

02 Margaret Roper Catholic Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Margaret Roper Catholic Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	3 Years 22-23, 23-24, 24-25 25-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dermot Mooney
Pupil premium lead	Christine Garcia
Governor / Trustee lead	Cindy Piper, Michelle Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	57,980
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years	-
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	57,980

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding provided by the government to schools to improve the educational outcomes of disadvantaged pupils. It is allocated based on the number of pupils who have been eligible for free school meals (FSM) at any point in the last six years.

The funding also supports children who have been looked after continuously for more than six months, as well as children of service personnel.

At Margaret Roper Catholic Primary School, we are committed to ensuring that all pupils have equal opportunities to succeed. Our intention is to reduce and ultimately eliminate the attainment gap between disadvantaged pupils and their non-disadvantaged peers. We recognise that some pupils may face disadvantage even if they do not meet the criteria for Pupil Premium funding; therefore, where appropriate, strategies funded through the Pupil Premium may also benefit a wider group of pupils to support inclusion and equity across the school.

We carefully monitor the impact of Pupil Premium funding to ensure that it is used effectively to raise attainment, improve progress, and support the wider wellbeing and engagement of disadvantaged pupils.

At Margaret Roper Catholic Primary School, the proportion of pupils eligible for Pupil Premium funding is **11.9%**, which is significantly lower than the **national average of approximately 25–26% of pupils in primary schools in England**.

Because many of the school's families may be just above the threshold for pupil premium eligibility, they may not attract funding, but still experience the kinds of financial and social challenges associated with deprivation. This gap means that while Pupil Premium funding supports disadvantaged pupils, a broader portion of the cohort may lack access to the same level of cultural capital, enrichment experiences, and social mobility opportunities often associated with more secure or affluent families.

That makes it especially important for Margaret Roper's strategy to think not just about Pupil Premium-eligible pupils, but also about how to provide rich cultural, social, and educational experiences for those who do not qualify for additional funding but still face economic hardship.

We aim to strengthen the link between pupil premium and teaching. The premium is not isolated from the core business of schools: to teach children. We do not believe that 'add ons' are the answer to improving pupil performance. We believe high quality first teaching is the most powerful drive of educational equity. More strong teaching for all pupils will especially benefit the most disadvantaged. Our strategy is also integral to wider school plans for education recovery following the COVID19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Based on the aforementioned principles, our priorities for using the premium are as follows:

- Act early to intervene at the point need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Ensure disadvantaged pupils are sufficiently supported and challenged in the work that they're set;
- Accelerating learning through quality support and resources;
- Enriching pupils' social and cultural experiences together with an understanding of the world;
- Targeting interventions including those aimed at improving pupil attendance;
- Providing social and emotional support

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and development are lower for some pupils eligible for PPG than for other pupils. Their lack of access to reading/listening to high-quality children's literature will slow reading progress and language development in subsequent years.
2	Personal, social and emotional development has been affected for many pupils and some pupils eligible for PP have been affected more than other pupils. This will limit learning overall over-time.
3	Low attainment made by pupil premium/disadvantaged children. The children have gaps and misconceptions, limited vocabulary and find it challenging to retain/recall prior knowledge.
4	Some pupils eligible for PP have limited out-of-school experiences, which limit vocabulary and understanding of the world.
5	We have identified needs and are embedding a whole school ethos of supporting wellbeing; safeguarding and emotional wellbeing are closely monitored within the school community

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
Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.
Improve personal, social and emotional skills for pupils eligible for PP who have been adversely affected.	Pupils are confident and happy to come to school to learn. Self-esteem is raised.
Low attainment made by pupil premium/disadvantaged children. The children have gaps and misconceptions, limited vocabulary and find it challenging to retain/recall prior knowledge.	Analysis of close interventions will show that interventions have had a positive impact on the disadvantaged children's learning and have helped accelerate their progress.
Pupils are identified where attendance and punctuality are poor and school engages with parents to encourage good attendance habits	Pupils increase their attendance to accepted averages, via increased engagement and support of parents by school, to overcome barriers to attending school regularly
Increase accessibility of enrichment experiences for pupils eligible for PP.	The curriculum will provide pupils with and exciting, varied curriculum. • Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Pupil questionnaires will show that children enjoy school and are enthused to learn more.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA speech and language intervention and Speech and language therapist. Speech and language therapists assess and treat speech, language, and communication problems in people of all ages to help them better communicate. The therapist suggests strategies and programmes that are led by TA and therapist for speech and language interventions. The intervention takes place in small groups and 1:1 sessions 3x a week. The aim is to ensure that the pupils develop their speech and language skills and achieve targets set by the speech therapist.</p>	<p>Supported Evelina speech and language.</p> <p>Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.</p>	<p>1,3</p>
<p>CPD for teachers with the focus on early language skills to enable high quality learning for all</p>	<p>Government guidance: 'We know the first years of a child's life can be the most formative, which is why this Government is making it a priority to make sure all children have the best start in life. Speaking and communicating with confidence sets a child up for success in life, so it's vital that we support children to grow in confidence with these skills – especially those for whom English is not their first language or who have been more isolated during the pandemic than their peers'.</p>	<p>1,3</p>

