

St Vincent de Paul Catholic Primary School - Pupil premium strategy 2025-2028

This statement details our school's use of pupil premium funding for the 2024-2025 academic year 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 Vincent de Paul Catholic Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	24.1%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	March 2026 July 2026 October 2027 March 2027
Statement authorised by	Mrs L Salters
Pupil premium lead	Miss C Williams
Governor / Trustee lead	Mr C Gilbertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,265
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	£77,265

Part A: Pupil premium strategy plan

Statement of intent

St Vincent de Paul Catholic Primary School is a diverse, one form entry school, situated in the heart of Liverpool city centre. The school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding. The school promotes faith, family, respect, resilience, resourcefulness, responsibility and reflectiveness. It is a place where children of all ethnic backgrounds and religions find safety and respect for themselves, their families and their cultural traditions. The school is an inclusive environment providing for the needs of all pupils regardless of ability, gender or background.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Implement a curriculum which provides teaching and learning opportunities which meet the needs of all of our pupils.
- Support any pupils who are categorised as 'disadvantaged' or at risk of being unable to access learning effectively.
- Provide an effective provision for all pupils who belong to vulnerable groups, including ensuring that the needs of children who are in receipt of pupil premium funding are effectively identified and supported.
- Ensure all pupils are able to access the full range of school extra-curricular activities and events.
- In making provision for pupils, we recognise that not all pupils eligible for PPG will be disadvantaged.
- We also understand that not all pupils who are disadvantaged are registered or qualify for the PPG

In line with the EEF Guide, St Vincent's will adopt a tiered approach to Pupil Premium spending. They are as follows:

1. Quality First Teaching - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development and training.

2. Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

3. Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Challenges

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

Challenge number	Detail of challenge
1	Pupils with low attendance/punctuality levels require adequate support and challenge
2	Social, emotional and mental health needs affecting readiness to learn
3	Below average starting points in Phonics, Communication and Language and vocabulary in EYFS and KS1
4	Pupils at risk of falling behind in reading, writing and maths attainment
5	Limited exposure to enrichment, careers learning or cultural capital experiences for those with low aspirations
6	Pupils require consistent adaptive teaching to meet individual needs

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	Challenge number(s) addressed
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (97+ %). Monitoring of attendance by Attendance Lead, Attendance Officer and Nurture lead, communicating effectively with EWO services in order to increase PP pupils' attendance and a decrease in persistent absence.</p>	<p>1,2</p>
<p>To achieve and sustain improved wellbeing including effective emotional regulation for all pupils in school, particularly our disadvantaged pupils. To offer support required for families and pupils with SEMH needs through Nurture Lead, SENDCO, Educational Psychology Service, Family Support Service and Seedlings</p>	<p>Sustain high levels of wellbeing in 2025/26. SENDCo /Nurture lead and SLT identify and support families and children and work to alleviate barriers to learning This will be observed through qualitative data from student and parent wellbeing surveys. Low levels of bullying (CPOMS) Increased participation in enrichment activities among disadvantaged pupils. Improved pupil well-being through whole school culture, Zones of Regulation, mentoring, PHSE, social & emotional interventions/support and parent partnership etc. Pupils demonstrate improved attitudes to, and behaviour for learning.</p>	<p>2,5,6</p>
<p>For the children in EYFS and KS1 to develop phonics, vocabulary and speech and language to evidence strong early literacy</p>	<p>Quality training for EYFS staff in supporting children with early language skills, Speech, Language and Communication difficulties. Engagement with MAST and WellComm programmes to provide expert support. Early identification and strong communication between SALT team, SENDCO and EYFS teachers.</p>	<p>2,3,4</p>

