

St Pius X Primary school

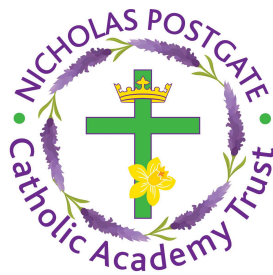
Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

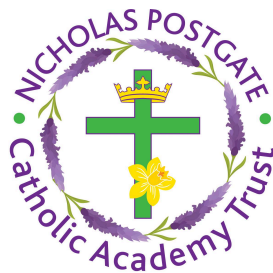
School Overview

Detail	Data
School name	St Pius X Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	41.1% Get Information about schools
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<ul style="list-style-type: none">- 2023/24- 2024/25- 2025/26
Date this statement was published	December 2025
Dates on which it will be reviewed	December 2026
Statement authorised by	A McClurey & N Bennett
Pupil premium lead	A McClurey & N Bennett
Governor / Trustee lead	J Manders



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,325.00
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	£140,325.00



Part A: Pupil premium strategy plan

Statement of intent

Principles

- **High-quality, inclusive teaching:** All pupils benefit from teaching that meets their needs; disadvantaged pupils are supported to access the full curriculum.
- **Targeted, evidence-informed provision:** We recognise that not all pupils who receive free school meals are socially disadvantaged, and not all socially disadvantaged pupils are registered or qualify for free school meals. Funding decisions are based on evidence of need, not eligibility alone.
- **Integration with whole-school improvement:** Pupil Premium initiatives are embedded into school improvement plans and aligned with curriculum, assessment and pastoral strategies.
- **Flexible and responsive approach:** Interventions adapt to evolving pupil needs, ensuring resources are used efficiently to maximise impact.

Ultimate Objectives

- **Close attainment gaps:** Reduce disparities between disadvantaged and non-disadvantaged pupils across reading, writing and mathematics.
- **Accelerate progress:** Ensure disadvantaged pupils achieve or exceed nationally expected progress, reaching Age-Related Expectations by the end of Year 6 and thus attaining strong GCSE outcomes in English and Maths.
- **Develop broader skills and resilience:** Support disadvantaged pupils' cultural capital, engagement and well-being, enabling them to thrive academically and socially.

Achieving These Objectives

We use a range of targeted, evidence-informed strategies to support pupils in receipt of Pupil Premium funding, including but not limited to:

- **Academic support:** 1:1 and small group interventions, targeted teaching by trained staff, and external specialists where needed.
- **Transition support:** Effective handovers from EYFS to Year 1, within school year transitions, and from primary to secondary education.
- **Enrichment and engagement:** Subsidised activities, educational visits, and residential to provide experiences that enhance learning and cultural capital.

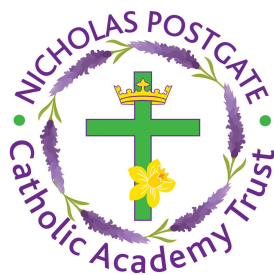


- **Attendance and pastoral support:** Dedicated Pastoral Support Assistant (PSA) to improve attendance and engagement, with a school target of **97% attendance**.

This provision is flexible and responsive, adapting to the evolving needs of socially disadvantaged pupils, with regular monitoring and evaluation to ensure maximum impact.

Context:

- 41.1% of children are eligible for pupil premium funding within school compared to the national figure of 25.7% of children eligible for free school meals.
- A very large majority of pupils (93.9%) reside in wards ranked within the 10% most deprived areas in England. Furthermore, a substantial proportion (81%) live in wards classified within the 0–2% most deprived nationally. The school itself is located within deprivation quintile 5, indicating that it serves one of the most disadvantaged communities in the country.



