The Holy Spirit Catholic Multi Academy

St. Benedict's Catholic Academy

Pupil Premium/Recovery Spending Plan 2026/27

Pupil premium strategy statement

This statement details how we intend to use pupil premium and recovery funding, both in the short term- this academic year- whilst also indicating some challenges which are likely to take longer to address and so will be addressed by subsequent funding in future years.

School overview

Detail	Data
School name	St. Benedict's
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sinead Smith Senior Executive Principal
Pupil premium lead	Olivia Harris
Governor / Trustee lead	Aaron Owen

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£80 600
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**	£80 600

Part A: Pupil premium strategy plan

Statement of intent

At St Benedict's Catholic Academy, as part of St Raphael Catholic Multi Academy Trust, we are committed to ensuring every child is enabled to achieve their full God-given potential. While this includes securing strong academic progress and attainment from each child's starting point, our vision extends far beyond outcomes alone. We strive to develop confident, articulate, compassionate and ambitious young people who are equipped to flourish both now and in the future.

Rooted in our mission of 'Forming Christ-centred pilgrims with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice,' we are committed to ensuring that all pupils, particularly those who are disadvantaged, can access an ambitious curriculum alongside the rich experiences and opportunities that enhance learning and personal development.

We know that high-quality teaching has the greatest impact on pupil achievement. Therefore, we invest significantly in professional development, coaching and collaboration to ensure staff have the expertise needed to meet the needs of all learners. Through adaptive teaching, effective assessment and evidence-informed practice, we seek to remove barriers to learning and ensure every pupil experiences success.

Language, communication and oracy are central to our approach. We recognise that strong speaking and listening skills underpin success across the curriculum and beyond. We are committed to developing pupils' vocabulary, confidence and ability to communicate effectively, enabling them to articulate their thinking, engage in meaningful discussion and access increasingly complex learning.

We recognise that disadvantage can present itself in many forms and that barriers to learning are often complex and individual. Through strong relationships with families, effective pastoral support and carefully targeted intervention, we take a holistic approach to supporting children and their families. We are committed to ensuring that financial hardship, attendance challenges, social and emotional needs, SEND or other vulnerabilities do not prevent pupils from accessing the full life of the school.

As a highly inclusive school, we continually review and adapt our provision to meet the changing needs of our community. Decisions regarding the use of Pupil Premium funding are informed by research, evidence and our deep understanding of pupils' needs. Funding is carefully targeted to ensure the greatest possible impact on both academic achievement and personal development.

To ensure our approach is effective, we will:
- Maintain the highest expectations for all pupils, including those who are disadvantaged.
- Deliver consistently high-quality adaptive teaching which enables all pupils to achieve success.
- Develop pupils' language, vocabulary and oracy skills across the curriculum.
- Promote excellent attendance and punctuality through strong partnerships with families.
- Ensure disadvantaged pupils can participate fully in enrichment opportunities and the wider life of the school.
- Foster a culture where all staff share a collective responsibility for securing the best possible outcomes for disadvantaged pupils.
- Continually evaluate the impact of our provision and use evidence-informed approaches to drive improvement.

Challenges

From assessment, observation, knowledge of our families and children, we have identified the following challenges and barriers which could negatively impact the achievement, wellbeing and life chances of the children.

Challenge	Detail of challenge
1	On entry to school, children are displaying low levels of language acquisition. It is evident that, for many children, the impact of missing a significant amount of their early years education has resulted in them being less prepared to progress in their learning.
2	Many families are experiencing financial barriers which are unprecedented. This is not only impacted the ability of parents to ensure their child is appropriately prepared for school, i.e. through the provision of uniform etc, but it is also having a significant impact on the stress experienced by parents, which in turn impacts children's well-being.
3	Some disadvantaged pupils have gaps in reading, phonics and early literacy skills which impact attainment across the wider curriculum, particularly in reading comprehension and writing.
4	Some disadvantaged children have gaps in their knowledge and skills. Children are less able to recall what came before and what is likely to come next in their learning.
5	There is increased evidence of children experiencing stress, anxiety, a loss of confidence and other social and emotional challenges. This is impacting children's ability to fully access learning to actively engage in wider learning opportunities.
6	The attendance of some pupils has negatively affected learning progress.
7	An increasing number of disadvantaged pupils present with additional learning, communication and SEND-related needs, requiring targeted support to enable them to successfully access an ambitious curriculum.
8	Some disadvantaged pupils have fewer opportunities to access wider cultural, sporting, leadership and enrichment experiences that support personal development, confidence and aspirations.
9	A small number of disadvantaged pupils require support to develop healthy lifestyles, physical wellbeing and participation in physical activity to ensure they are fully able to engage in school life.

