

Pupil premium strategy statement – Cardinal Newman 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	411
Proportion (%) of pupil premium eligible pupils	3.16%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gerry Flower
Pupil premium lead	Danielle Rivans
Governor / Trustee lead	Sarah Rice / LGC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27584
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£27584

Part A: Pupil premium strategy plan

Statement of intent

Our School Development Plan in 2025-26 focuses on meeting the needs of the most vulnerable within our school community of Learners, Believers and Friends. We seek to ensure that all children reach their full potential at Cardinal Newman and we recognise that some of our children will need more support to achieve this.

Our ultimate aim for our disadvantaged pupils is that they feel confident and successful within all areas of the curriculum and beyond. We will work closely with families to enable participation in all areas of school life and we will support families to give their children the best start in life. Our Flourish personal development programme aims to give children the tools to succeed socially and emotionally, while our extra-curricular programme enables our disadvantaged children to have opportunities and experiences which they may not otherwise be able to access.

We intend for our disadvantaged children to learn alongside and achieve in line with their peers across the curriculum, especially in key building blocks such as Speaking and Listening, Early Reading, Number and Writing. For some disadvantaged children we will use same day support and small group teaching to accelerate their progress and enable them to attain at the same levels as their peers. Our more able disadvantaged children are identified and challenged to achieve their very best.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance: Progress of PP children is at risk due to absence rates.</p> <p>In 2024 - 25 Whole School attendance = 96.8%</p> <p>PP attendance = 93.3%</p> <p>21.4% of total persistent absentees are PP children.</p> <p>Some families have struggled with issues such as loss of earnings, family breakdown and difficulties with housing and transport which impact on attendance.</p> <p>Some children who are Young Carers but not PP have poor attendance impacted by their home / family situation.</p>
2	<p>Social and Emotional Mental Health: Progress can be negatively affected by anxiety, lack of confidence or inability to concentrate.</p>

	<p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.” EEF Social and Emotional learning project, accessed November 2024</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Teacher referrals for social and emotional support remain relatively high at Cardinal Newman. 17% of pupils referred for internal support so far this academic year, are disadvantaged.</p> <p>Our social and emotional support includes evidence-based interventions including ELSA, Drawing and Talking and our Home School Link Worker. Suitability is identified via an SDQ screener and support is carefully monitored to ensure impact.</p> <p>Ensuring our children are equipped with the strategies and resilience to overcome difficulties will not only improve their social and emotional outcomes but also support their attendance and their academic progression.</p>
3.	<p>Oracy</p> <p>“A high-quality oracy education is vital to not only improve academic outcomes of students but also to foster their confidence and wellbeing. Spoken language skills are one of the strongest predictors of a child’s future life chances but too many children are not given the opportunity to develop these crucial skills.”(Voice 21).</p> <p>On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers. At Cardinal Newman, assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>“These gaps grow as children move through school. Students receiving free school meals are twice as likely to be below the expected language standard at age 11, up from 1.6 times at age 5. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.” (Voice 21).</p> <p>Enabling our disadvantaged children to succeed in speaking and listening opportunities and to know how it feels to excel from an equal starting point (knowledge base) will lead to an increased sense of achievement and develop their self-esteem.</p>
4	<p>Vocabulary Acquisition: Some children have reduced access to higher level vocabulary – this is linked to Challenge 3 (Oracy) and is supported by the same evidence base. Reduced vocabulary acquisition also impacts on children’s exposure to the big ideas which form part of our cultural capital.</p> <p><i>“Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital”</i>. Pinkett and Roberts.</p> <p>A reduction in recent years of the opportunities for conversation with a range of adults, has limited the development of children’s wider vocabulary. Some children have limited access to reading resources at home and some families</p>

	may not be in a position to develop higher level vocabulary with their children, especially EAL.
5	<p>Reading: Progress in reading can be impacted by not reading at home.</p> <p>Attainment (Data snapshot July '25)</p> <p>Non-Pupil Premium – EXP+ 95.8%</p> <p>Pupil Premium– EXP+84.6%</p> <p>Some parents are not in a position to hear their children read or support with phonics due to working outside the home, shift work or their own difficulties with reading, particularly due to EAL.</p> <p>Some children have limited access to reading resources at home. This can also impact on a child's confidence to engage in a class situation.</p>
6.	<p>Writing: Progress in writing can be impacted by not writing at home and by limited exposure to vocabulary and grammatical structures (Links to Challenge 3 / 4 / 5).</p> <p>Attainment (Data snapshot July '25)</p> <p>Non-Pupil Premium EXP+ 94%</p> <p>Pupil Premium – EXP+ 92%</p> <p>Exposure to a wide range of vocabulary; grammar and experiences will provide 'essential knowledge' and develop children's confidence which in turn will enhance their writing. We strongly believe through our high quality teaching methods including Talk for Writing, children internalise the language structures needed to write through 'talking the text' and then use this structure to produce quality writing.</p> <p><i>'The key phases of the Talk for Writing process, as outlined below, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.'</i> Talk for Writing.</p>

