



# SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

## Pupil Premium Strategy Statement 2025

Pupils in school	100 + Nursery (12 FTE) = 112 (correct July 2025)
Proportion of disadvantaged pupils	16% (from Nursery to Year 6, correct July 2025)
Pupil Premium allocation received this academic year (2024 - 2025)	£22,202.59
Looked-after funding received this academic year (2024 - 2025)	£2591.42
Academic year or years covered by statement	2024 - 2026
Publish date	18 <sup>th</sup> July 2025
Review date	18 <sup>th</sup> July 2026
Statement authorised by	Alex Dawson (Headteacher)
Pupil Premium Lead	Alex Dawson
Governor Lead	David Coggrave

### Disadvantaged pupil progress scores (September 2024 – July 2025):

It will not be possible to calculate KS1-KS2 progress measures for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption.

(Source: DfE Analyse School Performance)

Measure	Score
Reading	SUPP In certain circumstances, the DfE will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. This is to protect individual privacy.
Writing	
Maths	

### Disadvantaged pupil performance overview (September 2024 – July 2025):

Measure	Score
Meeting expected standard at KS2	SUPP In certain circumstances, the DfE will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. This is to protect individual privacy.
Achieving high standard at KS2	

### Expenditure (September 2024 – July 2025):

The following items have been funded through Pupil Premium – pe bags, sun hats, wraparound care sessions, payment for school visits. We can fund any of these items plus – amongst others – uniform, shoes, pe kits, book bags and water bottles whenever asked.

The remaining balance of £22,081.39 has been used to contribute towards the cost of providing additional support through 1:1 or small group interventions (e.g. for reading, maths, dyslexia, speech and language) and to cover the cost of staffing for Early Help Meetings, Children in Need Meetings, Drawing and Talking, Emotional Support, Bereavement Support and PEP meetings.

**Review: 2024 - 2025 aims and outcomes:**

Aim	Target	Outcome
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	SUPP In certain circumstances, the DfE will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. This is to protect individual privacy.
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	
Phonics	Achieve national average expected standard in Phonics	

**2025 – 2026 Allocation:**

Pupil premium allocation expected this academic year (2025 – 2026)	Circa £17,000 (estimated)
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**2025 – 2026 Strategy aims for disadvantaged pupils:**

Measure	Activity
Priority 1	Disadvantaged pupils will be supported academically, socially and emotionally, throughout the school day.
Priority 2	Disadvantaged pupils make expected or better progress than their peers in reading, writing and maths from their starting points. Children with SEND will achieve their personal end-of-year targets in reading, writing and maths.
Barriers to addressing these priorities	Continuing to find new strategies to raise family aspirations and support the development of skills within the family.
Projected spending	£5,000

**2025 – 2026 Teaching priorities:**

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2026
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2026
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2026
Phonics	Achieve national average expected standard in Phonics	July 2026
Other	Improve attendance of disadvantaged pupils to exceed LA average	July 2026

Measure	Activity
Priority 1	Ensure all relevant agencies are called upon to deliver social and emotional support alongside school support.
Priority 2	Targeted class support is robust and child-specific.

Barriers to addressing these priorities	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£5,000

### 2025 – 2026 Targeted academic support:

Measure	Activity
Priority 1	Employ external agencies to support children where necessary.
Priority 2	Maintain small group / individual core subject interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to addressing these priorities	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness.
Projected spending	£5,000

### 2025 – 2026 Wider strategies:

Measure	Activity
Priority 1	Children to have access to Breakfast Club and after-school activities and continue to have the opportunity to attend out of school visits.
Priority 2	Involve education welfare officer with schools to support families with attendance where needed.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£2,000

### 2025 – 2026 Monitoring and Implementation:

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided as required.
Targeted support	Ensuring enough time for small group or individual intervention.	Timetabling of intervention groups.
Wider strategies	Monitoring the engagement of families facing most challenges.	Working closely with the LA on support. Robust EHCP plans, targeted intervention plans.

### 2025 – 2026 Spending rationale:

Main barriers to educational achievement	In school: Participation in extra-curricular activities
	External: Attendance Experiences out-of-school
Desired outcomes	Attainment and progress outcomes that are above or at least commensurate with those of children not eligible for Pupil Premium funding nationally.
Planned expenditure	Classroom pedagogy: Continued deployment of Teaching Assistants – we have used this approach to successfully raise attainment outcomes.
	Targeted support: Continued relationship and family support – we aim to further develop children’s emotional wellbeing.

	<p>Other approaches:</p> <p>Continued funding of places in school clubs, trips and extra-curricular activities – disadvantaged children often lose out on these experiences and we wish to provide a broad, balanced curriculum.</p> <p>Incentives to promote improved attendance.</p>
How we will measure the impact of the Pupil Premium	<p>Measure outcomes – year group summative assessments; KS2 SATs; Y1 Phonics Screening Check; Early Years outcomes (Good Level of Development)</p> <p>Pupil and parent questionnaires</p> <p>Response from teachers and support staff</p>

## Service pupil premium funding (optional)

From the Department for Education Pupil Premium Strategy Statement Template

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