

Pupil premium strategy statement – Guardian Angels Catholic Primary School

School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Helen Milligan
Pupil premium lead	Andrew Spindlow / Charlotte Hickey
Governor / Trustee lead	Mary Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£155000

Part A: Pupil premium strategy plan

Statement of intent

At Guardian Angels Catholic Primary School, we believe disadvantage should never determine a child's future. Rooted in our Catholic mission, we are committed to ensuring every child flourishes academically, socially, emotionally and spiritually through high-quality teaching, inclusive provision and strong partnerships with families.

Ultimate objectives for disadvantaged pupils

- Ensure every disadvantaged pupil (pupil premium) at Guardian Angels Catholic Primary School makes strong academic progress from their individual starting points so that gaps with non-disadvantaged peers narrow and, where appropriate, close — with a particular priority on improving end of KS2 outcomes in Reading, Writing, Maths and GPS (RWM & GPS), and sustaining high phonics attainment in EYFS/KS1.
- Improve attendance and reduce persistent/severe absence for disadvantaged pupils so that disadvantaged attendance approaches whole-school targets (see success criteria below).
- Strengthen language, vocabulary and oracy so disadvantaged pupils have the spoken and listening skills needed for access to the knowledge-rich curriculum.
- Provide high quality inclusive provision for pupils with SEND and those in the new Enhanced Resource Base for ASC so that disadvantaged pupils with SEND make rapid and sustained progress.
- Remove non-academic barriers (social, emotional, behavioural, family) that limit learning by providing high-quality pastoral and wider strategies that connect families with school and community resources.

How the strategy works towards those objectives

- We adopt the Department for Education (DfE) Menu of Approaches (three tiers): Tier 1 High-Quality Teaching (universal classroom improvements that benefit all pupils and reduce need for later interventions), Tier 2 Targeted Academic Support (tutoring, small-group/one-to-one interventions, structured programmes), and Tier 3 Wider Strategies (attendance work, social and emotional support, family engagement, enrichment).
- The strategy invests in: (a) strengthening quality-first teaching (explicit vocabulary instruction, adaptive pedagogy, robust formative assessment and knowledge checks to avoid the “moving on too soon” issue raised in the last Ofsted); (b) evidence-based targeted interventions (oral language work, small group tuition, well-deployed teaching assistants delivering structured interventions); and (c) sustained wider strategies to improve attendance, parental engagement and social-emotional support.
- We use the Education Endowment Foundation (EEF) evidence summaries and guidance to prioritise interventions shown to have promising or high impact (e.g., oral language approaches, small-group tuition, parental engagement, SEL). All chosen activities will be implemented with clear monitoring, implementation checklists and termly impact reviews.

Key principles of the strategy

1. Quality first teaching is the central lever: invest first in teacher subject and pedagogical development so pupil premium pupils access excellent whole-class teaching (Tier 1).
 - o Rationale from evidence: EEF guidance emphasises that developing high-quality teaching and curriculum is the most powerful lever to close gaps. [Parental engagement; Small group tuition; Teaching & Learning Toolkit — EEF](#)
2. Targeted interventions are time-bound, diagnostic, and explicitly linked to classroom learning (Tier 2). They are monitored for fidelity and impact and delivered by trained staff or tutors.
 - o Evidence: EEF shows targeted small-group tuition and structured TA-delivered programmes can deliver several months' additional progress when well-implemented. [Small group tuition — EEF Deployment of Teaching Assistants — EEF](#)
3. Wider strategies are tailored to local causes of absence and family barriers, prioritising parental engagement and responsive, individually-targeted attendance support (Tier 3).
 - o Evidence: EEF Rapid Evidence Assessment on attendance finds promise in parental engagement and responsive multi-component approaches. [Attendance Interventions: Rapid Evidence Assessment — EEF](#)
4. Use data-driven review cycles: clear success criteria, termly impact evaluations (including pupil voice and parent feedback), and reallocation of resources where impact is not demonstrated.
5. Inclusion and Catholic mission: maintain our faith-led ethos and restorative practice; ensure Pupil Premium strategy aligns with Catholic Life & Mission priorities and the school's values.

