quality curriculum for all, inspiring a love of learning
- For children to value themselves and have high aspirations for their future

Our Strategy

St. Richard's is an inclusive school, where respect is a core value. As such, our disadvantaged and vulnerable pupils learn alongside their peers, accessing a broad and balanced curriculum whilst receiving targeted support in key areas, specific to the individual's needs. Our strategy focuses on the development of an effective and financially sustainable staffing structure, and the recruitment, deployment and continuous professional development of exceptional educators: teachers, teaching assistants, middle and senior leaders. We adopt evidence-based pedagogies and resources, which enable us to provide an outstanding standard of education for all pupils through: quality-first whole class teaching approaches, and high-impact targeted interventions, alongside wider pastoral strategies for those eligible for the Pupil Premium Grant.

Our Intentions

We intend to improve the educational outcomes for our disadvantaged pupils; close the attainment gap between them and their peers; and ensure that they are extremely well prepared for the next stage in their education and their future lives.

Challenges

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

Challenge number	Detail of challenge
1	Language barriers: A large proportion (53.74%) of our pupils in receipt of the Pupil Premium have English as an additional language (EAL) and some of our families do not have the resources required to provide a broad and rich experience of life beyond school. IMPACT: Children may not hear models of standard spoken English in the home and may not have the 'cultural capital' required to build a wide vocabulary. Language barriers make communication challenging and hinder progress in reading, limiting pupil access to the full curriculum.
2	Gaps in learning in core subjects: The educational progress of many disadvantaged pupils is affected due to a whole range of reasons (eg - lack of resources at home; a lack of quiet space to study, parental ability to assist, etc) IMPACT: In many cases, parents do not have the time or resources to support the learning of their child, therefore the children miss out on consolidating their learning and gaps become evident. Gaps in phonic knowledge and early reading skills are particularly evident in our pupils from reception up to Year 3, and we still have pupils in upper KS2 who have gaps in reading, writing and mathematical knowledge (and skills) as a result of disrupted early education during the COVID-19 pandemic.
3	SEND: 53.9% of our pupils who are eligible for the Pupil Premium Grant, also have an identified Special Educational Need or Disability. IMPACT: These pupils face all of the barriers above with the additional challenge of their specific individual needs.
4	Independent learning and long-term knowledge retention across the curriculum, particularly in foundation subjects: for many pupils, home support with learning is limited and pupils lack metacognitive strategies to assist with their own learning IMPACT: Learning is not reinforced and forgotten over longer periods
5	Opportunities for engagement and enhanced learning (enrichment) in extra-curricular activities beyond the classroom.
6	We will continue to pay additional regard to higher-attaining pupils who are Pupil Premium eligible, remove barriers to their learning to ensure that their progress and attainment is maximised.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For our disadvantaged pupils to have the same broad vocabulary, effective English language structures, and confidence in communication as their non-disadvantaged peers.	- All PP children in Nursery will have been screened before end of the academic year 2025-6 using 'WellComm' (a speech and language toolkit which identifies starting points and tracks progress, identifying areas of concern in language, communication and interaction) - All PP children in Reception will have been re-screened in Autumn term 2025 - Intervention programmes will have been implemented based on individual needs. - Those PP pupils identified with additional needs will have been referred to a SALT for further exploration of challenges (Speech Bubble interventions)
Improved phonics knowledge and early reading skills of those in receipt of the PPG.	Gaps in phonics knowledge and early reading progress will have been addressed and outcomes for pupils in receipt of Pupil Premium will be in line with their non-PP eligible peers. There will be no significant gap in outcomes between all pupils and PP pupils and both will be close to national averages.
Disadvantaged pupils make excellent progress in reading (decoding and comprehension skills) in order that they can access the full curriculum and be ready for the next stage of learning.	Disadvantaged children will have received daily, targeted reading skills lessons and interventions in reading through daily 1:1 reading opportunities and pre-teach sessions. Disadvantaged pupils will have had free access to a wide variety of high-quality and inspiring books. Disadvantaged pupils will have had a positive progress score that is broadly in line with their non-disadvantaged peers. PP pupils with significant gaps or additional need in reading will have accessed the NESSY reading programme.
For pupils to be skilled and ambitious learners across the curriculum, who retain knowledge,	Pupils in receipt of the PP will have attainment across the curriculum which is in line with their non-disadvantaged peers.

know their next steps and how to get there. An approach is adopted whereby pupils are given adequate time and resources to be secure in their learning before moving on.	Pupils will have received explicit teaching of metacognition and self-regulation strategies and will be able to apply these independently. Retention of knowledge and skills will be evident through 'Sticky knowledge' quizzes. Sequenced learning journeys will show pupil progress across topics and subjects. Pupils will have received adequate time, teaching and resources to achieve objectives before moving on.
Improved outcomes for pupils with SEND	Pupils will have met SMART targets on their one-page profiles, review meetings will have taken place, and new targets will have been set, specific to the child. External agencies will have been involved where necessary.