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
Children eligible for Pupil Premium achieve at a level comparable to their peers.	Percentage of all pupils eligible for Pupil Premium Funding achieving ARE is in line with peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Social and emotional issues are supported including by HSLW and ELSA and pupil confidence is increased.</p>	<p>Pupil voice – confidence when using the zones of regulation when communicating emotions.</p> <p>ELSA / Drawing and Talking / HSLW – pupil and parent voice demonstrate progress made.</p> <p>PP children have increased opportunities to access extra-curricular activities.</p>
<p>Attendance of PP children improves.</p>	<p>PP attendance is in line with national and closer to attendance of peers.</p>
<p>Increase progress outcomes in Reading, Writing and Maths for PP children.</p>	<p>Pupil Premium children will make accelerated progress in Reading, Writing and Maths.</p>

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: £8939

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk for Writing – Explicit writing training to enable PP and vulnerable learners to achieve better outcomes.</i>	<p>The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Source: Pie Corbett Talk for Writing</p> <p>Training is required to enable newly-recruited teachers to teach using Talk for Writing Strategies to improve writing outcome for all PP and vulnerable pupils.</p>	1,2,3,4,5,6
<i>Quality first teaching supported by Steplab coaching system</i>	Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving. – CfBT, Lofthouse, Leat and Towler	1,2,3,4,5,6
<i>Read Write Inc Training Portal & development day</i>	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and	1,2,3,4,5,6

	meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Several robust studies of phonics programmes in English have been published in recent years. The findings show that phonics programmes can be effective in English schools, but also underline the importance of high quality implementation. – Source EEF	
Accelerated Reader	The use of the Accelerated Reader scheme is based on there being strong evidence overall that AR improves reading for new pupils with weak reading skills and habits, and that it does so especially for those eligible for FSM. Using AR does not widen the gap between pupils designated as poor and the rest, and may well act to reduce it. The study found that children eligible for FSM who started Accelerated Reader in Year 4, on average, made one month additional progress in reading compared to children eligible for FSM in comparison schools – Source EEF.	1,2,3,4,5,6
Oracy (Voice 21)	Voice 21 is the UK's oracy education charity. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six to five years' difference by the age of 14. (Voice 21.org) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF, 2023).	1,2,3,4,5,6

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

Budgeted cost: £10,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
*Read Write Inc Resources <i>Renewal of resources to support the delivery</i>	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently	1,2,3,4,5,6

<p><i>of a structured intervention for all pupils to close the gap in Early Reading.</i></p>	<p>found that the systematic teaching of phonics is beneficial. Several robust studies of phonics programmes in English have been published in recent years. The findings show that phonics programmes can be effective in English schools, but also underline the importance of high quality implementation. – Source EEF</p>	
<p>Language Link <i>(Speech Screening Assessment and intervention delivery)</i></p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Source EEF</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £26,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA provision to support social and emotional issues and develop confidence</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive</p>	<p>1,2,4,5,6</p>

	and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF	
<i>Drawing and Talking Therapy.</i>	Drawing and Talking Therapy is the number one alternative to CBT and direct talking therapies, it can often be confronting or limiting in the processing of pain or trauma.	1,2,4,5,6
<i>HSLW to liaise with families relating to Young Carer support, attendance issues and wider parenting / family support</i>	To help ensure no young carer slips through the net, schools need to take a proactive approach to identifying and supporting young carers. All schools should ensure they have agreed procedures in place to identify, assess, and support young carers and their families - Carers Trust	1,2,4,5,6
<i>Equal access to extra-curricular Opportunities – Clubs and Trips</i>	Students who participate in extracurricular activities experience higher levels of academic achievement. These effects have been researched since the early 1930s (Shulruf, Tumen, & Tolley, 2007). Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general (Fredricks, 2011) Students [who participate in extracurricular activities] have higher levels of self-confidence (Strapp & Farr, 2010) and resiliency (Fredricks & Eccles, 2008)	1,2,3,4,5,6

Total budgeted cost: £45,496

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In summer 2025, the Age-Related Expectation Summary for disadvantaged and non-disadvantaged pupils.

(A Reception age child in receipt of Pupil Premium met GLD)

Pupil Premium	Below Expected	Expected +	Greater Depth
READING	23.1% (3)	76.9% (10)	23.1% (3)
WRITING	15.4% (2)	84.6% (11)	0% (0)
MATHS	0% (0)	100% (13)	15.4% (2)

Non-Pupil Premium	Below Expected	Expected +	Greater Depth
READING	5.9%	94.1%	45.1%
WRITING	8.7%	91.3%	19.1%
MATHS	4.8%	95.2%	43.3%

The allocated pupil premium funding was used to support the learning of Pupil Premium children.

Funding was directed to support the learning of Pupil Premium children. This included the use of evidence-based interventions such as the Read Write Inc scheme, Hands on Maths, Learning Village and Accelerated Reader.

The emotional wellbeing of all pupils is paramount, and it is particularly important that our Pupil Premium children are given the opportunity to use their voice in a safe space therefore enabling them to be fully engaged in their learning. This included ELSA and Drawing and Talking programmes and Home School Link Worker support which was increased during the year due to demand.

In 2024-25 Residential Trips for Years 4, 5 and 6 had a significant positive impact for our Pupil Premium children. Funding was used to remove financial barriers enabling all children to participate. Children of all ages were supported financially with educational visits/ enrichment activities.

Specific support through high quality teaching and the use of evidence based interventions continues to support progress across all year groups to ensure all Pupil Premium children achieve academic success and reach their full potential.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance
Read Write Inc portal access	Ruth Miskin
Learning Village	Across Cultures
Hands on Maths	Collins

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

No funding received.