Challenges

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

Challenge number	Detail of challenge
1	<p>Enrichment - Cultural Capital</p> <p>Many of our pupils have limited experiences beyond their home and immediate community. A high proportion live in areas of significant socioeconomic deprivation, where low household income and financial instability restrict access to enrichment activities, cultural experiences and extracurricular opportunities. This limitation can constrain the development of pupils' skills, talents and interests and negatively impact resilience, and aspirations for further education or employment. Evidence shows that children who lack access to enriching experiences are at risk of reduced confidence, lower engagement and missed opportunities to develop the skills and networks that support long-term success. Targeted interventions and enrichment programmes are therefore essential to broaden pupils' experiences, nurture potential and ensure that every child can thrive academically, socially and personally.</p>
2	<p>Attainment of reading, writing, maths and phonics</p> <p>Disadvantaged pupils face significant barriers to accessing age-appropriate reading, writing, and maths materials outside of school, which impacts their progress. Internal assessments, observations, and discussions with pupils show that disadvantaged children experience greater difficulty in reading, writing and mathematics compared with their peers. Phonics presents a particular challenge: disadvantaged pupils generally demonstrate lower acquisition and application of phonics knowledge, which in turn affects their development as confident, fluent readers. These attainment gaps require targeted, evidence-informed interventions to accelerate progress and ensure pupils meet age-related expectations</p>
3	<p>Oracy, speech, language and communication</p> <p>In EYFS, a significant number of children enter school lacking fundamental literacy and numeracy skills, reflected in the low proportion achieving the expected standard in Literacy and Maths. The COVID-19 pandemic has exacerbated these gaps, creating challenges that continue as pupils progress through the school. Previous targeted interventions have positively impacted GLD and continued, evidence-informed support is required to sustain and build on these gains.</p> <p>Across Key Stages 1 and 2, assessments, observations and pupil discussions highlight underdeveloped oral language skills and vocabulary gaps, which are more pronounced among</p>



	<p>disadvantaged pupils than their peers. These deficits affect reading comprehension, writing and overall academic progress, underscoring the need for targeted interventions in language development, phonics and literacy throughout the school.</p>
4	<p>Attendance and punctuality</p> <p>Ensuring high attendance remains a strategic priority across the school, particularly for pupils who are persistently absent. Poor attendance limits pupils' access to the full curriculum, reduces opportunities for engagement in school-based support and enrichment and contributes to widening attainment gaps. Irregular attendance also affects social, emotional and mental wellbeing, making it harder for pupils to thrive academically and socially.</p>
5	<p>Social, emotional and mental health</p> <p>Many of our pupils face substantial and ongoing adversity, including inadequate housing, financial hardship, unstable home circumstances, bereavement, trauma and other stressors. These factors contribute to elevated levels of anxiety, loss, grief and ACE-related trauma, which can significantly affect pupils' engagement with learning and school life. The pandemic has heightened these challenges and its effects remain apparent. Evidence from the OxWell Student Survey demonstrates that rates of anxiety, depression and emotional difficulties increased during and after lockdowns, particularly for vulnerable groups, including those experiencing financial hardship or pre-existing mental health needs. Because these risk factors disproportionately affect our pupils and their families, targeted, trauma-informed support is essential to mitigate long-term barriers to academic progress, social development, and wellbeing.</p>
6	<p>Parental engagement</p> <p>Many of our pupils face complex home circumstances, including caring for multiple dependents, managing their own physical and mental health, financial insecurity, food poverty and experiences of trauma. These factors create significant barriers to parental engagement with school and learning, Evidence from the Education Endowment Foundation demonstrates that active parental engagement can have a substantial positive impact on children's learning, particularly for those from disadvantaged backgrounds. Targeted, flexible, and supportive strategies are therefore essential to strengthen home-school links, enable parents to participate meaningfully in their children's education, and help pupils achieve their full potential.</p>



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
<p>Accelerate progress in Reading, Writing, Maths and Phonics</p>	<p>Closing the attainment gap: Disadvantaged pupils achieve outcomes closer to national averages across key measures, including GLD (EYFS), Phonics Screening Check, Multiplication Tables Check and end-of-Key Stage 2 assessments.</p> <p>Accelerated progress for targeted pupils: Tailored interventions enable pupils at risk of underachievement to make rapid progress, ensuring they reach or exceed age-related expectations.</p> <p>Evidence of impact: Progress is monitored termly through assessment data, observations, Pupil Progress Meetings and pupil discussions, with outcomes reported to senior leaders, governors and the Trust to ensure accountability and continuous improvement.</p>
<p>Raise overall statutory school attendance so that all pupils achieve an attendance rate of 97% or above.</p>	<ul style="list-style-type: none"> ● The number of pupils whose attendance falls below the persistent absence (PA) threshold is reduced. ● Year-to-date (YtD) whole-school attendance shows clear improvement compared with the previous academic year. ● Attendance improvements are evident across all pupil groups, including disadvantaged pupils and other demographic groups. ● Attendance is embedded in a whole-school culture of high expectations, with effective monitoring, early intervention and support mechanisms in place, including use of data to identify and support pupils at risk of absence, in line with statutory guidance. <p>There is evidence of increased parental engagement and communication around attendance, supporting shared responsibility between the school and families to maintain high attendance.</p>



