

Pupil premium strategy statement – St Boniface RC Primary School, Salford

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	224
Proportion (%) of pupil premium eligible pupils	57.5%
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)	2025-2028
Date this statement was published	29th Dec 2025
Date on which it will be reviewed	29th Dec 2026
Statement authorised by	Stella Groarke
Pupil premium lead	Stella Groarke
Governor / Trustee lead	Cllr Maria Brabiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,293
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£172,293

Part A: Pupil premium strategy plan

Statement of intent

St Boniface's RC Primary School is a calm, happy, safe, and nurturing community, supported by hardworking and dedicated staff. We are committed to delivering an education rooted in the Catholic faith, one that promotes excellence in all aspects of school life. Our core Gospel values: love, respect, community, faith, honesty and value are taught and lived daily, shaping the experiences of our children. At the heart of everything we do is Christ, guiding our mission and vision.

As a smaller-than-average school in Salford, we serve a community facing significant socio-economic challenges. Almost half of our pupils (43.8%) speak English as an additional language, and nearly a third (30.8%) have special educational needs. Many children begin their school journey with limited language skills, making early intervention crucial. Therefore, language development, communication, reading and phonics remain central priorities to ensure every child makes a strong start.

The barriers to learning we address are deeply rooted in wider socio-economic issues that cannot be resolved through quick solutions. While 57.5 % of our pupils are eligible for the Pupil Premium grant, many more families experience similar challenges. For this reason, our strategy prioritises improving the quality of teaching and learning across the school, ensuring that all pupils benefit and educational outcomes are raised for everyone.

In addition to supporting stronger attainment in core skills, we aim to ensure that none of our pupils are limited by their socio economic status and that they have equal access to wider opportunities and experiences that will equip them well for adulthood.

We recognise that the needs of our pupils evolve over time. Consequently, the allocation of Pupil Premium funding will vary annually, guided by performance data and the specific concerns we identify for our most vulnerable learners. This flexible approach ensures that our strategy remains responsive, targeted, and impactful.

Ultimately, our Pupil Premium Strategy is about more than overcoming barriers to learning. It is about equipping every child with the skills, confidence, and resilience they need to flourish academically, spiritually, and socially, so that they can thrive in their future education and contribute positively to the wider world

Challenges

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

Challenge number	Detail of challenge
1	Poor basic skills on entry to EYFS. Pupils arrive in Nursery with poor speech and language skills: In 2025 <u>63%</u> of Nursery pupils and 50% of Reception pupils were assessed as having language delays and are enrolled on the Wellcomm programme. A high percentage of these pupils are pupils in receipt of the pupil premium grant: 33.3% of pupils eligible for the PPG in Nursery and 40% of pupils eligible for the PPG in Reception. 42.7 % of current pupils have English as an additional language. Of these pupils, 36.5% are pupils in receipt of the PPG.
2	Attainment and progress outcomes End of KS2 assessments in July 2025, showed an increase in the attainment of pupils eligible for PPG. However, there remains a significant gap between the attainment of PPG pupils and non PPG pupils. Internal data tracking also indicates that in other cohorts there remains a significant gap between pupils eligible for the PPG and those who are not. This is aggravated by high SEN needs and attendance and punctuality issues. The gap between pupils eligible for the PPG and those who are not at the end of KS2 was 38% for reading, 44% for writing and 31% for maths in 2025. The gap between pupils eligible for PPG and those who are not at the end of Year 2 was 25% for reading, 36% for writing and 28% for maths, attainment overall in this cohort was significantly lower than national and local averages.
3	Wellbeing, social and emotional barriers to learning. Our assessments, observations and discussions with families have identified that many of our pupils have social, emotional and wellbeing challenges. These challenges in particular affect pupils eligible for the PPG, including their attainment in reading, writing and maths. We have seen an increase in referrals to our Family Liaison Officer, the Caritas Social Worker and referrals to the PIT team.
4	Limited life experiences as a result of social and economic factors. Many of our pupils do not travel far from their local area. This can include pupils having no experience of travelling into Manchester, visiting a museum, cinema or theatre; visiting the beach or having a walk in the countryside.
5	Poor attendance and punctuality. In 2024-25, the gap between pupils eligible for the PPG and those who

