

St Monica's Catholic Primary School

Pupil Premium Strategy Statement 2025–2026

1. School Overview

School name	St Monica's Catholic Primary School, Hoxton
Academic year	2025–2026
Total pupils on roll	176
Total disadvantaged pupils	67 (38%)
Pupil Premium allocation	£ 113,625
Publish date	September 2025
Review date	July 2026
Statement authorised by	Executive Headteacher / Head of School
Pupil Premium lead	Head of School
Governor lead	Chair of Curriculum Committee

2. Statement of Intent

At St Monica's, we are committed to ensuring that disadvantaged pupils achieve highly, access a rich and ambitious curriculum, and receive timely, high-quality support. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including securing strong progress for those who are already high attainers.

We aim to remove barriers commonly linked to language development, reading fluency, working memory, emotional regulation, ensuring that pupils can participate fully and thrive academically and socially. We will also consider the needs of other vulnerable pupils, such as those who have a social worker and young carers. The activity outlined in this statement is therefore intended to support these groups as well, regardless of whether they are formally classified as disadvantaged.

High-quality teaching is at the heart of our approach, with a clear focus on the areas where disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and, simultaneously, benefits the non-disadvantaged pupils across the school. Implicit in our intended outcomes is the expectation that the attainment and progress of non-disadvantaged pupils will be sustained and improved alongside the progress of their disadvantaged peers. This approach embodies the school's ambition for all pupils.

Our strategy also takes into account the ongoing challenges faced by pupils whose education or wellbeing continues to be affected by the COVID-19 pandemic. Additional tutoring and targeted support will continue to be directed towards pupils whose learning has been most disrupted.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. Classroom practice, targeted intervention, pastoral provision and equitable access to wider opportunities work together to support pupils to excel.

To ensure our approach is effective, we will:

- ensure disadvantaged pupils are consistently challenged in the work they are set

- act early and intervene at the point that need is identified
- adopt a whole-school approach in which every member of staff takes responsibility for disadvantaged pupils' outcomes and maintains high expectations of what they can achieve.

3. Challenges

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

Challenge number	Detail of challenge
1	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 disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing reading fluency and comprehension than their peers because of factors such as reduced exposure to reading at home.
3	Internal and external assessments indicate that working memory, attention and metacognition challenges are disproportionately affecting disadvantaged pupils' ability to retain and apply learning. These issues contribute to weaker outcomes across core subjects, particularly in mathematics.
4	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social, emotional and mental health needs for some pupils, including difficulties with emotional regulation and anxiety. These challenges are more pronounced for disadvantaged pupils and impact both engagement and attainment. There were two teacher referrals for SEMH support

	made, 1 for disadvantage and 1 for non-disadvantage pupil. Year 3 received SEMH support from a WAMHS specialist; there are 47% disadvantage pupils in this class.
5	Discussions with pupils and families, alongside participation records, indicate that disadvantaged pupils have reduced access to enrichment opportunities, after-school clubs, educational visits and wider cultural capital experiences. This limits the breadth of their personal development and exposure to wider learning opportunities compared to their peers.

4. Aims

Aim	Target / Success Measures
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evidenced through triangulation with engagement in lessons, book scrutiny, EYFS baseline-to-ELG progress, and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 82% of our disadvantaged pupils meet the expected standard, thereby surpassing prior achievement. Internal data shows year-on-year narrowing of the disadvantaged/non-disadvantaged gap, with less than 5% difference by 2026. Currently, the school's disadvantaged pupils are performing strongly with 82% reaching expected standard in reading compared to 63% of the national disadvantaged cohort being able to do so.

Improved writing attainment, particularly vocabulary and sentence structure, for disadvantaged pupils.	Writing outcomes for 2025/26 show that more than of 82% of disadvantaged pupils meet the expected standard. At present, 82% of the disadvantaged cohort reaches the expected standard; this compares favourably with standards for national disadvantaged pupils. Clear evidence of improved vocabulary choices, sentence accuracy and transcriptional fluency in books and moderated assessments underpins improved standards.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 82% of disadvantaged pupils meet the expected standard, with internal monitoring demonstrating strengthened arithmetic fluency, number sense and reasoning.

5. 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.