<p>Pupils are confident, resilient and able to express their views and feelings articulately, demonstrating strong personal and social development.</p>	<ul style="list-style-type: none"> • Pupils are confident, resilient and able to express their views and feelings articulately. They feel safe, supported and able to focus fully on learning without being inhibited by personal experiences. • Throughout the year, pupils make consistent academic and social progress, underpinned by strategies that promote emotional wellbeing, resilience and self-regulation. • Pupils are encouraged to take on meaningful roles and responsibilities, including House Captains, Eco Warriors, School Councillors, Prayer Leaders, Peer Mediators and Mini Vinnies, fostering autonomy, leadership, collaboration and a sense of accountability. • Pupils demonstrate the ability to articulate opinions, make considered decisions and act as proactive responsible members of the school community
<p>All pupils have equitable access to enrichment opportunities that broaden experiences, develop skills, enhance engagement and support personal, social and emotional growth.</p>	<ul style="list-style-type: none"> • Pupils have sustained access to high-quality enrichment opportunities that broaden experiences, develop skills and enhance engagement. Disadvantaged pupils increasingly participate in trips, visits, excursions and extracurricular clubs, accessing experiences they may not otherwise encounter. • Cultural capital is planned and embedded across the curriculum and a range of extracurricular activities is available to all pupils at no cost. These opportunities support personal development, social and emotional growth and aspiration, enabling pupils to engage fully with learning and develop skills, knowledge and experiences beyond the classroom.
<p>To raise the standards of oracy, language development and vocabulary.</p>	<p>Modelling and correcting language: Staff actively model correct grammar and syntax during interactions, providing positive, constructive feedback to support language development.</p> <p>Running commentary in play: Staff provide quality, contextual language during children’s play, supporting vocabulary acquisition and communication skills.</p> <p>Contextualised vocabulary instruction: Children are exposed to meaningful, curriculum-linked vocabulary, helping them understand and apply new words in authentic contexts.</p> <p>Explicit teaching of vocabulary: Within the CUSP curriculum, staff deliver targeted instruction in Tier 2 and Tier 3 vocabulary, ensuring pupils develop a rich, age-appropriate vocabulary that supports comprehension and confident oral expression.</p>



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)

Budgeted cost: £2155.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure all relevant staff (including new staff) have received official DFE endorsed training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve knowledge of GPC and reading attainment.</i></p>	<p>Phonics instruction: Systematic phonics approaches have a strong evidence base, showing a positive impact on word reading accuracy, particularly for disadvantaged pupils, though effects on comprehension are less direct. EEF: Phonics</p> <p>EEF impact estimate: According to the Education Endowment Foundation (EEF) Toolkit, high-quality phonics teaching can lead to approximately +5 months progress.</p> <p>Staff development: High-quality CPD for staff is essential to implement phonics instruction effectively, in line with EEF principles. Training is reinforced through INSET, staff meetings, and ongoing school improvement activities to ensure consistency and fidelity of practice. EEF Professional Development</p>	<p>Challenge number 2</p>
<p><i>Professional develop prog: Walkthrus, mastery teaching, CUSP, adaptive/responsive teaching</i></p>	<p>Great teaching as a lever for improvement: The Education Endowment Foundation (EEF) states that <i>“the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best</i></p>	<p>Challenge numbers 1, 2 & 3</p>