Activity in this academic year (2025-26)

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

Teaching:

Delivering high quality, whole-class teaching, along with effective feedback and targeted interventions remains a priority at St Richard's.

Budgeted cost **£230,335**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school oracy curriculum to support and develop oracy skills	EEF: Oral Language Interventions (+6 months progress)	1,2,5,6
Mathematics CPD Training and resources from the NCETM - 'Ready to Progress' criteria (refresher training)	EEF: Mastery Learning (+5 months progress) EEF: Feedback (+6months progress)	1,2,3,4

CPD on key areas of maths for teachers, specific to the learning needs within their class Resources: White Rose Maths training webinars and WRM Premium resources. NCETM's videos and PowerPoints	EEF: Metacognition and self-regulation (+7 months progress) WRM: £270 p.a.	
Writing: Refine the writing process to improve independent writing outcomes across the school (integrate talk for writing/oracy opportunities into writing lessons) Moderation of Writing Training (internal and external) for all teachers Further refinement of Long-Term Writing Plans to ensure features of each genre are systematically taught in each year group.	Writing CPD: £150	1-4, 6
WellComm training for EYFS staff Purchase resources to support language acquisition and communication: - books for the whole school - role play and outdoor play resources for EYFS Investment in the 'Speech Bubble' programme and the relevant training for staff.	EEF evidence base: Oral language interventions (+6 months progress esp. for younger and disadvantaged pupils, text led interventions and delivery by trained TAs) Early years interventions (+5 months progress (esp. for children from low income families and when delivered by trained adults who interact with children)) Books £2,114 EYFS £4,184 Speech Bubble See pg. 9	1, 2, 3

'Learning Journey' approach to teaching and learning for subjects (and topics within subjects) whereby pupils have a clear overview of the sequence of their learning. Timely, effective feedback, through the school's marking codes, provided to improve outcomes and identify next steps.	EEF: Feedback (+6months progress) EEF: Metacognition and self-regulation (+7 months progress)	2,3,4
Purchase of significant numbers of new Phonic ('Bug Club') Reading Scheme resources. Streamed phonics teaching within year groups from R-Year 4	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics Essential £470 (whole class teaching pack & e-books)	1,2,3
Daily, 30-minute reading skills lessons delivered. Broad range of reading books provided for pupils to read in school and at home.	EEF evidence: Reading comprehension strategies (+6 months progress esp. for upper primary pupils)	1,2,3,4,6
Effective deployment of teaching assistants to support disadvantaged pupils in core subjects. Deliver split provision during parts of the day.	EEF: Teaching assistant interventions (+4 months progress) EEF: Within class attainment grouping (+2 months progress) £225,531	1,2,3,4,6
Staff training on metacognition and self-evaluation strategies	EEF: Metacognition and self-evaluation (+7 months progress)	4
Staff training on safeguarding for additionally vulnerable pupils and mental health/well-being	EEF: Social and emotional learning (+4 months progress)	3

Training and resources for EYFS and KS1 staff as part of Manchester LA's 'Flying Start' project.	EEF: Parental Engagement (+4 months progress)	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£153,456**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support assistants for disadvantaged pupils with SEND	EEF: 1:1 Tuition (+5 months progress) EEF: Behaviour Interventions (+4 months progress) EEF: Social and Emotional Learning (+4 months progress) Supply costs: £67,869 1:1 £85,587	1,2,3,4
TA support across the curriculum to address gaps in learning	EEF: Teaching assistant interventions (+4 months progress) EEF: Within class attainment grouping (+2 months progress)	2,3

Wider Strategies

Budgeted cost: **£24,929**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing more collaborative work in the classroom	EEF: Collaborative learning approaches (+5 months progress)	1,2,3,4