A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching for all teachers to strengthen modelling, scaffolding and challenge.	Coaching and high-quality CPD improve pedagogical content knowledge and classroom practice (EEF: Effective Professional Development).	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading fluency, comprehension and vocabulary CPD across KS1 and KS2.	Strong evidence for fluency, vocabulary and comprehension CPD improving reading outcomes (EEF: Reading Comprehension Strategies).	1, 2
Annual Mastery maths training and CPD (via Maths Hub) to embed reasoning, small-step scaffolding and arithmetic fluency.	DfE and NCETM guidance on Teaching for Mastery; EEF Improving Mathematics in KS2.	3
Purchase of standardised diagnostic assessments and staff training (e.g., Rising Stars).	Diagnostic assessments provide reliable insights for targeted planning (EEF: Diagnostic Assessment).	1, 2, 3
Embedding dialogic/oracy activities across the curriculum; resources + release time.	Strong evidence base for oral language interventions improving reading and attainment (EEF).	1
Improving quality of SEL teaching through whole-staff training.	SEL approaches improve mental health, relationships and attainment (EEF: SEL).	4

Teaching subtotal: £55,000

B. Targeted Academic Support

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading fluency and phonics interventions (delivered by trained TAs and reading lead).	Phonics and targeted reading interventions show high impact, especially for disadvantaged pupils (EEF: Phonics).	1, 2
1:1 and small-group tutoring (including NTP-aligned tutoring).	One-to-one and small-group tutoring have high impact for struggling learners (EEF).	1, 2, 3
Targeted maths interventions focusing on working memory, reasoning and fluency in addition to algorithm based homework provision via Doodle Maths.	EEF: Improving Mathematics in KS2 emphasises targeted practice + scaffolding.	3
Purchase of listening, vocabulary and narrative intervention programmes (e.g., WellComm).	Oral language interventions improve communication and reading outcomes (EEF).	1

Targeted support subtotal: £38,000

C. Wider Strategies (for example, behaviour, attendance, wellbeing)

Budgeted cost: £20,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision to support SEMH, behaviour regulation and engagement.	SEL interventions linked to improved behaviour, attitudes and attainment (EEF).	4
Subsidised enrichment, trips, music tuition and cultural capital projects.	Access to enrichment supports wellbeing, aspiration and engagement (EEF: Arts Participation).	5
Use of contingency fund for acute need.	Supports rapid response to unexpected barriers.	All

Wider strategies subtotal: £20,625

TOTAL BUDGETED COST: £113,625

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 2024–2025 academic year, drawing on national assessment data (where available) and our internal summative and formative assessments.

Reading outcomes for disadvantaged pupils improved, with 82% achieving the expected standard - this represents a positive upward trend as these figures surpass both national disadvantaged (63%) and non-disadvantaged (81%) indicators and reflects the impact of strengthened reading fluency, phonics intervention and targeted support.

Writing outcomes also show a healthy 82%, evidencing another positive gap in relation to national counterparts. However, it is felt that this is an area where disadvantaged pupils require further support, particularly in vocabulary development and sentence construction.

In mathematics, 82% of disadvantaged pupils achieved the expected standard, again surpassing national indicators.

To help us gauge the performance of our disadvantaged pupils, we compared their results to outcomes for disadvantaged and non-disadvantaged pupils nationally, locally and within our school. Although national datasets continue to reflect varying levels of post-pandemic disruption, our internal analysis indicates that attainment gaps are positive across all indicators – a major accolade for the school. We remain highly ambitious for all our pupils. The targets set aim to further improve the performance of our most vulnerable cohort.

We are currently on course to achieve the longer-term outcomes set out for 2025/26, particularly in reading, maths, attendance and wider development. Writing and persistent absence remain priority areas for sustained improvement.

Our evaluation of approaches delivered last year indicates the effectiveness of reading interventions, maths mastery training and SEMH support, with clear impact shown in both academic and pastoral outcomes. Writing interventions showed partial impact, and these areas have been prioritised for refinement in the next phase of our strategy.

We have reviewed our strategy plan and made adjustments to how we intend to use our Pupil Premium funding this academic year, ensuring tighter alignment between identified need, evidence-informed practice and diagnostic assessment.