	are not, was 3.2% with whole school attendance was 94%, just below national average. 96% attendance for non PPG and 92.8% for PPG. Persistent absence (over 10%) in 2024-25 was 21.4%. Out of 113 Pupils eligible for the PPG 28.3% were persistently absent . Our assessments indicate that absenteeism negatively impacts the progress and outcomes for disadvantaged pupils
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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
1. Improved basic skills for disadvantaged pupils in EYFS and KS1. Pupils make a strong start to school life.	Proportion of pupils achieving early learning goals in the prime areas will increase. Proportion of pupils passing the phonics screening check with increase to be in line with national average. All pupils effectively use speech and language skills within the curriculum (linked to Oracy policy).
2.Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1 KS2.	Whole-school KS1 and KS2 data improves year on year and in 2028 shows that pupils in school meet or exceed the expected standard in line with national average and the gap is closed further between pupils eligible for the PPG and those that are not.
3. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged.	Sustained high levels of wellbeing by 2028 evidenced by: Qualitative data (school and EFS) from pupil, staff and parent voice .
4. All pupils including disadvantaged pupils will experience a range of curriculum enhancing experiences and wider cultural capital experiences.	Pupils will use experiences to develop their academic, social and vocabulary skills and as a result will meet or exceed the expected standard in line with national average and disadvantaged pupils achieve in line with non-disadvantaged pupils.
5. To achieve and sustain improved	Attendance and punctuality will improve

attendance, particularly for disadvantaged pupil	year on year. By 2028: • attendance of all pupils will be in line with national average • percentage of persistent absence will be in line with national average
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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: £ 82,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive Teaching CPD for staff and greater focus on adaptive teaching in all lessons.	QFT is the most important level schools have to improve outcomes – EEF guide to the Pupil Premium.	1 2
<i>Whole school pedagogy training to promote high expectations and inclusion for most vulnerable.</i>	QFT is the most important level schools have to improve outcomes – EEF guide to the Pupil Premium.	1 2
<i>Provide specialist teaching in core subjects so that pupil development is targeted to ensure accelerated progress.</i>	QFT is the most important level schools have to improve outcomes – EEF guide to the Pupil Premium.	1 2
<i>Oracy strategies through QFT to enable all pupils including disadvantaged pupils to actively engage in</i>	Oral language interventions have high impact – EEF Toolkit.	1 2 3

<i>learning.</i>		
<i>Continue speech and language programme with all pupils in EYFS using Wellcomm.</i>	Percentage of pupils identified with poor oral skills on entry into school. Oral language interventions have high impact – EEF Toolkit.	1 2
<i>Phonics Leader to coach and train staff, monitor teaching and learning and raise standards back to National Average.</i>	Effective use of the Pupil Premium fund begins by creating a 'leadership environment and school climate that is conducive to good implementation' – EEF Pupil Premium recommendations	1 2
<i>Weekly phonics training for teachers and teaching assistants leading phonics lessons.</i>	QFT is the most important level schools have to improve outcomes – EEF guide to the Pupil Premium.	1 2
<i>Provide homework, pre-teach and booster clubs to help pupils consolidate learning in the classroom.</i>	Homework has high impact for very low cost but some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils) – EEF Toolkit.	1 2

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

Budgeted cost: £16,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide small group targeted phonics booster interventions for pupils in EYFS.</i>	Phonics interventions have high impact – EEF Toolkit	1 2
<i>Provide Phonics Fast Track tutoring for identified pupils in</i>	Phonics interventions have high impact – EEF Toolkit	1 2

<i>KS1 and KS2.</i>		
<i>Provide rapid catch up phonics for pupils in KS2</i>	Phonics interventions have high impact – EEF Toolkit	1 2
<i>Provide maths and reading tutoring for pupils in small groups using HLTAs and where possible Tutor Trust</i>	Small group tuition has a moderate impact –EEF Toolkit	1 2
<i>Commission EMTAS to work with EAL children to develop basic language,</i>	One-to-one tuition has a high impact – EEF Toolkit.	1 2 5

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

Budgeted cost: £ 70,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide specialist advice to pupils and families with emotional concerns. Full time Family Liaison Officer.</i>	To develop strategies to support emotional well-being. Social and emotional learning interventions & parental engagement have a moderate impact – EEF Toolkit.	3 5
<i>Caritas Counsellor working with identified pupils for Counselling. Engagement with PIT team for pupils with identified needs</i>	To develop strategies to support emotional well-being. Social and emotional learning interventions & parental engagement have a moderate impact – EEF Toolkit.	3
<i>To develop the social and academic skills of pupils</i>	“The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered	4