Intended outcomes

By the end of our current strategy plan, we intend to achieve the following outcomes:

Intended outcome	Success criteria
Language skills and use of vocabulary among disadvantaged pupils will be improved.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Financial barriers will be removed as a challenge which could impact the achievement of disadvantaged pupils.	Disadvantaged pupils fully participate in educational visits, enrichment activities, wider opportunities and curriculum experiences. Financial hardship does not act as a barrier to attendance, engagement or achievement.
The gap in phonic knowledge for disadvantaged children will be closed leading to improved attainment in reading.	Formative and summative assessments, along with observation and evidence of work in books, will reflect improved application of phonic knowledge in both reading and writing.
The gaps across the curriculum in knowledge and skills acquisition for disadvantaged children will be closed, allowing them to put their learning in context.	Formative and summative assessments, along with observation and evidence of work in books, will reflect improved application of skills and knowledge and retention of prior learning.
Social and emotional challenges will not impact the achievement of disadvantaged children and they will have evidently improved confidence.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupils and parents • reduced need for social and emotional intervention • improved achievement for disadvantaged children
Attendance of disadvantaged children will improve to be broadly in line with their peers.	Sustained improvements in attendance demonstrated by: • reduced absence and persistent absence among disadvantaged pupils • attendance gaps between disadvantaged pupils and their peers continuing to narrow • disadvantaged pupils attending regularly enough to fully access learning and achieve well

Disadvantaged pupils will access and benefit from the full range of enrichment, leadership, cultural, sporting and faith experiences available through the life of the school and St Raphael CMAT.	Disadvantaged pupils participate fully in extracurricular activities, educational visits, leadership opportunities, liturgical experiences and wider enrichment programmes. Pupil voice demonstrates increased confidence, aspirations and sense of belonging within the school community.

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

Budgeted cost**:** **£21 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Embed a whole-school oracy and vocabulary strategy to improve speaking, listening, communication and vocabulary development across the curriculum.	Phonics approaches have a positive impact on early reading and literacy outcomes. High-quality teaching has the greatest impact on pupil outcomes and reducing disadvantage gaps. Effective professional development and instructional coaching improve teaching quality and pupil outcomes. Targeted support and inclusive provision enable pupils to access an ambitious curriculum successfully. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Social and emotional learning approaches can improve attainment, wellbeing and behaviour. High expectations, challenge and targeted support improve outcomes for disadvantaged pupils.	1,3,4,7,8,9
• Exposure to a range of high-quality texts to support reading, vocabulary, comprehension and writing across the curriculum.		
• All reception children to receive books to keep at home where children do not have access to a range of materials.		
• High-quality teaching of Monster Phonics closely monitored for impact – using other phonics strategies if needed.		
• Provide release time for leaders and expert practitioners to monitor standards, coach colleagues and drive improvement in reading, writing, oracy and curriculum delivery.		
• Maintain a strong pastoral and wellbeing team to support pupils' emotional wellbeing, engagement and readiness to learn.		
• Continuous review of the provision of Benny's place to meet the complex needs of all children. Activities well planned an resourced. An adaptive		

practice to carefully meet the needs of each child.		
• CPD programme for staff to ensure quality first teaching in all classes and provision of high-quality phonics teaching across the school. • Release of subject leads and outstanding practitioners to support improved standards in teaching. • SLT to ensure along with our highly trained learning mentor that children's emotional and pastoral needs are met so that children are ready to learn.	Phonics and comprehension approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 3, 4

Targeted academic support

Budgeted cost: **£24,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Deliver a personalised programme of targeted academic intervention for disadvantaged pupils identified through assessment and pupil progress meetings. • Provide targeted reading interventions to improve phonics, fluency, comprehension and reading stamina. • Deliver small-group writing interventions focused on vocabulary, sentence construction, editing and writing outcomes. • Deliver targeted oracy and communication interventions to develop speaking, listening, vocabulary and confidence in communication. • Use pre-teaching, precision teaching and overlearning approaches to support access to new learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 3, 4, 5