<p>CPD for teachers with the focus on reading skills to enable high quality teaching for all</p>	<p>CPD to develop teacher's knowledge of teaching strategy, which will be used within the planning and delivery of Reading lessons. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</p>	<p>1,3</p>
<p>CPD on core and foundation subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas.</p>	<p>We recognise that the children at Margaret Roper have a broad range of skills and interests and we therefore want to ensure they receive a curriculum which is broad and high quality. This will be further developed through the support of subject leaders and CPD which will be knowledge focused.</p>	<p>1,2,3,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early years baseline for speech and language will be taken and interventions will take place for children with identified language delay.	On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress.	1
Focus phonics and guided reading/ reading fluency groups to be implemented, providing children who are low attaining in reading and phonics the opportunity to read more frequently with an adult.	Children who do not read regularly will be able to develop fluency with further support in school.	1,3
Speech therapist provides a program for children identified with communication difficulties.	Georgia – Evelina Speech and language therapy team. £5,600 per annum	1
Targeted support of PP children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups.	Small group tuition has shown to have a potential of +4 months in attainment levels.	1,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Communication Interventions	Weekly interventions happening to support those pupils.	2
Mental Health lead and ELSA/ nurture staff have to continue to develop whole school and in class approaches to support children with self- regulation and understanding their emotions.	School approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained.	2
Fund cost of out of school trips/experiences	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this.	4
Fund cost of clubs and music tuition	Some families are unable to contribute towards in-school enrichment activities such as music lessons. The school will offer a contribution towards any of these activities for pupils eligible for PP.	4

Zones of Regulation Interventions	helps pupils recognise and manage their emotions through a simple, structured framework, improving readiness to learn. Research shows it can strengthen self-regulation, reduce behavioural incidents, and increase positive social interactions. This is particularly beneficial for Pupil Premium pupils, who often face higher emotional pressures and gain significantly from consistent, supportive routines.	
Lego Therapy	LEGO Therapy is a supportive approach for Pupil Premium pupils, helping strengthen confidence, relationships, and engagement in learning.	
Nessy Touch Typing	Research also suggests that developing touch-typing skills can boost writing speed and fluency — a significant benefit for Pupil Premium pupils who may struggle with transcription, freeing cognitive capacity for ideas and composition.	
SALT	ELKLAN is a proven speech and language training programme for TAs. School's trained TA has additional speech and language training, to support speech and language development in conjunction with the school's attached speech therapist; TA also attends termly network meetings run by speech therapists	

Total budgeted £57,980

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Measure	Activity	Outcomes
Expectations of classroom environments includes a range of elements that will contribute towards improving children's vocabulary.	Teachers to implement initiatives detailed by English lead, guidance on choosing high quality books for daily story time. External evaluation by local authority lead. Focus on Reception Ks 1	2025-26 Monitoring by English lead showed improved focus and provision for children's vocabulary development. Reading development identified as a strength by Ofsted. 2023-24 % of PPG pupils in reception reaching ELG in CL in literacy were above that of all pupils.
EWO. The attendance team and EWO ensure that parents are aware of expected attendance levels when they fall below 96%. They tackle persistent absence, punctuality and reward for improvements and good attendance. Teachers review attendance and punctuality with the parent during parent evenings. Parents are reminded daily of their child attendance	EEF Toolkit Impact +3 months – Parental engagement Improving attendance, the key for school leadership summary of research and case studies.	As a result of strengthened collaboration between the Attendance Team, EWO, and teaching staff—alongside consistent parental engagement strategies—overall attendance across the school (214 pupils) is expected to rise, with the majority of pupils maintaining attendance at or above 96% . Rates of persistent absence and lateness will decrease through early intervention, regular communication with families, and targeted support.
CPD for teachers with the focus on reading skills to enable high quality teaching for all pupils	Additional RWI training for staff to ensure that all teachers have training.	Following targeted CPD on reading skills and additional Read Write Inc. (RWI) training for all staff, the quality of early reading and whole-class reading instruction across the school will improve. Teachers will demonstrate greater confidence and consistency in delivering phonics and reading lessons, resulting in more effective support for all pupils—including those who are disadvantaged or struggling. Pupils will make stronger progress in decoding, fluency, and comprehension, and a higher

		proportion will meet or exceed age-related expectations in reading.
CPD on core and foundation subjects to develop staff subject knowledge and approaches to teaching in a wide range of areas.	All subject leaders delivered CPD in their area. Music, PE, Art, and PE.	This will be continued in 25-26 in light of areas for development from Ofsted inspection.

Targeted Academic Support

Improve oral language skills and increase children's progress in reading for pupils eligible for PPG.

Improve academic attainment for PP children

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NFER Assessment tools	NFER
Read Write Inc phonics	Read Write Inc