

St Philip Howard Catholic Primary School

Pupil Premium Strategy 2024-2027

Summer 2026 Data Update

Statement of Intent

- To close attainment gaps so disadvantaged pupils at St Philip Howard make at least the same progress as their peers, with a particular focus on writing and reading fluency.
- To ensure disadvantaged pupils develop the language, vocabulary and curriculum experiences that allow them to access the full curriculum and express learning in writing.
- To remove financial and non-academic barriers (attendance, access to enrichment, family engagement) so that every pupil can participate fully in school life and develop personally, socially and spiritually in line with our Catholic vision: “We are part of God's family. We follow the way of Jesus by loving, learning and doing our best.”

How this strategy works towards those objectives

- Invest in high-quality classroom teaching, curriculum development and teacher professional learning to deliver consistent, evidence-based literacy and writing instruction across the school (DfE/EEF Tier 1).
- Provide targeted academic support (small-group and one-to-one tuition, structured oral language and writing interventions) for pupils who are behind or who have language-related barriers (DfE/EEF Tier 2).
- Fund wider strategies (removal of cost barriers to trips/workshops, attendance support, enrichment that explicitly builds vocabulary, and family engagement) so pupils gain experiences and resources that support writing and wider achievement (DfE/EEF Tier 3).

Key principles of the strategy

- Evidence-led: interventions and approaches are selected from the DfE “menu of approaches” and EEF evidence (oral language, high-quality feedback, targeted tutoring, small-group tuition, enrichment and parental engagement).
 - See DfE guidance on the Menu of Approaches and EEF evidence summaries cited in Activity tables below ([DfE Using Pupil Premium](#); [EEF Teaching & Learning Toolkit / guidance pages](#)).
- Diagnosis → Plan → Do → Review: use diagnostic assessment and pupil-level need analysis to target support, with termly review and adjustment.

- Whole-school coherence: pupil premium is aligned to the school improvement priorities (writing, reading fluency, marking to impact progress) so that PP funding strengthens the standard provision while also providing targeted top-ups.
- Inclusion and equity: every child participates in trips/experiences (school policy), and costs are met for disadvantaged families so that curriculum enrichment is universal in access.
- Sustainability: build staff capacity (coaching, CPD) so improvements are embedded into daily practice rather than short-term add-ons.
- Catholic values and OFSTED alignment: provision will promote belonging, respect, personal development and safeguarding consistent with our vision and OFSTED's inspection priorities (see Framework note below).

Framework note (OFSTED): This strategy is written to support improvement in areas OFSTED focuses on (Curriculum and Teaching, Achievement, Personal Development & Well-being, Attendance & Behaviour, Inclusion and Leadership & Governance). It directly addresses curriculum sequencing (writing & reading), high-quality teaching, targeted support for SEND/EAL pupils and wider strategies for attendance and enrichment.

2. Challenges

Challenge Number	Detail of challenge
1	Low overall attainment in writing across the school (KS1–KS2). Writing standards are below other subjects for all pupils; disadvantaged pupils are part of this whole-school weakness.
2	Oral language, vocabulary and limited life/experiential knowledge restrict pupils' ability to compose and structure writing; high proportion of EAL (60%) and BAME pupils increases likelihood of language gaps.
3	Financial barriers to curriculum enrichment (parents cannot afford trips/workshops) — school policy is every child goes, requiring funding to ensure equality of access.
4	Early Years: gap of 15% between PP and non-PP in Early Years baseline

	(reception), indicating early language/development differences that can widen.
5	Marking and feedback are not consistently impacting progress; need for evidence-based feedback practice and teacher professional development so marking drives improvement.
6	High proportion of SEND/EHCP and EAL pupils (SEND 16%, EHCP 5.9%, EAL 60%) requires SEND-sensitive, language-aware targeted interventions and adaptations to ensure PP pupils with SEND make progress.

(These challenges are drawn from the school data: PP 25% FSM, EAL 60%, EHCP 5.9%, SEND 16%, Early Years gap 15%, and the Ofsted priorities that identify writing as the main area for development.)