	<p><i>outcomes for all pupils, particularly the most disadvantaged among them."</i></p> <p>Mastery approaches: EEF research on mastery learning suggests that structured, high-quality teaching can lead to approximately +5 months' progress.</p> <p>Implication for practice: Providing ongoing CPD, coaching, and support for staff is critical to ensure consistent delivery of high-quality teaching, thereby accelerating progress for disadvantaged pupils across the curriculum.</p> <p>EEF Mastery learning</p>	
<p><i>Further develop and refine our curriculum offer so that is sequenced, connected and ambitious for all children: allowing them to know and remember more</i></p>	<p>Evidence-informed and research-based: The CUSP curriculum is underpinned by evidence, educational research and cognitive science, ensuring that teaching approaches are grounded in what works best for learning.</p> <p>Structured progression: Modules are deliberately sequenced to build knowledge and skills systematically, supporting robust progression across year groups.</p> <p>Teacher focus and consistency: The curriculum design allows teachers to focus on delivering high-quality lessons, reducing planning burden and ensuring consistency in pedagogy and outcomes.</p> <p>EEF High-quality teaching</p>	<p>Challenge number 2</p>
<p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p>	<p>Oracy within the curriculum: Research shows that high-quality oracy and dialogic activities, such as structured classroom discussions, significantly enhance reading and writing outcomes.</p> <p>EEF impact estimate: According to the EEF Toolkit, explicit oracy-focused approaches can lead to approximately +6 months' progress.</p> <p>Cost-effectiveness: These strategies are inexpensive to implement yet deliver high impact, making them a highly efficient lever for improving attainment, particularly for disadvantaged pupils.</p>	<p>Challenge number 2 and 3</p>



	<p>EEF Oral Language</p>	
<p><i>Use of standardised diagnostic assessments .</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>Diagnostic insight: Standardised tests, including PiXL assessments, provide reliable, objective data on pupils' specific strengths and weaknesses.</p> <p>Targeted support: This information enables teachers to tailor instruction and interventions to meet individual needs, ensuring disadvantaged pupils receive the most appropriate and effective support. When used systematically, PiXL assessments help accelerate progress, close attainment gaps and inform ongoing monitoring and evaluation of Pupil Premium strategies.</p> <p>EEF Assessing Learning Blog</p>	<p>Challenge number 2</p>



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

Budgeted cost: £85304.34

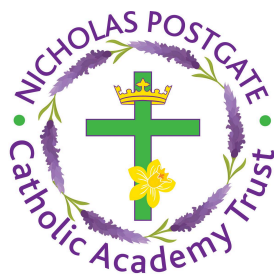
Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of Teaching Assistants	<p>Targeted support by TAs: Research indicates that well-deployed Teaching Assistants (TAs) can have a positive impact on pupil outcomes, particularly when they provide structured, evidence-informed support.</p> <p>EEF impact estimate: According to the EEF Toolkit, effective use of TAs can lead to approximately +4 months' progress. EEF Teaching Assistant Interventions</p>	Challenge 2,3 & 5
<i>Structured interventions - Small group & 1:1 tuition</i>	<p>Targeted, evidence-informed support: Well-evidenced TA interventions can be strategically targeted at pupils requiring additional support, helping previously low-attaining pupils overcome barriers to learning.</p> <p>Impact on attainment: These interventions enable pupils to catch up with previously higher-attaining peers, accelerating progress and narrowing attainment gaps.</p> <p>EEF impact estimate: The EEF Toolkit indicates that effective use of TAs can contribute to approximately +4 months' progress. EEF Small group tuition</p>	Challenge 2, 3 & 5
<i>Participation in interventions targeted at disadvantaged pupils who require further support to acquire phonics knowledge.</i>	<p>Strong evidence base: Systematic phonics approaches have a proven positive impact on reading outcomes, particularly for disadvantaged pupils.</p> <p>Targeted interventions: Phonics interventions are most effective when delivered as regular, structured sessions over a sustained period (up to 12 weeks), enabling pupils to consolidate learning and accelerate progress.</p> <p>EEF impact estimate: According to the EEF Toolkit, high-quality phonics teaching can lead to approximately +5 months' progress. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	Challenge 2