<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p> <p>To ensure those children who have fallen behind receive targeted high-quality intervention monitored by intervention leader and SENDCo.</p>	<p>End of summer 2025 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</p>	4
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging broad and balance curriculum. Consistent adaptive teaching is evident across school</p>	<p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Pupils will aspire to pursue a variety of different opportunities, through focused pupil questionnaires, visitors and a focus on career choices. Engagement & participation in lessons will improve. This will be observed during learning walks, through the books and pupil voice. Ensure that pupils are provided with breadth and balance within the curriculum. Pupils individual needs are met through the application of adaptive teaching strategies in daily classroom practice</p>	2, 5

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment and Tracking Purchase of nationally benchmarked standardised diagnostic assessments (NFER) Subscription to Balance for robust tracking of all quantitative data.	NFER tests enable clear tracking of all pupils across the curriculum. This enables us to diagnose and address pupils who are falling behind on a summative basis. This information is then used within Pupil Progress meetings with teachers to investigate performance and set targets. Use of Balance teaching and learning tool to easily spot where the gaps in knowledge and understanding are, both for individuals and whole classes - so you can focus their learning around making each child as secure as they can be and therefore drive school improvement forward. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4
Reading		3,4
Embedding NCETM and Mastering Number in Maths curriculum	Teaching for Mastery approaches align with strong evidence for improving disadvantaged pupils' outcomes through structured teaching, reduced cognitive load, and conceptual coherence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3,4
Whole school approach to communication and language and oracy. MAST- communication and language interventions are provided on a 1:1 basis	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Our Speech and Language Therapist will work with us for 24 weeks of the year for a full day each week. This is to support the less experienced children and provides intensive work to	3,4

<p>and through group work</p> <p>Use of WellComm across EYFS for Communication and Language assessment and intervention</p>	<p>close the gap in communication and language so that they can access the whole EYFS curriculum.</p>	
<p>Adaptive Teaching</p>	<p>Quality teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Evidence from Education Endowment Foundation – Maximising Learning. Developing an enhanced and enriched vocabulary. Immersing our pupils in high quality texts to provoke curiosity and build rich schema across all areas of the curriculum. EEF research indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. 5ee9f507021911ae35ac6c4d EBE GTT EVIDENCE REVIEW DIGITAL.pdf (website-files.com) Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,6</p>
<p>Embedding 'Zones of Regulation' as an emotional regulation</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>1, 2, 6</p>

<p>curriculum and approach throughout whole school</p> <p>Transforming the universal KS2 pod area into a functioning sensory regulation space for emotional and physical regulation</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF “Special Educational Needs in Mainstream Schools” and “Putting Evidence to Work”</p> <p>DfE “High-Quality Teaching for SEND” and Pupil Premium guidance</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Read Write Inc Fresh Start Phonics intervention</p>	<p>3,4</p>
<p>Additional Maths support for identified children through targeted intervention</p> <p>Mastering Number catch-up sessions: Additional number sense and fluency support in EYFS/KS1.</p>	<p>Evidence of impact from previous year’s progress and the affect this strategy had on our previous pupils. EEF research shows that small group work can add up to 4 months impact. Strong evidence (EEF) shows small-group and 1:1 literacy interventions accelerate progress, especially for disadvantaged pupils. Teaching assistants can provide a positive impact on learner outcomes. We deploy them to target the areas of need for disadvantaged pupils:</p>	