3. Intended Outcomes

Intended Outcome	Success Criteria
1. Raise standards in writing across the school so disadvantaged pupils achieve at least in line with non-disadvantaged peers.	- By end of 3-year strategy, the gap between PP and non-PP in writing reduces to ≤ 3 percentage points at each key assessment point. - Whole-school writing attainment increases: KS2 writing Expected/Above increases by 20 percentage points from baseline within 3 years (measured by teacher assessment + moderation). - Yearly progress measures for PP in writing show above national average progress.
2. Improve oral language, vocabulary breadth and use so pupils can plan and express more complex writing.	- Reception NELI / language screening shows PP-Early Years gap reduces from 15% to $\leq 5\%$ within 2 years. - Classroom vocabulary

	checks and T-level assessments show measurable increase in tier-2 vocabulary use (termly sample). - Writing moderation shows improved use of taught vocabulary in independent writing across KS1/2.
3. Ensure universal access to curriculum enrichment so disadvantaged pupils have equivalent experiences to support writing content and stamina.	- 100% PP attendance on all residential/trips/workshops with costs met. - PP pupils participate in at least one enrichment that is explicitly linked to curriculum writing tasks each term (termly monitoring). - Pupil voice and parental surveys report increased cultural capital and experiences.
4. Strengthen Early Years provision so disparities at entry are addressed quickly.	- PP gap in Early Years baseline reduces from 15% to $\leq 7\%$ after targeted reception interventions (NELI or equivalent) in year 1. - Reception phonics and early speaking assessments show accelerated progress for PP children (measured termly).
5. Ensure marking and feedback practice consistently accelerates progress in writing.	- Through CPD and monitoring, evidence of high-impact feedback practises in 100% of classrooms within 12 months; feedback quality indicators improve on termly learning walks. - Data shows improved editing and redrafting in pupil books; increase in progress between cold and hot writes termly.
6. Provide SEND-sensitive targeted support for PP pupils with statutory / identified needs.	- Individual Education Plans (IEPs) / provision maps show specific PP targets for writing and language; 80% of PP SEND pupils meet or make expected progress against these targets each term. - Specialist and SEND interventions (speech & language therapy, scaffolded writing sequences) show measurable gains

	in writing outcomes for PP SEND pupils.
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4. Activity in This Academic Year

All activities below are mapped to the DfE/EEF three-tier Menu of Approaches: Tier 1 High-Quality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies. Evidence columns cite EEF/DfE sources supporting the approach.

Teaching (Tier 1: Developing high-quality teaching, assessment and curriculum / CPD / recruitment & retention / technology)

Activity	Evidence that supports this approach
1. School-wide Writing Curriculum Review and Sequencing + Curriculum-linked Talk Planning (explicit teaching of sentence construction, modelling, planning for vocabulary and planned oracy opportunities).	EEF guidance: curriculum sequencing and integrating oral language into literacy improves outcomes; oral language interventions show +6 months on average (EEF Oral language interventions). Also EEF guidance on improving literacy (KS1/KS2) recommends deliberate vocabulary and talk planning.
2. Whole-staff CPD programme on high-impact feedback and formative assessment (structured feedback routines, live marking protocols, example lesson modelling, peer observation and coaching).	EEF Teaching & Learning Toolkit: Feedback has very high impact (+8 months) when implemented well; EEF implementation guidance emphasises supporting staff with training and time (EEF Feedback ; EEF Implementation guidance).
3. Oracy CPD and embedded classroom routines (dialogic teaching, structured classroom talk, teaching tier-2 vocabulary related to curriculum topics; use of Forest School and OPAL outdoor provision to stimulate talk and vocabulary before written tasks).	EEF: Oral language approaches particularly effective in primary (+6 months); integrating talk with curriculum content maximises impact (EEF Oral language interventions ; EEF “What does the evidence base tell us about effective oral language practice”). Using outdoor learning to increase vocabulary and motivation is supported as a promising enrichment approach (see EEF outputs on outdoor/adventure learning and enrichment).
4. Targeted CPD and coaching for early-career teachers and staff working	DfE/EEF emphasise the role of professional development, mentoring and supporting

with EAL/SEND pupils (mentoring, lesson modelling, release time for planning).	recruitment and retention as part of Tier 1 to improve outcomes; the DfE pupil premium guidance highlights professional development and mentoring as recommended uses (DfE Using Pupil Premium guidance).
5. Standardised writing assessment and moderation cycles termly (Cold write → teaching → hot write), and use of diagnostic tools to identify language needs (NELI referral/screening in Reception).	EEF recommends diagnostic assessment and measurement to target interventions and monitor impact; NELI (Nuffield Early Language Intervention) is cited by DfE as an evidence-based reception programme to improve language (DfE Using Pupil Premium guidance – NELI mention ; EEF Teaching & Learning Toolkit – Oral language interventions).