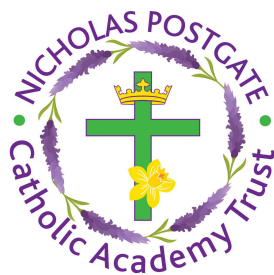
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52865.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Rainbows Bereavement support for children	<p>Whole staff training on identifying and supporting pupils who are suffering trauma from loss.</p> <p>EEF Toolkit Maximising Learning "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year."</p> <p>EEF social-and-emotional-learning</p>	Challenge number 2 & 5
Provision of Emotional Literacy Support for pupils	<p>In order for children to become effective learners, Maslow (1970) suggested that it is first necessary to ensure that children's physiological and emotional needs are met. The Emotional Literacy Support programme is designed to improve pupils' ability to recognise, understand, manage and appropriately express their emotions</p> <p>University of Southampton: The Emotional Literacy Support Assistant (ELSA) Programme:</p>	Challenge number 2 & 5
PSA role ensures support to families and well being of pupils.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>EEF: Working with parents to Support Children's learning</p>	Challenge number 4, 5 & 6
Ensure all identified children in receipt of Pupil Premium with poor attendance and their families have access to PSA and uniform .	<p>The Department for Education (DfE) published research in 2016 which found that: "The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2."</p>	Challenge number 4 & 6



	<p>EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>EEF: Working with parents to Support Children's learning</p>	
<p><i>Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to Improve School Attendance</i></p>	<p>Evidence shows that embedding the principles of good practice outlined in the updated 2024 DfE guidance <i>Working Together to Improve School Attendance</i> which is effective in raising attendance and reducing persistent absence. The guidance draws on case studies and sector-wide learning from schools that have successfully reduced absence, highlighting that combining universal strategies with targeted support for vulnerable pupils, results in sustained increases in attendance and improved access to learning.</p>	<p>Challenge number 4 & 6</p>
<p>Trips, experiences and extra-curricular clubs deepen knowledge, build aspiration and strengthen self-esteem and confidence.</p>	<p>Our pupils have limited life experiences. Through our personal development curriculum, we will ensure that all pupils have access to a wide, rich set of experiences and increase their cultural capital.</p> <p>EEF research states, "Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds."</p> <p>EEF research arts-participation</p> <p>EEF: Life skills and enrichment</p>	<p>Challenge number 1, 2 & 4</p>
<p><i>Breakfast Club</i></p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) 2016</p> <p>EEF Breakfast Clubs</p>	<p>Challenge number 4, 5 & 6</p>



<p>Rewards</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>To mitigate this and as part of school Behaviour policy pupils are regularly rewarded for their efforts, learning and behaviour.</p> <p>Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance.</p> <p>EEF Improving Behaviour in Schools</p>	<p>Challenge numbers 2, 4 & 5</p>
<p>Bespoke Mental Health support to identify children with ongoing mental health difficulties.</p> <p>Tracking of children in receipt of Pupil Premium who engage with MHR.</p> <p>Interventions managed and efficacy monitored by SENCo & class teachers</p> <p>Focused interventions allow for next steps to be clearly highlighted.</p> <p>Strong relationships with external provider</p>	<p>Prevalence of mental health issues: Current statistics indicate that 1 in 4 people in the UK experience a mental health problem each year (Mind.org). Mental health concerns are increasingly recognised among children and young people, with historic data showing 1 in 10 children aged 5–16 having a clinically diagnosed mental health disorder (2004 National Morbidity Survey). The COVID-19 pandemic has further exacerbated emotional and mental health challenges in young people.</p> <p>Impact of social-emotional learning (SEL): Evidence shows that targeted SEL programs can significantly improve pupils’ social, emotional, and academic outcomes. The EEF Toolkit suggests SEL interventions can lead to approximately +4 months’ progress.</p> <p>EEF social-and-emotional-learning</p>	<p>Challenge number 4 & 5</p>

Total budgeted cost: £140,325.00



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 2024 -2025 academic year.

