

## SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do as  
we follow the Gospel values of Jesus Christ.*



*Together, we will do our best for Jesus.*

## PUPIL PREMIUM STRATEGY 2025-2026

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

# Pupil premium strategy statement

## Springhill Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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	654
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 Year 3
Date this statement was published	December 2025
Date on which it will be reviewed	Annually - November
Statement authorised by	R Ashworth
Pupil premium lead	R Ashworth
Governor / Trustee lead	R Magee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,710
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£154,710
<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>	

## Part A: Pupil premium strategy plan

### Statement of intent

At Springhill Catholic Primary School, our unwavering vision is built on the belief that socioeconomic background should **never** be a barrier to achieving exceptional outcomes. As an outstanding primary school, our core moral purpose is not just to maintain high standards, but to ensure equity and eliminate any remaining gaps between our disadvantaged pupils and their peers nationally.

We are committed to using the Pupil Premium allocation strategically, focusing on evidence-based approaches to accelerate progress, overcome non-academic barriers, and enrich the cultural capital of every disadvantaged child.

Our pupil premium strategy focusses on closing the gaps, allowing gaps not to open and supporting the wellbeing and engagement of our children and families as well as removing barriers for learning. Our ultimate objective is to close the gap between the socially disadvantaged pupils and their peers by removing barriers to learning, thus enabling all the children to achieve their full potential, regardless of their ability.

Specialist teachers for Music/Sport are employed to deliver a high-quality wider curriculum to all children, providing them with essential cultural capital they need to be successful in life. A pupil premium dedicated teacher is also employed to help close the gaps when extra support is needed.

We continuously strive to improve our practice and in turn the children's progress. We have therefore trialled a number of strategies over the years and the ones that we continue to use are supported by evidence; be it through our own research or through research carried out by EEF, Sutton Trust or Sheffield Pupil Premium Action Research.

Ofsted 2022 – 'Parents particularly commend the pastoral support that staff provide daily. This Inspection report: Springhill Catholic Primary School 1 and 2 March 2022 3 includes the provision for pupils with special educational needs and/or disabilities (SEND). These pupils are provided with excellent support that meets their carefully identified needs. This is seen both inside the classroom, as well as in the specific interventions that help pupils with SEND achieve highly.'

## Challenges

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

Challenge number	Detail of challenge
1	27% of the children on the SEND register are eligible for pupil premium. This compares to 38.3% nationally (July 2024 – there is not more recent data at present). Records and observations show that our children who are PP with SEND generally struggle more than the other SEN categories.
2	National data shows an increased attainment gap between PP children and non-PP children. Strong tracking across the core subjects in a data rich way to ensure next steps for PP children are essential to catch children quickly if they are off target and to address any gaps.
3	The school has seen an increase in PP numbers and families requiring extra support. National data shows that in 2024, nearly 2.2 million pupils were eligible for free school meals, almost a quarter of all pupils. Some of these families hit crisis points and require support as observations show low attendance, attainment and wellbeing for this group of children.
4	Past attendance data shows that our disadvantaged pupils have lower attendance than their non-disadvantaged peers. Whole school attendance for 2024-25: Whole school = 97.4% Pupil premium children = 96.6% This is a slight increase from last year of 0.6%. Research shows that 'every day matters' in school. We continue to work hard to ensure the gap closes.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities or tricky home life situations. This impacts on their attainment in school.
6	Observations and discussions show that more often than not, parental engagement for children eligible for PP is low. This impacts on the children's attainment as they don't see the value in education and little support is offered at home.

## 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>Increase the % of PP children matching or exceeding non-PP children in progress in core subjects.</p> <p>Barriers to learning removed enabling children to fully participate in learning.</p>	<p>The end of year percentage of children achieving equal or better progress than non-PP pupils in core subjects will be 90% or higher.</p>
<p>Barriers to participation is removed enabling children to fully participate in the fuller life of the school gaining valuable cultural capital.</p>	<p>All the disadvantaged children will fully engage in all the school activities e.g. attend a sporting trip, attend all school trips and attend a club.</p>
<p>All the disadvantaged children will have extra opportunities to read at school and reading for pleasure will be promoted throughout the school. Homework club will be provided for the children who are not supported with this at home.</p>	<p>All the PP children will achieve at least two reading badges/gems during each academic year.</p> <p>All the PP children will complete their weekly homework.</p> <p>Increase in the amount of PP children achieving ARE or above in the core subjects from the baseline in 2025.</p>
<p>To achieve and sustain improved attendance and punctuality for all, especially for our disadvantaged pupils.</p>	<p>Number of late arrivals will decrease and:</p> <ul style="list-style-type: none"> <li>• Overall attendance will increase to 96.5%.</li> <li>• The percentage of pupils persistently absent will decrease to below 5%.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils but particularly the disadvantaged.</p>	<p>By July 2025, pupil voice and teacher observations will show an increase in wellbeing with increased participation in enrichment activities.</p>