Targeted Academic Support (Tier 2: One-to-one and small group tuition; targeted literacy & language interventions; TA deployment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
A. Small-group tutoring for identified PP pupils in writing (2–4 pupils) delivered by trained staff / specialist tutors, 12–18 weeks, linked explicitly to classroom sequences and moderation, with regular assessment.	EEF evidence: Small-group tuition typically +4 months; targeted tutoring can produce further gains when linked to classroom teaching. EEF guidance “Making a Difference with Effective Tutoring” and trial evidence for low-cost tutoring show positive impacts (EEF Making a Difference with Effective Tutoring ; EEF trial of Tutor Trust).	1, 5, 6
B. One-to-one / very small group NELI or Talk Boost style oral language intervention in Reception and KS1 for PP & EAL children, plus targeted speech	EEF: Oral language interventions have high impact (average +6 months; +7 months in early years). NELI is recommended as an evidence-based approach for Reception language	2, 4, 6

& language support for SEND pupils.	support (DfE mentions NELI). (EEF Oral language interventions; DfE Using Pupil Premium guidance – NELI reference).	
C. Structured modelled writing & scaffolding interventions (sentence stacking / oral rehearsal → modelled writing → supported composition → independent write) in KS1/KS2 for PP pupils below age-related expectations.	EEF reading & literacy guidance and toolkit: explicit modelling and scaffolding of writing and comprehension strategies improve outcomes; teaching scaffolds lead to better independent outcomes (EEF literacy guidance reports). (EEF Guide to Pupil Premium; EEF literacy guidance).	1, 2, 6
D. Targeted deployment of teaching assistants (TAs) with training to deliver structured interventions (timetabled small groups, guided writing, vocabulary activities) and to support in-class differentiation.	EEF Toolkit: Teaching assistants can be effective when well-trained and when work is structured and linked to teacher planning; targeted TA use for structured interventions is recommended. (EEF Teaching & Learning Toolkit – Teaching Assistants).	1, 2, 6
E. Weekly paired reading / reciprocal reading routines to develop fluency and comprehension feeding into writing tasks (class reading buddies; older pupils mentoring younger pupils where appropriate).	EEF Toolkit: Reading comprehension strategies and guided reading approaches have moderate impact (+5 months); paired/peer tutoring approaches can be effective when structured (EEF Teaching & Learning Toolkit – Reading comprehension strategies; EEF Making a Difference with Effective Tutoring).	1, 2

Wider Strategies (Tier 3: attendance, enrichment, parental communication/support, pastoral & wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
i. Fund all trips/workshops/residentials for PP pupils and offer subsidised family events so every pupil participates in curriculum enrichment (linked to specific writing units — e.g., museum visit to support historical narrative writing).	EEF: Enrichment programmes (Children's University evidence) show small positive effects on attainment and improvements in attitudes/engagement; EEF guidance highlights extra-curricular activities as a Tier 3 approach to build cultural capital and engagement (EEF – Children's University / Enrichment case study ; [EEF Guide to the Pupil Premium / DfE Menu]).	2, 3
ii. Breakfast club and early arrival language activities (vocabulary-rich breakfast clubs where staff run short oracy/vocabulary sessions before register).	EEF: Breakfast clubs can support attendance and readiness to learn; combined with language activities they can increase exposure to vocabulary and support learning. DfE Pupil Premium menu specifically lists breakfast clubs and meal provision as effective wider strategies (DfE Using Pupil Premium guidance ; [EEF On enrichment and attendance themes]).	2, 3
iii. Attendance support (Attendance Champion role, early help, family outreach, targeted casework for persistent absence).	DfE Pupil Premium guidance and EEF highlight attendance support as an essential Tier 3 strategy; EEF attendance resource outlines evidence-informed themes for improving attendance (monitoring, working with families, tailored support). (DfE Using Pupil Premium guidance ; EEF schools attendance resource summary).	3

iv. Parent workshops and structured home-school communication to support spoken language at home (vocabulary packs, storytelling kits, guided home writing activities with exemplars and sentence stems).	EEF: Parental engagement strategies have moderate impact (+3 to +6 months depending on intensity) and are recommended in the Toolkit and DfE guidance as part of wider strategies to support disadvantaged pupils. (EEF Teaching & Learning Toolkit – Parental engagement; DfE Using Pupil Premium guidance).	2, 3, 4
v. Enriched Forest School / Outdoor Writing Weeks (use school Forest School & OPAL provision to stimulate vocabulary, composition and stamina for writing — planned curriculum links and follow-up classroom writing tasks).	Research and EEF discussions on outdoor/adventure learning and arts/outdoor enrichment suggest benefits for engagement and some academic outcomes when explicitly linked to curriculum and followed by structured reflection (EEF – Enrichment and Children's University case study; EEF guidance on effective enrichment).	2, 3
vi. Well-being & SEMH support (tiered pastoral offer, wellbeing team, 'Trouble busters' model extension for PP pupils) to ensure readiness to learn and that behaviour	EEF: Social and Emotional Learning (SEL) interventions have moderate impact (+3–4 months) and can improve attitudes to learning and attainment when embedded and combined with teacher training. OFSTED emphasises safeguarding, well-being and inclusive provision. (EEF Teaching & Learning Toolkit – Social and Emotional Learning).	3, 6

remains exemplary.		
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Evidence summary (key sources cited in the document)