• Updated training & resources to deliver 1-1 support for disadvantaged children with identified gaps in learning.		
• 1:1 or small group pastoral support to teach positive behaviours for learning	Social and emotional learning approaches can improve engagement, behaviour and academic outcomes.	
• Before/after school booster sessions offered for all disadvantaged children in Y6 during the Spring term.		
• Parental workshops lead by KS1 staff on Phonics, Reading and Maths (KS2) with an emphasis on supporting disadvantaged pupils and their parents.	Effective parental engagement and family support can improve attendance, wellbeing and academic outcomes.	6,7,8
• Learning Mentor working with vulnerable disadvantaged families and offering support from school.		
• Support the development of a "love of reading" for disadvantaged pupils through the promotion of reading and access to resources to support reading outside of the classroom including visits.		
• Continuation of Benny's Place		
• Commission specialist assessments and external agency support where required to identify barriers and inform provision for disadvantaged pupils with additional needs.	Early identification and targeted support ensure interventions are appropriate and effective.	
• Offer parental support sessions linked to attendance, wellbeing, online safety and supporting learning at home		

Wider strategies

Budgeted cost: **£ 34, 690**

Activity	Evidence that supports this approach	Challenge number(s) addressed

• Deliver a personalised programme of targeted academic intervention for disadvantaged pupils identified through assessment and pupil progress meetings. • Provision of sports and extra-curricular clubs provided free of charge/subsidised for disadvantaged pupils across all year groups. • School trips provided free of charge and residentials subsidised. • Uniform purchased to enable the correct uniform to be worn. • Provision of breakfast club and after school clubs for disadvantaged children. • Access to school foodbank • Access to food shopping vouchers • Provision of nurture support. • Develop a programme of provision across the academic year of workshops for parents to support well-being issues led by the pastoral team and speakers from Warwickshire Family Information Service.. • Continuation of Benny's Place	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 5, 6, 7, 8
• Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Pastoral team to engage with families (including home visits) to identify and address barriers. • School taxi service for children with persistent poor attendance. • Mini-bus use to support attendance. • Walking bus targeting disadvantaged and persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £80,600

Part B: Review of outcomes in the previous academic year

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Reception	GLD (all)%	National (2025) %
GLD	73%	68%

Year 1	Outcome %	National %
Phonics Screening	77%	80%

Year 2	Outcome %	National %
Phonics Screening	40%	89%

Year 4	Outcome (average score/25)	National 2025 (average score/25)	Outcome (% achieving full marks)	National 2025 (achieving full marks)
Multiplication Check	22.5	21	39%	37%

Year 6	Outcome %	National 2025 %
Achieving the expected standards in Writing	86%	72%
Achieving the expected standards in Maths	86%	74%
Achieving the expected standards in SPAG	95%	73%
Achieving the expected standards in Reading	95%	75%
Achieving the expected standards in Reading, Writing & Maths	81%	62%
Achieving the higher standards in Writing	19%	13%
Achieving the higher standards in Maths	43%	26%
Achieving the higher standards in SPAG	62%	30%
Achieving the higher standards in Reading	38%	33%
Achieving the higher standards in Reading, Writing & Maths	19%	8%

Y6 Attainment by Group:

Disadvantaged Year 6	Outcome %	National 2025 %
Achieving the expected standards in Writing	67%	59%
Achieving the expected standards in Maths	67%	61%
Achieving the expected standards in Reading	83%	63%
Achieving the expected standards in SPAG	83%	60%
Achieving the expected standards in Reading, Writing & Maths	67%	47%
Achieving the higher standards in Writing	17%	7%
Achieving the higher standards in Maths	33%	15%
Achieving the higher standards in Reading	17%	21%
Achieving the higher standards in SPAG	33%	19%
Achieving the higher standards in Reading, Writing & Maths	17%	4%