<p>NCETM-based small-group maths: Targeted intervention addressing gaps in concepts, fluency, and reasoning.</p> <p>1:1 or paired tutoring for maths: Precision teaching to consolidate key concepts.</p>	<p>EEF evidence supports structured, small-group teaching and mastery approaches. Mastering Number targets core barriers such as fluency and subitising.</p> <p>https://educationendowmentfoundation.org.uk/news/implementing-effective-teaching-assistant-deployment</p>	
<p>Tracking of disadvantaged pupils' attainment Pupil progress meetings Identifying groups for targeted intervention in Maths and Reading</p>	<p>Balance gives us a robust system to monitor and track our pupils and groupings Targeted pupils to be discussed in depth in Termly Pupil Progress Meetings. This will be in relation to their targets, with a keen focus on those who are behind age-related expectations in 2024/25. All staff trained on following targeted interventions: Precision Teaching Lexia</p>	4
<p>Forest School sessions to build social communication and interaction skills amongst children</p>	<p>Forest school activities provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	2, 3, 5, 6
		4,5,6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of behaviour policy</p> <p>Creation of a behaviour expectations script for all staff and trainee teachers/students/visitors.</p> <p>Introduction of individual reward system, Class dojos</p>	<p>Continue to subscribe to CPOMS as this enables qualitative data to be collated for safeguarding and behavioural incidents, helping track patterns for disadvantaged pupils and implement interventions early on. Attitudes and Behaviour Reports to be compiled by Deputy Head.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Inclusive Attendance</p> <p>First day response</p> <p>Individual attendance analysis using SIMS (below 90%) – Regular attendance team meetings to discuss reasons for absence.</p> <p>Weekly meetings with EWO to advise on next steps</p> <p>Coffee Morning to raise parental awareness</p> <p>Well established before-school support such as breakfast club for pupils.</p>	<p>Inclusive Attendance to enhance attendance outcomes through a shared collective responsibility for supporting and elevating attendance outcomes by integrating values, vision and ethos of attendance into our daily actions. Attendance data indicates that effective progress and targeted supportive strategies are in place for all of our disadvantaged children.</p> <p>The AHT ensures everything is running smoothly on a daily basis and that all information is clear and concise, to ensure complete accuracy. Questions are raised if anything seems unclear and professional conversations are conducted from a senior leader level.</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

<p>Seedlings</p> <p>Zones of Regulation – whole school approach</p>	<p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Supporting Children’s Social, Emotional and Mental Well-being and Building Emotional Resilience. Staff across the school are consistently able to support our most vulnerable children with their increased knowledge of the theory and practice of Sensory and Emotional Regulation training. Staff have been trained in Zones of Regulation to help teach ‘self-regulation’ and this is a whole school approach that is being implemented throughout.</p> <p>Welfare of the Child meeting held weekly to profile groups, classes and individuals to see where they are in their social and emotional development and create action plans for those who need additional support. Nurture lead has developed the skills and knowledge to use Thrive and has implemented targeted action plans, choosing practical strategies and activities to help children manage their behaviour, build emotional resilience and become more open to learning. The progress is monitored and data-informed decisions are shared with key stakeholders.</p>	<p>2</p>
<p>To provide a plethora of opportunities and experiences available to all pupils</p>	<p>Continue to subsidise residential visits: as well as educational school day trips and extra-curricular activities. Extended school time encompasses purposeful changes to the school day or the school</p>	<p>5</p>

<p>Careers-related Learning Opportunities Skills builder</p>	<p>calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Extracurricular activities are an important part of education in its own right.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	

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.

End of KS2 Outcomes

In 2024-25, pupils in St Vincent de Paul performed below pupils locally and nationally in RWM combined; 40% achieved expected standard in RWM compared to 62% nationally. 23% of disadvantaged pupils achieved expected standard in RWM compared to 69% nationally.

GDS – 8% all pupils compared to 8% nationally

Disadvantaged 0% compared to 11% nationally

Reading

all pupils 84%, 74% nationally

Disadvantaged 85% compared to 80%

Higher Standard 36% compared to 29% nationally

Disadvantaged 15% compared to 33% nationally

Writing

48% all pupils compared to 72% nationally

31% disadvantaged to 78% nationally

Higher Standard 12% all pupils 13% nationally

Disadvantaged 0% compared to 16% nationally

Maths

52% all pupils 73% nationally

46% disadvantaged compared to 79% nationally

Higher Standard 16% all pupils compared to 24% nationally

0% disadvantaged compared to 29% nationally

Interventions

Neuro diversity Early Years team came in to support with timetables, interventions for specific children. SALT provide interventions for the children who we have concerns around in Speech and language. Several of our children access bucket time listening and attention activities.