<i>through extra-curricular and life experience activities so that pupils learn effectively. Parents will be supported to enable their children to attend a range of trips and visits, including the Year Six residential trip.</i>	valuable life experiences that should be open to all young people, regardless of background or where they happen to live.” – An Unequal playing Field by The Social Mobility Commisison (DfE)	
<i>School Attendance Administrator to support pupils and families struggling with attendance. Staff to oversee attendance initiatives, monitor data and liaise with parents and agencies such as the EWO.</i>	<i>Absences leading to missed learning can have an effect on attainment – DfE 2016</i>	1 2 3 5

Total budgeted cost: £ 172,293

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

Budgeted cost: £66,193 Actual Cost £74,138

Pupil progress meetings using Insight data at the end of the spring and summer terms enabled us to target disadvantaged pupils in maths and English and establish intervention groups for the following term. A review of the marking and feedback policy enabled precise feedback to be targeted towards pupils in receipt of the PPG. Evidenced in books.

14 Y6 pupils in receipt of the PPG benefitted from QFT in half-class groups throughout the academic year as well as booster sessions and support from the Tutor Trust. The pupil who achieved greater depth in all core subjects was in receipt of the PPG and attended the targeted support groups.

Outcomes for pupils in receipt of the PPG in EYFS and KS1 improved but did not achieve national averages in phonics with 9 out of 14 pupils eligible for PPG in Year 2 still not achieving the pass mark in phonics by the end of the year.

Elklan/ SALT resource packages delivered in EYFS. Pupils in receipt of the PPG reaching age-appropriate language acquisition increased during the academic year: Nursery from 36% to 88% and Reception from 27% to 69%.

53% of 17 pupils eligible for PPG passed the PSC in Y1.

Targeted Academic Support

Budgeted cost: £ 34,768 Actual cost: £34,768

54% Reception pupils eligible for the PPG met the expected standard for progressing into KS1 through small group interventions.

Rapid Catch up Phonics was provided for 18 pupils in receipt of the PPG. All made progress from starting points, 9 pupils will continue to access Rapid Catch up phonics teaching in Y3 and 4 pupils in Year 4

Tutor Trust interventions and TT Rockstars introduced into KS2 led to improvements in MTC outcomes for pupils eligible for PPG compared with previous year and in end of year KS2 assessments in maths.

The speech and language therapist worked with 6 pupils in receipt of the PPG. They

achieved their personal targets and recommended adaptations to implement in school were suggested .

Wider strategies

Budgeted cost: £79,591 Actual Cost £81,344

FLO has provided support for in excess of 20 families of pupils in receipt of the PPG with family support at various levels:

15+ pupils received 1:1 support with daily/weekly check-ins for social, emotional and mental wellbeing. After support, all the targeted children participating in these groups showed improved confidence and positive attitudes to relationships with others, and implemented the coping strategies taught.

12 pupils participated in PIT team self esteem programmes and talking and drawing therapy with the FLO.

6 pupils worked with the Caritas Social Worker.

FLO supported vulnerable Y6 pupils with workshops to prepare them for transition to High school.

7 families of pupils eligible for the PPG have received parenting support

All pupils in receipt of the PPG have received free school trips to enhance cultural capital and provide curriculum enrichment. Trips included: Kersal Wetland, library, RHS Bridgewater, MOSI, Blackpool Circus, Chester Zoo, Museum, Salford Museum, Imperial War Museum, Crucial Crew, Manchester Airport, Styal village, Robinwood residential and work with Into University.

Pupils also experienced visits from an author and Rock Kidz, City wide cooking services and Enrich education

Multiple strategies to target absences of pupils in receipt of the PPG.

Attendance for pupils in receipt of the PPG remains static.

Persistent absence of pupils in receipt of the PPG remains higher than national averages and is static

24 pupils in receipt of the PPG have been monitored and supported to attend more regularly

including: attendance panel, medical panel, fast track, letters, home visits, EWO meetings.

30+ pupils in receipt of the PPG have attended breakfast club, of these, 10+ have received free breakfast club places.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

n/a

The impact of that spending on service pupil premium eligible pupils

n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.