Challenges

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

Challenge number	Detail of challenge
1	Language development, vocabulary and oracy.
2	High levels of pupils with SEND – 7.6% EHCP, 27.4% on SEND register
3	Attainment and outcomes in KS2 particularly Maths and SPAG
4	Attendance – PP attendance 91.6% non PP attendance 96.4%
5	Limited of little life experiences beyond their immediate environment including parental engagement, readiness for school and increasing Early Help needs.
6	Increased number of children requiring support for, emotional, social and behavioural issues
7	Low starting points on entry to EYFS, including communication, language, self-regulation and early learning skills.

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
Language development, vocabulary and oracy.	Speech and language intervention to show good progress against targets. High quality teaching of a language rich curriculum with a focus of Kagan, talk partners and introducing key vocabulary. Skills builder assessment and speaking and listening embedded within the curriculum Development of oracy progression framework to challenge and support oracy. Introduction of Big questions By end of academic year: baseline and termly language sampling show measurable gains (e.g., average standardised oral language score increase; 80% of targeted EYFS/KS1 PP reach Wellcomm/targeted language milestones). Teachers routinely use explicit vocabulary instruction and “vocabulary in action” strategies across lessons (monitoring evidence). Evidence of transfer to improved reading comprehension by termly assessments. (Monitored via termly Insight/assessment trackers.) EEF: Oral language interventions; NELI evidence — EEF Oracy Strategy
High levels of pupils with SEND – 7.6% EHCP, 27% on SEND register	Quality first teaching and EEF 5 a day approach embedded. Teacher assistant timetable and allocation adapted to ensure high quality intervention for rapid same day catch up and keep up. By end of year: 80% of SEND pupil targets show at least expected progress or better against individual plans; EHCP outcomes reviewed termly show progress; TA deployment aligns with EEF guidance (TAs deliver structured interventions; teacher retains

	responsibility). EEF: Deployment of Teaching Assistants — EEF Inclusion Strategy
Attainment and outcomes in KS2 particularly Maths and SPAG	Quality first teaching and learning across the school. % of PP pupils attaining ARE will be in line or better than national Use Ai to support tuition and reduced the gap in maths between pupil premium and non pupil premium children. In two years: reduce the attainment gap between disadvantaged and non-disadvantaged in KS2 RWM by 10%, and increase the % of disadvantaged pupils achieving expected standard in KS2 RWM and GPS towards the school target; phonics attainment increased to 90% across cohorts (EYFS→KS1). Interventions are monitored for impact termly. [EEF: Small group tuition; Phonics guidance — EEF]
Attendance – PP attendance 91.6% non PP attendance 96.4%	Inclusive attendance will be embedded with the school obtaining the bronze attendance award By end of year: PP attendance increases from 90.5% to inline with local authority (94.4%) and national disadvantaged (94.9) persistent absence among PP reduced year-on-year through targeted responsive interventions; whole-school attendance approaches implemented and evaluated. Strategies including monitoring and reward systems in place to move those children at 95%+ to 100% attendance
Limited of little life experiences beyond their immediate environment	Classes will have experiences which will have extended their cultural experience and enhance the curriculum. Curriculum plans will show links between experiences, knowledge and skill development. Enrichment afternoons to take place 1x weekly to ensure children are exposed to a range of life skills and catholic social teaching activities. Children are exposed to life opportunities through the curriculum and through Character Education which will lead them to be enthused and aspirational about their future careers. Vocations weeks and speak opportunities. This will be monitored on

	Insight to ensure all children are experiencing this opportunities. 100% of disadvantaged pupils participate in at least three enrichment experiences termly. All pupils access our structured Character Education and Vocations programme. Insight monitoring / Pupil voice surveys demonstrate increased aspirations and awareness of future opportunities. Curriculum monitoring demonstrates planned enrichment opportunities across all year groups.
Increased number of children requiring support for, emotional, social and behavioural issues	Life to the Full Plus curriculum will be delivered consistently. Repeat pastoral referrals will be reduced. Talking and drawing offered to children Therapy room in place to support most vulnerable cohort of children. Behavioural incidents involving targeted pupils will be reduced by 25% Reduce the number of stage 2 and 3 behaviour plans