- DfE “Using pupil premium: guidance for school leaders” (March 2025) — Menu of Approaches and guidance on developing strategy and evaluation. [DfE Using Pupil Premium guidance](#)
- EEF Teaching & Learning Toolkit – Oral language interventions page. [EEF Oral language interventions](#)
- EEF Teaching & Learning Toolkit – Feedback (high impact). [EEF Feedback](#)
- EEF “Making a Difference with Effective Tutoring” guidance and EEF tutoring trial write-ups. [EEF Making a Difference with Effective Tutoring](#) and [EEF trial news on low-cost tutoring](#)
- EEF case materials on enrichment (Children’s University) and the EEF Impact Report summarising evidence and programmes. [EEF – Children’s University case study](#) ; [EEF Impact Report 2025](#)
- EEF Guide to the Pupil Premium (and EEF pupil premium materials). [EEF Guide to the Pupil Premium \(PDF\)](#)

(Each Activity above references one or more of these sources; inline links included in the Activity tables indicate the primary evidence source(s).)

Monitoring, Evaluation and Governance

- Termly monitoring by the SLT and governors: progress data (writing cold/hot writes, moderation results), attendance (termly), participation in enrichment, monitoring of marking/feedback quality through learning walks and book looks.
- HT / PP lead to produce termly impact statement for governors with pupil-level data and evaluation of interventions (cost vs impact), in line with DfE expectations for pupil premium reporting ([DfE Using Pupil Premium guidance](#)).
- Implementation fidelity checks: ensure tutoring programmes follow EEF principles (explicit link to classroom teaching; trained tutors; assessment & monitoring) — see [EEF Making a Difference with Effective Tutoring](#).
- Parent & pupil voice termly to evaluate whether enrichment and family support reduce barriers to participation.

Budgeting and allocation (summary)

- Funding prioritised to Tier 1 (CPD for staff, curriculum work, feedback training), Tier 2 (structured small-group and 1:1 tuition, NELI/Talk Boost, TA training) and Tier 3 (funding trips, breakfast club, attendance champion). Detailed budget lines to be prepared by the Headteacher and Finance Officer to show value for money and be published on the school website in the DfE template format.

Leadership and accountability

- Pupil Premium Lead: responsible for day-to-day implementation, monitoring and reporting to governors.
 - Governor PP link: challenge and monitor impact termly.
 - Inclusion Lead / SENCo: ensure SEND/PP pupils have targeted support and that interventions are adapted and tracked.
 - Designated Safeguarding Lead: ensure pastoral needs and any barriers to attendance are timely addressed.
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Appendix — Mapping of activities to DfE Menu of Approaches tiers and EEF evidence (quick reference)

- Tier 1 High-Quality Teaching: Curriculum review, CPD in feedback, oracy and teacher coaching. Evidence: EEF Feedback (+8 months), EEF Oral Language (+6 months), DfE menu (professional development).
 - Tier 2 Targeted Academic Support: Small group and one-to-one tutoring; NELI/Talk Boost; structured writing interventions; TA-delivered programmes. Evidence: EEF Small-group tuition (+4 months), EEF Tutoring guidance and trials, EEF Oral Language interventions.
 - Tier 3 Wider Strategies: Funded trips/enrichment, breakfast club with language activities, attendance champion, parental engagement workshops. Evidence: EEF enrichment trials (Children's University), DfE menu listing breakfast clubs and attendance work; EEF parental engagement.
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This strategy has been prepared to be published on the school website as the DfE requires and to be revisited termly with governor challenge, evaluation of impact and adjustment of provision in line with the evidence and school-level data.

The proportion of pupils achieving the expected standard at the following assessment points:

Assessment point	2026 (not yet validated)		2025	
	School	National	School	National
Good level of development (GLD)	81.3%	72.4%	58.6%	68.3%
GLD, disadvantaged pupils	71.4%	54.8%	50.0%	51.3%

Phonics screening check (PSC)	77.0%	81.8%	88.5%	79.8%
PSC, disadvantaged pupils	54.5%	68.3%	92.9%	66.8%
KS2 RWM combined	54.1%	63.1%	41.7%	62.3%
KS2 RWM combined, disadvantaged pupils	42.9%	48.6%	43.8%	47.7%