Blessed Dominic Catholic Primary School

This statement details our school's use of pupil 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	451
Proportion (%) of pupil premium eligible pupils	16.41%
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)**	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Jennifer Hourihan
Pupil premium lead	Jade Newfield
Governor / Trustee lead	Laurence Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,000
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*	£132,000

Part A: Pupil premium strategy plan

Statement of intent

At Blessed Dominic Catholic Primary School, we aspire for all the children to be successful life longer learners and believe that all children should be given the opportunity to reach their full potential.

We strive to provide personalised learning opportunities and targeted support to allow every child to flourish. As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Our priorities at Blessed Dominic Catholic Primary School are:

- To diminish the difference between disadvantaged pupils compared to non-disadvantaged.
- To narrow the gap for those pupils in receipt of EYPP (Early Years Pupil Premium)
- To ensure early identification of additional needs and to promote early and effective intervention programmes using academic and local research to make informed choices to ensure we are promoting accelerated learning.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- Identify the barriers faced by our Pupil Premium students (eg literacy, poor attendance, Special Educational Needs etc) and remove them through High Quality Teaching.
- To support our children's mental health and wellbeing to enable them to access learning at an appropriate level.

At Blessed Dominic we believe:

- In widening children's experiences beyond their home experiences and giving choices;
- Supporting the 'whole' child with both academic and pastoral support;
- Supporting children to access learning opportunities- being in a 'place' (physical, emotional) to learn;
- Offering equality of opportunity to all regardless of individual circumstance.

When making decisions about using Pupil Premium funding Blessed Dominic Catholic Primary School recognises that it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is referred to support decisions around the usefulness of different strategies and their value for money. We recognise that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing to their full potential. The challenges are varied and there is no "one size fits all".

Challenges

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

Challenge number	Detail of challenge
1 EYFS	On entry to school, pupils from disadvantaged backgrounds have lower starting points, weaker **language skills** and a limited range of vocabulary when compared to other pupils. This is particularly evident in most areas of the Early Years Foundation Stage Curriculum, particularly **Communication and Language** and **Personal, Social and Emotional Development.**
2 Limited experiences	Pupils from disadvantaged backgrounds have **limited experiences** beyond their home life and local community compared to pupils from non-disadvantaged backgrounds impacting on their cultural capital
3 Outcomes	Internal and external (where available) assessments indicate that **reading, writing** and **maths** attainment among disadvantaged pupils is significantly below that of non- disadvantaged pupils
4 Oracy and Vocabulary Development	Many of our pupils, including those eligible for Pupil Premium, demonstrate low levels of **oracy,** which can limit their ability to articulate ideas clearly and confidently. This may be due to limited exposure to rich vocabulary, fewer structured opportunities for talk, and a lack of confidence in using language in a range of contexts. Developing pupils' enjoyment of language and widening their vocabulary is a key priority, as strong oracy underpins success in both reading and writing.
5 Parental engagement	Individual barriers to learning because of family circumstances, lack of parental support, social or emotional **wellbeing** difficulties. Addressing low self-belief and confidence levels in children eligible for PP funding.
6 Attendance	Our attendance data on IDSR shows differential between PP and non PP

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
Improved language skills, CLL and PSED and vocabulary among disadvantaged pupils in EYFS.	Assessments and observations will indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Experiences to enhance learning and shape future aspirations.	All disadvantaged pupils are proactively supported to access and participate in a broad and inclusive range of curricular and extracurricular experiences. These opportunities are designed to remove barriers to participation and to develop pupils' cultural capital, broaden their horizons, and enhance their knowledge, skills, and aspirations for the future.
Increase the attainment of PP children across Early Years, Key Stage One and Key Stage Two, in particular those capable of achieving the higher standard.	Pupils will make good progress from their starting points. Gaps will be narrowed through quality first teaching, targeted intervention where necessary and using assessment for learning effectively to fill gaps.

	Disadvantaged pupils will have targeted support to achieve the higher standard through adapted tasks, intervention and targeted support, scaffolds and challenge. INSIGHT database used to monitor and track children's assessments. Children identified at risk of not making expected progress will be discussed at termly pupil progress meetings and discussion with their parents during parent consultation meetings.
Improved oracy skills to boost their academic, confidence and social skills	Children will confidently articulate themselves across the interconnected strands: linguistic, physical, cognitive and social and emotional.
The parental engagement of families will increase through early intervention, close working with all agencies and additional in-school support.	Parent are more engaged and able to support children at home through attending workshops eg Reading and Phonics, parent groups, coffee mornings or specific support through agencies, will have a positive impact on the support given at home. Parent report more confidence in supporting their children with home learning. Emotional and social support for disadvantaged children to narrow attainment gaps with peers.
Increase attendance for disadvantaged pupils.	Increased attendance amongst disadvantaged pupils will clearly evidence impact on attainment. Disadvantaged pupils' attendance is in line with or exceeds the national average for non-disadvantaged pupils

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: £ *79,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (subscription to BPSI & Walk Thrus) *£5,000*	High quality staff CPD is essential. Information is then disseminated and followed up during Staff meetings and INSET.	1, 3, 4, 5
Teacher Development Time (release for teachers) *£1000*	Additional release time schedule for teachers/subject leaders to provide them with opportunities to improve their practice.	1, 2, 3, 4, 5
To remove barriers and improve academic outcomes for PP children *£20,000*	Provide additional teaching provision for children with SEND. Teaching assistant interventions, and one to one support in reading, writing and mathematics, speech and language.	1, 3, 5
Year 6 PP Teacher *£52,500*	Pupils split into smaller groups in Year 6. Increased flexibility for organising learners and the	1, 3, 4, 5

	quality and quantity of feedback the pupils are able to receive.	