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: £ 12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic Synthetic Phonics (SSP) fidelity and CPD across EYFS/KS1 and catch-up phonics in KS2; training for all staff and use of validated SSP materials.	EEF evidence: phonic approaches and high-quality SSP programmes significantly improve early reading; EEF Guide highlights DfE-validated SSP programmes and effective professional development ([EEF Guide to the Pupil Premium / Teaching and Learning Toolkit]). See EEF resources on phonics and	1, 2, 4

	effective CPD. (EEF Guide to the Pupil Premium)	
Develop an Oracy framework for Guardian Angels and implement a whole-school oracy and vocabulary focus: planned curriculum vocabulary tiers, explicit teaching of academic vocabulary and oracy opportunities across subjects. Oracy Framework and Kagan.	EEF: Oral language interventions produce high impact (on average +6 months progress) and Wellcomm ~4 months additional progress; EEF oral language toolkit guidance ([Oral language interventions EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions), [Supporting early language development] Oracy framework in place to support a graduated approach	5, 7
Staff training on successful teaching and learning strategies WalkThrus	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective Professional Development EEF (educationendowmentfoundation.org.uk) EEF toolkit feedback +8, mastery +5, metacognition +7	1, 3, 7
Insight Tracker to enhance analysis of assessment – tighter tracking of progress and attainment of pupils to allow for improved intervention and support SEND Provision Mapper to map and cost SEN provision for effective SEN provision	If teachers have a greater awareness and understanding of which pupils are not making good progress they can act quicker in order to support or intervene SEN interventions and learning plans monitored effectively will mean that SEN pupils will have well targeted provision that meets their needs. Teachers and class staff will be aware of their individualised targets and can use these to enhance every day provision for pupils.	3, 4

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

Budgeted cost: £ 106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language and OT Provision – WMSLT (a percentage cost covered by SEN HNF and some PP Funded)	EEF – ‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Oral language interventions EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation EEF	1, 7

Full time TA support in KS1 with additional adults to support the teaching of phonics and reading for Y1 & Y2 and to facilitate catch up in Y3&4 to support small reading groups and additional KS2 TA Time	EEF –‘Teaching and Learning Toolkit’: Small group tuition = +4 months Teaching assistant Interventions = +4 months Phonics EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) EEF , ‘Early Years Toolkit’: Communication and Language Approaches = +6 months Education Endowment Foundation EEF	1, 3, 6, 7
Targeted small-group maths interventions using diagnostic assessment and structured sequence, with groups run by teachers and trained TAs; explicit pre-teach and same-day catch-up.	EEF small group tuition evidence and "Improving Mathematics" guidance suggest structured small-group tuition linked to classroom teaching is effective; EEF guidance on Selecting Interventions and small group tuition ([Improving Mathematics in Key Stages 2 and 3 EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3))	3, 7
Targeted, evidence-based maths literacy interventions for identified pupils let by HOS and AHT	EEF literacy guidance, Teaching and Learning Toolkit on reading comprehension strategies and guided oral reading show positive effects when targeted and structured (EEF Toolkit: Reading Comprehension and Oral Language). Mastering Number programme to be implemented with support from Maths Hub from September 2026	3, 7
SEND-specific interventions: explicit instruction, scaffolding, cognitive and metacognitive strategies mapped to EHCP outcomes; closer curriculum access planning for Enhanced Resource Base pupils; training for staff in high-quality TA deployment for SEND.	EEF guidance "Special Educational Needs in Mainstream Schools" and "Making Best Use of Teaching Assistants" emphasise evidence-based targeted interventions, scaffolding and strategic TA deployment for SEND pupils ([Selecting interventions EEF], [Teaching assistant interventions EEF], [Making Best Use of Teaching Assistants guidance — EEF summary]) Graded approach using inclusion strategy. TA CPD programme supported by SENDCO	2, 3, 7
Online interventions (Third Space Learning SKYE) for maths	EEF –‘Teaching and Learning Toolkit’: Small group tuition = +4 months Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 7