‘WellComm’ – Communication and Language tool that assesses and supports children at the correct level in order to bring them closer to the expected age in months. All children now access this through teaching and learning targeted to their specific needs through assessment. This will also teach mathematical concepts such as long, short, first, last, positional language such as under, next to.

MAST- communication and language interventions are provided on a 1:1 basis and through group work with our Speech and Language Therapist Chris who works with us for 24 weeks of the year for a full day each week. This is to support the less experienced children and provides intensive work to close the gap in communication and language so that they can access the whole EYFS curriculum.

PSED intervention groups- Children are encouraged to develop sharing, turn-taking, understanding emotions to support emotional regulations, social skills and confidence and are also targeted during continuous provision time which in turn supports working in small groups.

Listening and attention intervention groups- consists of games and activities to encourage children to develop their listening skills and work on their ability to follow instructions.

Maths interventions- include rote counting forwards and backwards, touch counting, exploring mathematical resources and problem solving, number sense, supporting maths vocabulary, learning about a particular mathematical concept or addressing a misconception.

Phonics interventions- If children are struggling to remember any sounds taught then we can provide extra phonic time (where appropriate) with flash cards to improve their instant recall of the sounds that the letters make.

Parent workshops will be running through the year to teach them how to support their children in reading and writing, maths C&L and PSED. Individual parents meeting have taken place with every parent to tell them how they can support individual children’s needs based on their key person assessment and observations.

Our internal assessments during 2024/25 gave concrete evidence to support teachers to assess attainment, help them map progress and set targets and enable them to identify areas of strength and weaknesses.

Attainment and Progress Report – Summer 2025

<u>Year Group</u>	<u>Number of PP</u>	<u>% Expected Reading</u>	<u>% Expected Writing</u>	<u>% Expected Maths</u>	<u>% Expected in RWM combined</u>
1	3	33.3%	33.3%	66.6%	33.3%
2	6	83%	50%	100%	66.6%
3	3	0%	0%	0%	0%
4	8	50%	50%	50%	50%
5	8	50%	62.5%	87.5%	62.5%
6	13	76.9%	30.7%	38.5%	23%

Wider strategies related to attendance, behaviour and wellbeing

Inclusive Attendance to enhance attendance outcomes through a shared collective responsibility for supporting and elevating attendance outcomes by integrating values, vision and ethos of attendance into our daily actions. Attendance data indicates that effective progress and targeted supportive strategies are in place for all of our disadvantaged children.

Behaviour matters. Staff are continually working to maintain high standards of behaviour. Staff to complete CPD to introduce changes. Further monitoring and coaching is in place when required. Monitoring shows further improvement around behaviour in school. Staff are confident in being able to use/draw on restorative practice to further support barriers to learning.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Supporting Children's Social, Emotional and Mental Well-being and Building Emotional Resilience. Staff across

the school are consistently able to support our most vulnerable children with their increased knowledge of the theory and practice of Nurture groups and practical resources from Boxall Profile Training. Staff have been trained in Zones of Regulation to help teach 'self-regulation'.

Welfare of the Child meeting now held weekly to profile groups, classes and individuals to see where they are in their social and emotional development and create action plans for those who need additional support. Nurture lead has developed the skills and knowledge to use Thrive and has implemented targeted action plans, choosing practical strategies and activities to help children manage their behaviour, build emotional resilience and become more open to learning. The progress is monitored and data-informed decisions are shared with key stakeholders.

Strengthening of the PSHE curriculum particularly in areas that children feel most vulnerable. Areas identified have come from the LCC analysis of data from Liverpool school children.

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Externally provided programmes

Programme	Provider
TT Rockstars Maths	Maths Circle Ltd
Educational Psychology	Dr Lee Randall, Educational Psychologist
Seedlings	Liverpool CAMHS
Spelling Shed	EdShed
WellComm	GL Assessment
Read Write Inc	Ruth Miskin Training
MAST	Merseyside Speech Therapy
Allotment/Gardening	Pia -
Music for All	Music for All
Chess	

Further information

In planning our pupil premium strategy, we gathered evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.