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

Budgeted cost: £ *[27,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop whole school implementation of oracy strategies to develop language skills and the ability to speak about learning. *£1000*	For all staff to receive specialist, targeted training to support the most vulnerable learners with their talk for learning (Oracy), and making their learning 'stick'. For a specific, ongoing programme of support for year groups with high level of disadvantaged pupils. This will tailor learning and strategies so that these pupils make rapid progress. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1, 2, 3, 4
Invest in new books for the school library to encourage reading for pleasure £1,000	Access to high-quality, engaging books increases reading for pleasure, which is strongly linked to improved vocabulary, comprehension, and academic outcomes. Investing in new, diverse library books increases motivation to read, broadening cultural capital, and helping to close literacy gaps.	1, 2, 3, 4
Big Cat books for Little Wandle fluency link to the phonics scheme £1,000	Little Wandle is an evidence-based phonics programme, and Big Cat decodable books are fully matched to its progression. This alignment applies phonics accurately, build fluency and confidence, and close early reading gaps.	1, 3, 4
Little Wandle Home packs £500	Parental engagement supports improved outcomes and consistent approach between home and school.	1, 3, 5
Small group intervention £5000	EEF Rationale 'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'	3, 4, 6
Conferencing £2000	Teachers have clearer understanding of how to personalise the curriculum for disadvantaged pupils and provide enhanced learning opportunities.	2, 3, 4, 6
BICS support	Children identified with social and emotional needs receive support from BICS.	4
Art therapist £1500	Art therapist to support children's social and emotional needs providing a safe space and intervention.	5, 2

Educational Psychologist (£4655 (extra support days from BPSI)	The proportions of children with SEND support, including the allocations of EHCPs has steadily increased. Buying into the Educational Psychologist service allows the school to ensure we can fully meet the needs of our children. There are 7 days available in total. 2 consultations have been completed, with a further 2 due before the end of the Autumn term.	1, 3, 4, 6
Subscription to Little Wandle, ongoing training to upskill teaching staff. £1000	Little Wandle shown to have a high outcome. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	1, 3, 4, 5
Subscriptions to online learning sites to be used in school and at home including: Tapestry, Reading Eggs, Times Tables Rock Stars Spelling Shed £4000	EEF guidance report was used to support senior leaders and teachers to make better informed decisions based on the best available evidence. School have referred to the practical examples of technology being used in ways which support improved teaching and improve pupil learning.	1, 3, 4, 5
PIXL Primary £5000	QLA assessment to accurately identify gaps so that teaching can be adapted to pupils needs and targeted interventions as appropriate.	3

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

Budgeted cost: £ *[27,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips to remove barriers. *£3000*	EEF Guidance Report - Implementation We will provide a reduction in payments for school visits and residential visits with links to the National Curriculum. Ensure all children have access to cultural capital and the wider experiences the curriculum has to offer.	2, 3, 6
School experiences to remove barriers. *£3000*	EEF Guidance Report - Implementation We will provide a reduction in payments for school visits and residential visits with links to the National Curriculum. Ensure all children have access to cultural capital and the wider experiences the curriculum has to offer	1, 2, 3, 6
Parent App £2000	Improved communication between home and school to improve level of engagement for disadvantaged pupils.	5

Ipads /laptops £5000	More devices in school will enable chn to access online resources to support in school.	3, 4, 5
Parent workshops £1500	Parents are more equipped to support pupils with their learning through the involvement of parents in their children's learning activities (parent workshops). 'Parental engagement has a positive impact on average of 4 months' additional progress.'	5
Attendance Officer and Inclusion lead to analyse attendance and contact low attenders. Office staff to complete First Day Call and support families to raise attendance/punctuality. £1000	General approaches which encourage parents to support their children with, for example reading or homework. The involvement of parents in their children's learning activities; (parent workshops). Support in place for families who need extra support.	5, 6
Breakfast club *£1000*	To aid with concentration and be ready to learn, children have access to breakfast club to help families give children a nutritious meal before school.	3, 5, 6
After school clubs *£5,000*	To provide not only academic but wider curriculum experiences to nurture children's natural talent and ability.	2, 3, 4, 6
Uniform *£500*	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	3
Rewards to increase attendance £500	Increased attendance improves outcomes for all pupils	6

Total budgeted cost: £ *[132,000]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

Outcomes

National tests outcomes 2026: (national)

	Cohort	Disadvantaged
GLD	75% (72%)	50%
Phonics screening	86% (82%)	70%

MTC	Cohort	Disadvantaged
MTC Average	24.7% (21.6%)	24.9%
MTC 25/25	78% (44%)	93%

KS2	Working At +	Disadvantaged Working At +	High score (110+)	Disadvantaged high score (110+)	Av Scaled Score	Disadvantaged Av Scaled Score
Reading	85 (75%)	67%	36% (31%)	25%		
Writing	79% (73%)	58%	25% (13%)	8%		
SPAG	87% (74%)	75%	55% (30%)	33%		
Maths	89% (75%)	83%	51% (27%)	33%		
Combined	75% (73%)	50%	23% (9%)	8%		

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
Reading Eggs	Blake eLearning
TTRS	Maths Circle