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

Budgeted cost: £ 36500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the Inclusive Attendance incentive, appoint attendance champions to run proactive casework, early help, personalised contact, home visits, targeted parental support, and use of evidence-based nudges (personalised letters/texts) for low attenders. Track attendance weekly and produce termly impact reports.	EEF evidence review on attendance highlights limited but promising evidence for personalised parental engagement and responsive approaches; personalised messages and targeted work addressing causes can help reduce absence (EEF review: attendance interventions and Pupil Premium resources, [EEF 'Menu of approaches' evidence brief]).	4
Social, Emotional and Mental Health (SEMH) support: a tiered SEL offer — whole-class Life to the Full Plus curriculum, targeted small-group interventions led by pastoral lead, and individual therapeutic support where needed	EEF Teaching & Learning Toolkit on Social and Emotional Learning shows average impact (~+4 months) when SEL is implemented well with staff training and routine embedding ([Social and emotional learning EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)). - Forest Schools - Drawing and Talking - Graduated Approach - Therapy Room	5, 6

Breakfast club and targeted wraparound support for vulnerable disadvantaged pupils to improve attendance, punctuality and readiness to learn. Monitor attendance and attainment for club attendees.	EEF evaluation of breakfast provision (e.g., Magic Breakfast) found improvements in readiness to learn and some impacts on attendance/behaviour; EEF Menu notes potential benefits for disadvantaged pupils from well-run breakfast clubs ([EEF Pupil Premium resources Introduction of Free National Breakfast to support all children and transition into school.	4, 5, 6
Parental engagement programme: school-run workshops with the support from the National Numeracy Charity (reading/phonics, oracy homework tips, maths mastery at home), regular positive communications and home-school learning packs; targeted support for parents of persistent absentees.	EEF guidance "Working with Parents to Support Children's Learning" shows parental engagement can improve outcomes; EEF attendance review also points to parental engagement as promising for attendance ([Working with parents EEF], [Attendance evidence review EEF]).	5, 6
Targeted pastoral mentoring and mentoring for vulnerable Year 6 disadvantaged pupils (transition support to secondary).	EEF notes mentoring can be part of attendance and wider strategy approaches; targeted, well-monitored mentoring and early help approaches can address causes of absence and disengagement ([EEF attendance evidence review], [Menu of approaches]).	4, 5, 6

Total budgeted cost: £ 155,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

Table 1 to show the percentage of PP children working at ARE or above in at the end of 2024/2025 compared to the end of 2025/26.

	Reading		Writing		Maths	
	2024/25	2025/26	2024/25	2025/26	2024/25	2025/26
Year 1	57	58	56	60	56	54
Year 2	40	80	40	68	40	76
Year 3	68	61	58	58	58	70
Year 4	62	80	50	74	62	66
Year 5	64	75	43	59	40	59
Year 6	69	81	56	71	56	58

Attainment

Table 2 to show the percentage of PP children working at ARE compared with non pupil premium children working at ARE at the end of 2025/26.

	Reading		Writing		Maths	
	Non PP	PP	Non PP	PP	Non PP	PP
Year 1	69	46	75	46	69	38
Year 2	100	75	100	60	100	70
Year 3	72	50	67	50	84	57
Year 4	92	72	83	67	67	57
Year 5	91	60	75	47	67	54
Year 6	83	77	94	38	78	31

	Reception	Year 1	Year 4	Year 6				
	EYFSP	Phonics	MTC	Writing	Science	Reading	Maths	GPS
All pupils	62	70	60	71	84	81	58	84
Pupil Premium	38	64	56	38	69	77	31	69
Non Pupil Premium	85	66	67	94	94	83	78	94

Wellcomm assessments for the entire school were used to identify amber and red children- appropriate intervention was put in place to ensure rapid catch up for children.

Daily phonics keep up and catch up was used to ensure all children were identified and supported to make the best progress possible. This has been further developed with support from Little Sutton English Hub to ensure fidelity to the scheme.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SKYE AI 1:1 tuition	Third Space Learning
MyMaths	
TT Rockstars	Maths Circle
Accelerated Reader	Renaissance
Rapid catch up	Little Wandle
SPAG.com	
WellComm	
Third Space Learning	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.