## 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: £30,462

Activity	Evidence that supports this approach	Challenge number (s) addressed
Purchase of standardised diagnostic assessments.	<p>Standardised test can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	2
Ongoing CPD for staff around active learning, teaching and learning and 'Trauma Informed Classroom' to ensure no learning time is wasted.	<p>Active learning has strong evidence to show improvement in pupils' attainment. Research for trauma approaches also shows much better engagement of children in lessons and therefore better outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Tom Sherrington's Walkthrus training in place to continue to further improve teaching and learning in the classroom.</p> <p><a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a></p> <p>Learning behaviours are essential in order to engage in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours?utm_source=/guidance-for-teachers/learning-behaviours&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours?utm_source=/guidance-for-teachers/learning-behaviours&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p>	2, 5
After-school group teaching and in school tuition focussed on maths, literacy and phonics skills help to ensure children	<p>After school groups and in school tuition are small and focussed. In Year 2 and Year 6, additional teachers in place to further reduce class sizes. EEF research shows that small group tuition generally adds 4 months of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

don't fall further behind and in fact, catch up with their peers.		
Specialist teachers in music and sports.	Quality first teaching is evidenced as being the most beneficial use of funding. Through employment of specialist teachers, all children, including the disadvantaged, receive high quality teaching in these subjects.	2, 5

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

Budgeted cost: £90,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher in Year 2 and Year 6 ensure PP children have access to small group sizes.	An extra teacher in each year group for the mornings reduces the size of group 4 who are taught in small – 6-8 pupil group sizes for the core subjects. EEF suggests this adds 4 months of learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
Private EP and speech therapy specialists engaged to ensure our Children with SEND/PP have access to high quality support and the correct targeted interventions.	Pinpointing early on where learning may be difficult is essential to ensure no learning time is wasted and that an attainment gap does not appear. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1
PP teacher in place to run small group and 1:1 interventions and oversee homework.	Small group target teaching and interventions in place but a qualified teacher. EEF suggests this adds 4 months of learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1

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

Budgeted cost: £34,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home link worker/ELSA in place to increase parental engagement and support – improving the lives of our children eligible for PP.	<p>A home link worker/ELSA can carry out many functions which all have a good evidence base from the EEF as listed below.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3, 4,6
Music lessons, sports clubs and extra school trips provided for pupils to increase cultural capital and school engagement.	<p>Arts education and experience has an evidence base for improving pupils attainment especially in literacy. Enrichment also impacts on wellbeing and self-regulation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3

**Total budgeted cost: £155,796**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Internal school data shows that disadvantaged children are still closing the gap in their attainment when compared to their peers. The external data is shown below:

#### KS2 SATS 2024/25

	Reading		Writing		Maths	
	Springhill	National	Springhill	National	Springhill	National
<b>Whole Cohort</b>	ARE – 96%	ARE – 75%	ARE – 94%	ARE – 72%	ARE – 97%	ARE – 73%
	GDS – 65%	GDS – 33%	GDS – 29%	GDS – 13%	GDS – 52%	GDS – 26%
<b>Disadvantaged</b>	ARE – 89%	ARE – 63%	ARE – 83%	ARE – 59%	ARE – 89%	ARE – 61%
	GDS – 45%	GDS – 6%	GDS – 5%	GDS – 4%	GDS – 28%	GDS – 4%

#### Year 1 Phonics:

96.6% of all pupils passed (81% national).

83% of PP pupils passed (all apart from 1 pupil) (63% national).

#### Year 4 Multiplication:

	Full marks:	National average:
All pupils:	65%	37%
PP pupils:	57%	27%

**Attendance:**

**All pupils - Attendance**

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	570	97.4%	94.9%	Above	Relative improvement

**FSM6 - Attendance**

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	84	96.6%	92.6%	Above	In line

**Service pupil premium funding (optional)**

*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***

We currently receive service premium funding for 1 child.

**The impact of that spending on service pupil premium eligible pupils**

More settled emotionally and ready to learn.

Making good progress academically.