Intended outcome	Impact
Accelerate progress in Reading, Writing, Maths and Phonics	<p>High-quality education: Pupils at St Pius receive a well-structured, ambitious education, with clear attention to the precise knowledge, skills and key vocabulary they need to succeed. As a result, all pupils - regardless of background or barriers to learning - acquire the knowledge and skills necessary to thrive in their next phase of education and achieve their full potential.</p> <p>Leadership accountability: Leaders, managers at all levels and governors take full responsibility for their roles and the impact they have on pupil outcomes, ensuring strategic decisions and resources directly support attainment, progress and well-being.</p> <p>Contextual factors: COVID-19 caused significant disruption to the education system, affecting pupils and schools differently. Consequently, data alone may not fully explain pupil outcomes, and leaders interpret results with careful consideration of these contextual factors to inform targeted strategies.</p>
Improve attendance of all pupils to 97% or above	<p>Improvements in whole school attendance (statutory age) can be seen, with the school showing a positive trajectory. Improvements are evident across all key demographic groups, including all students, males, females, disadvantaged, not disadvantaged, EHCP, EAL, and children in the care of the local authority.</p> <p>Soft informal data from parents suggests that, even post-pandemic, some continue to be over-cautious about sending children to school with minor ailments or illnesses. Despite this, improvements can be seen in the percentage of children identified as Persistent Absentees during 2024-25 compared to 2023-24.</p> <p>Nevertheless, the school is aware that persistent absenteeism remains higher among disadvantaged pupils, particularly males in receipt of pupil premium</p>



	<p>funding. Therefore, our funding targeted at wider strategies remains essential in addressing gaps in pupils' readiness to learn.</p>
<p>Overcome external barriers to learning</p>	<p>Emotional regulation and social development: Targeted interventions help pupils overcome external challenges that may affect behaviour, relationships or engagement (e.g., home stress and social difficulties). As a result, pupils manage emotions effectively, engage positively in school life and develop resilience.</p> <p>Pupil pride, resilience, and safety: The school environment ensures that all pupils, regardless of external circumstances, feel safe, valued and supported. This enables pupils to focus on learning without being hindered by external pressures.</p> <p>Therapeutic and diagnostic support: Pupils with complex external challenges are supported through therapeutic and diagnostic interventions, including referrals to external agencies, ensuring barriers such as mental health, family difficulties or social care needs are addressed.</p> <p>Breakfast Club and pastoral support: Initiatives such as Breakfast Club remove barriers to learning related to nutrition, routine and social confidence, ensuring pupils arrive ready to learn. These provisions also provide early support for disadvantaged pupils, helping them develop self-confidence and social skills that might otherwise be limited by their home environment.</p>
<p>Curriculum enrichment – trips, visits and visitors</p>	<p>Broad and memorable experiences: The school provides a rich and varied curriculum that ensures all pupils, including disadvantaged children, are exposed to a wide range of memorable learning experiences that extend beyond the classroom.</p> <p>Development of talents and interests: Through targeted curricular enrichment opportunities, pupils are able to develop their talents, explore interests and build confidence, helping to mitigate barriers such as limited access to cultural, artistic or sporting experiences outside school.</p> <p>Engagement and motivation: Pupils are motivated and inspired by these experiences, which in turn supports academic engagement, resilience and social development, ensuring all children have equitable opportunities to succeed.</p>



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
PIXL	The PIXL Club Ltd
Rainbows	Rainbows Bereavement Support GB
InsideOut	The Junction Foundation
CUSP Curriculum	Curriculum with Unity Partnership
X Tables Rockstars	TT Rockstars
Third Space Learning	Third Space Learning
Chess	Chess in Schools and Communities



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Ambitious leadership: Leaders at St Pius X Catholic Primary School are committed to high expectations for all pupils. In 2024–25, priority was given to accelerating learning progress, with the vast majority of year groups achieving good or better progress for all pupils (only current Y6 did not in writing only)

Curriculum intent: The school's curriculum clearly outlines the core knowledge and key vocabulary pupils are expected to master as they progress through school, ensuring consistency and progression in learning.

Addressing Early Years barriers: The biggest barrier to learning was identified in EYFS on entry, particularly in early communication, literacy and phonics readiness. To address this, the school undertook a Phonics Research Programme: "What Comes Before Phonics" with Dr Sally Neaum (Senior Lecturer, Early Childhood Development), fully funded by Teesside University, to develop evidence-informed strategies for early phonics readiness and targeted support for disadvantaged pupils.