Evaluation of Support Provided in 2025/26

TEACHING

- Children in EYFS benefited from regular enrichment experiences which promoted communication, language acquisition, physical development and confidence. Staff observed increased use of vocabulary within continuous provision and improved engagement in group activities. Disadvantaged pupils particularly benefited from opportunities to develop listening, turn-taking and speaking skills in structured and enjoyable contexts. End of year assessments showed most disadvantaged pupils made good progress from their starting points in Communication and Language.
- Continued delivery of pastoral support and wellbeing provision across the school. The pastoral team provided targeted support for identified pupils and families throughout the year. Children receiving support demonstrated improved engagement in learning, increased confidence and greater emotional resilience. Pupil voice and parent feedback indicate that access to timely support has reduced barriers to learning and contributed positively to wellbeing and attendance.
- Investment in high-quality texts and reading resources. The purchase of high-quality texts enhanced reading provision and increased opportunities for rich vocabulary instruction across the curriculum. Teachers reported improved engagement in reading lessons and pupils demonstrated greater confidence discussing texts. Reading attainment for disadvantaged pupils was significantly above national for age related expectations.
- Development of oracy through curriculum approaches and technology. Teachers increasingly embedded opportunities for purposeful talk, discussion and vocabulary development across the curriculum. The use of technology and AI-supported learning opportunities enabled pupils to

articulate ideas and develop confidence when discussing learning. Pupil voice demonstrated that children felt more confident sharing opinions, reasoning and explaining their thinking.

- Staff CPD focused on adaptive teaching, inclusion and high-quality teaching. Staff engaged in a comprehensive programme of professional development throughout the year. Monitoring evidence demonstrated that adaptive teaching strategies were increasingly embedded across the school. Learning walks, book scrutiny and pupil outcomes showed disadvantaged pupils were accessing learning successfully and making progress alongside their peers.

- Release time for subject leaders and curriculum development. Subject leaders were provided with opportunities to monitor provision, coach colleagues and support curriculum development. This has ensured consistency in curriculum implementation and strengthened provision for disadvantaged pupils. Outcomes across the curriculum remained strong and pupil voice indicated high levels of engagement and enjoyment.

- Continued delivery of Monster Phonics and targeted phonics support. Staff training ensured consistency in delivery and intervention programmes were carefully matched to need

. • Development of Benny's Place provision. Benny's Place continued to provide highly personalised support for pupils with additional and complex needs. Disadvantaged pupils accessing this provision demonstrated improvements in engagement, regulation and access to learning. Families reported high levels of satisfaction with the support provided.

TARGETED ACADEMIC SUPPORT

- Personalised intervention programme for disadvantaged pupils. Interventions were carefully matched to identified need and reviewed regularly through pupil progress meetings. Assessment information demonstrated that the majority of pupils receiving support made good or accelerated progress from their starting points.

- Reading and phonics interventions. Targeted reading interventions successfully improved fluency, accuracy and comprehension for identified pupils. School assessment data demonstrates that gaps between disadvantaged pupils and their peers/national continued to narrow.

- Small-group writing interventions. Writing interventions focused on vocabulary development, sentence construction and editing skills. Monitoring evidence, including work scrutiny and assessment outcomes, showed increased confidence and improved writing outcomes for disadvantaged pupils.

- Communication and language interventions. Language interventions supported pupils with limited vocabulary and communication needs. Staff reported improvements in speaking and listening skills, classroom participation and confidence. Assessment information reflected positive progress for targeted pupils.

- Learning mentor and family support provision. The Learning Mentor worked effectively alongside children and families to overcome barriers to learning. This support contributed positively to attendance, engagement and wellbeing outcomes for vulnerable pupils.

- Pastoral interventions and small-group support.

    - Targeted interventions focusing on emotional wellbeing, self-esteem and resilience supported pupils successfully. Most pupils receiving support demonstrated improved readiness to learn and increased confidence within the classroom.

• Year 6 booster provision. Additional support before SATs helped pupils consolidate learning and increase confidence. Disadvantaged pupils were well prepared for end of key stage assessments and outcomes reflected strong progress from starting points.
• Parent workshops and family engagement. Workshops supported parents in understanding phonics, reading and wellbeing. Although attendance varied, those families who engaged reported increased confidence in supporting learning at home.