Introduce peer-tutoring within classes	EEF: Peer Tutoring (+5 months progress)	1,2,3,4
Improved parental engagement through involvement in 'Flying Start', also through school website improvements (Early Help Offer), weekly school newsletter, class assemblies and 'Stay and Pray' sessions	EEF: Parental Engagement (+4 months progress)	1-5
External agency support: CAHMS, Educational Psychology services. Speech and language support services	EEF: Behaviour Interventions (+4 months progress) EEF: Social and Emotional Learning (+4 months progress) EEF evidence base: Oral language interventions (+6 months progress) EP/SALT/Dyslexia Assessment £7,888	2,3
Significant extra-curricular activity will be undertaken in 2025-26, extending the scope of personal development opportunities for PP eligible pupils, ensuring they are proportionately represented (target of 50% PP pupils per club)	EEF: Arts participation (+3 months progress) Physical activity: (+1 month progress) (Mainly staffed internally) £463	5
Enrichment activities through out of school trips and visitors into school (workshops) to support engagement and attainment in a broad and balanced curriculum	EEF: Arts participation (+3 months progress) EEF: Collaborative learning approaches (+5 months progress) £16,578	1-6

Total budgeted cost: £408,720

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aims (2024/2025)	Implemented	Outcomes
To provide good pastoral care	Wellbeing activities were carried out in classes as part of RHE and PSHE lessons Safeguarding training for all staff was delivered.	Pupils are more aware of mental wellbeing, and the vast majority are able to self-regulate effectively. Safeguarding assessments with staff demonstrated effective safeguarding knowledge.
To ensure Nursery and Reception children rapidly regain language comprehension	EYFS were trained on the WellComm screening resource and the programme is up and running in Nursery and reception	Staff feedback has been positive and pupil progress is evident. WellComm will continue to be used next year.
To ensure KS1 children continue to develop phonics knowledge to aid early reading	Phonics groups were streamed so all learning needs could be effectively targeted.	71% of pupils in receipt of the PPG passed the phonics screener in 2025. For those who didn't, progress was still evident, and targeted support will be put in place for these pupils as they enter Year 2.
To identify any class and/or pupil groups with significant gaps in learning and ensure that adequate support is directed towards them.	Ongoing formative assessments were carried out by teachers. 'Rising Stars' summative assessments were administered and outcomes were analysed to inform future planning and action plans. Accelerated Reader, NESSY, Mathletics and TTRS, were purchased to assist with identifying and reducing gaps in learning in reading and maths. Weekly Speech and Language provision was provided by a qualified speech and language therapist. Support staff were allocated based on the needs of pupils.	Outcomes across school for PP pupils are broadly in line with their non-PP peers. For some pupils, SEND needs impact on progress and these specific needs are being targeted through One Page Profiles and monitored closely by the class teachers and SENDCo. Due to EAL needs, language acquisition remains a priority in the Early years; language development and understanding thereafter.

Outcomes for Pupils in Receipt of the Pupil Premium Grant for the Academic Year 2024/2025

GLD achieved at the end of EYFS	52% of pupils at St. Richard's met the Good Level of Development (GLD) standard which is similar to that of the Local Authority (54%) for pupils in receipt of the Pupil Premium grant.	
Year 1 Phonics Screening	71% of pupils in receipt of the Pupil Premium Grant met the standard in the Year 1 Phonics Screening Check which is higher than that in the Local Authority (67.8%) and broadly in line with that of their non-disadvantaged peers in our school. (72.4%)	
Year 6 KS2 SATs Outcomes 2025 (29 Pupils in Receipt of the Pupil Premium)		
	Expected Standard +	Greater Depth Standard
Reading	90%	41%
Reading outcomes at the end of KS2 for pupils in receipt of the PPG are very high and well above the local authority and national figures for the same group, at both the Expected and Greater Depth levels. Local Authority: 65% EXS+ and 23% GDS National: 63% EXS+ and 15% GDS Our reading results for our PP pupils are 16% higher than for ALL PUPILS nationally (74%)		
	Expected Standard +	Greater Depth Standard
Grammar, Punctuation and Spelling (GPS)	90%	62%
GPS outcomes at the end of KS2 for pupils in receipt of the PPG are very high and well above the local authority and national figures for the same group, at both the Expected and Greater Depth levels. They are 21% higher than All PUPILS nationally.		

	Expected Standard +	Greater Depth Standard
Maths	79%	28%
Outcomes for pupils in maths are well above those for the same group in the Local Authority and nationally, at both the expected level (63.6% LA, 61% National) and greater depth level (17% LA, 15% National). Outcomes are also above those for ALL PUPILS nationally at both the expected and greater depth levels.		
	Expected Standard +	Greater Depth Standard
Writing	72%	10%
Writing outcomes for those in receipt of the PPG are broadly in line with those of their non-disadvantaged peers within school and well above the same group in the LA (57.4%) and nationally (59%). They are the same as those for ALL PUPILS nationally.		

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
Mathletics	3P Learning
TTRS	Edtech UK
Accelerated Reader	Renaissance Learning
Systematic Synthetic Phonics resources	Bug Club Phonics