Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 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	More Park Catholic Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	LGB
Pupil premium lead	Deborah Seal (Headteacher)
Governor / Trustee lead	Teresa Ostridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,747
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	£45,727

Part A: Pupil premium strategy plan

Statement of intent

'*With God's love, we can be our best*'

At More Park every child is encouraged and supported to build on their previous best and to live out our mission statement. We aim to create opportunities to develop independence, confidence and understanding, recognising that everyone has their own unique gifts and talents bestowed on them by God. The focus of our pupil premium strategy is to support disadvantaged pupils to maximise their attainment and make good progress in all areas of the curriculum.

Our curriculum provides pupils with a breadth of knowledge, promotes curiosity and gives them the skills and attitudes necessary to be successful in the next stage of their school life. It also enhances and develops pupils' cultural literacy, helping them to know the key facts of the society in which they live.

High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap. Rigorous assessment enables us to plan additional specific interventions. From the moment pupils start in our school, we immerse them in language, giving them the opportunity to develop their vocabulary and oracy skills.

Quality pastoral care is also vital in helping to close the attainment gap at More Park. All staff know our families and pupils well, which enables us to provide a comprehensive approach based on need.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils generally have greater difficulties with phonics in comparison to their peers. This negatively impacts their development as readers and their ability to access the curriculum.
2	Triangulated evidence from monitoring activities demonstrates that disadvantaged learners do not attain as highly or make as much progress as their peers in Reading, Writing and Maths.
3	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Disadvantaged pupils also have higher levels of persistent absenteeism.
4	Emotional wellbeing needs are a barrier to learning.

Intended outcomes

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

Intended outcome	Success criteria
Improved phonics attainment among disadvantaged pupils	Phonics outcomes in line with national
Improved RWM attainment for disadvantaged pupils, particularly those in Y4 who have fallen behind.	The gap between disadvantaged pupils and their peers is diminishing. The % of disadvantaged pupils at 'EXS' is in line with the national average.
To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.	Improved level of attendance is sustained, and persistent absenteeism is reduced and in line with national averages.
Pupils with emotional barriers have been identified and appropriate support is in place.	Wellbeing and involvement are improved as indicated on Leuven Scales assessments and pupil voice. Pupil Voice shows positive view of school life. Improved attendance (see above)

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: £4,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional Little Wandle support materials & decodable books	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 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1 & 2

Refresher training for all staff on Little Wandle and full training for new staff	CPD in the chosen phonics programme should be given to all staff to ensure a consistent approach to the delivery of phonics, as outlined in the DfE Reading Framework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1 & 2
Purchase resources to support maths interventions with a focus on number fluency. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund release time for teachers to enable them to access Maths hub resources 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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	2

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver in school bespoke interventions in phonics and R, W & M	Tuition targeted at specific needs and knowledge gaps can be an effective meth-od to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1 & 2
Provide school-led tutoring for R, W & M	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice and ensuring that Trust-wide strategies are fully implemented.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	3
Employ full time Pupil Welfare lead to provide in house support for pupils and to help families access external support.	Research has found that preventative and early intervention activities will help to enable all children to have full access to educational opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3 & 4

Total budgeted cost: **£ 45,747**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Progress towards intended outcomes Sept 2025

Intended outcome	Success criteria	Actual Outcomes Sept 2025
Improved phonics attainment among disadvantaged pupils	Phonics outcomes in line with national	In Y1 100% of disadvantaged pupils passed the phonic screen.
Improved RWM attainment for disadvantaged pupils, particularly those in Y6 who have fallen behind.	The gap between disadvantaged pupils and their peers is diminishing. The % of disadvantaged pupils at 'EXS' is in line with the national average.	In KS1 100% achieved EXP in reading. In Y4, 75% of pupils achieved 20+/25 in the MTC. In KS2 50% achieved EXP in reading, writing and maths combined.
To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.	Improved level of attendance is sustained, and persistent absenteeism is reduced and in line with national averages.	Attendance for disadvantaged pupils in 2024/25 was 94.2%; the number of disadvantaged pupils who were persistently absent decreased to 12%.
Pupils with emotional barriers have been identified and appropriate support is in place.	Wellbeing and involvement are improved as indicated on Leuven Scales assessments and pupil voice. Pupil Voice shows positive view of school life. Improved attendance (see above)	Disadvantaged pupils continued to receive support from the Pupil Welfare Team. This helped to reduce barriers to learning by improving attendance and well-being; consequently, outcomes improved.