WIDER STRATEGIES

• Educational visits, residentials and enrichment opportunities. Disadvantaged pupils accessed the full range of educational visits, enrichment opportunities and residential experiences available during the year. Financial support ensured no child was excluded due to cost. Participation rates for disadvantaged pupils remained high.
• Provision of extra-curricular clubs and sports activities. A wide range of clubs continued to be available throughout the year. Uptake from disadvantaged pupils remained strong, with many participating in sporting, creative and leadership opportunities which enhanced confidence and personal development.
• Breakfast Club support. Breakfast Club provision supported attendance, punctuality and readiness to learn. Targeted pupils attended regularly and staff reported positive impacts on wellbeing and classroom engagement.
• Music tuition support. Financial support enabled disadvantaged pupils to participate in music tuition. Pupils developed confidence, performance skills and opportunities to represent the school through musical activities.
• Mental Health and Wellbeing programme. The school's wellbeing programme continued to support pupils' personal development effectively. Pupil surveys indicated that children feel safe, supported and know where to seek help when needed. Wellbeing remains a significant strength of the school.
• Attendance support and family engagement. The pastoral team worked closely with families to improve attendance through meetings, home visits and personalised support plans. Attendance for disadvantaged pupils improved throughout the year and persistent absence reduced for a number of identified pupils.
• Embedding DfE attendance guidance. Robust attendance systems continued to be implemented across the school. Regular monitoring, early intervention and strong communication with families contributed to improved attendance outcomes.

OVERALL IMPACT

Pupil Premium funding has enabled the school to provide a comprehensive range of academic, pastoral and enrichment opportunities that have reduced barriers to learning for disadvantaged pupils. Outcomes indicate that disadvantaged pupils continue to make good progress academically whilst also benefiting from strong support for attendance, wellbeing, personal development and inclusion. The school remains committed to ensuring every child flourishes academically, socially, emotionally and spiritually through its mission of forming Christ-centred pilgrims with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.
Further Information Additional Activity As part of St Raphael Catholic Multi Academy Trust, we are committed to ensuring that disadvantaged pupils receive the highest quality provision and support. Whilst Pupil Premium funding provides an important contribution towards this work, we recognise that meeting the needs of disadvantaged pupils is a whole school responsibility and extends beyond the use of this funding alone.
Additional provision which is not funded directly through Pupil Premium includes:
• Cross-Trust collaboration, support and quality assurance to strengthen teaching, learning and leadership across schools within St Raphael CMAT.

• Professional development opportunities, coaching and curriculum development work that contribute to improved outcomes for all pupils, including disadvantaged pupils.
• Shared expertise and specialist support across the Trust to enhance provision for pupils with additional needs.
• Additional enrichment opportunities, leadership experiences, faith development activities, cultural visits, performances, sporting events and residential experiences which extend beyond the funding available through the Pupil Premium allocation.
• Opportunities for pupils to participate in wider Trust initiatives, events and projects which support personal development, aspiration and achievement.

Planning, Implementation and Evaluation

At St Benedict's Catholic Academy, we are committed to continually evaluating and refining our approach to supporting disadvantaged pupils. In planning our spending, we consider the individual needs, strengths and barriers faced by each pupil. Leaders maintain a detailed understanding of disadvantaged pupils and use a range of evidence, including assessment information, attendance data, pastoral information, pupil voice and engagement data, to ensure funding is targeted effectively.

Our approach is informed by educational research, evidence-informed practice and our knowledge of what works best for our pupils and families. Regular review points throughout the academic year enable leaders to evaluate the impact of funding and make adjustments where necessary. This ensures that support remains responsive to emerging needs and delivers the greatest possible benefit for disadvantaged pupils. Through our partnership within St Raphael CMAT, we also benefit from external challenge, professional dialogue and collaborative evaluation of impact. This helps ensure that our strategy remains ambitious, evidence-informed and focused on continuous improvement.

Whilst many of our intended outcomes are long term, we remain committed to taking swift and effective action where barriers are identified. We recognise that disadvantage can take many forms and that pupils' needs can change over time. Therefore, we continually review our provision to ensure that disadvantaged pupils are supported academically, socially, emotionally and spiritually, enabling them to flourish as confident, successful and Christ-centred learners.

This strategy reflects our commitment to our mission of 'Forming Christ-centred pilgrims with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice', ensuring that every child is given the opportunity to achieve their full potential and participate fully in the life of the school and wider community.