

# Pupil premium strategy statement

This statement sets out our school's use of pupil premium funding (including recovery premium for the 2024–2025 academic year) to improve the attainment of disadvantaged pupils.

It explains:

- Our pupil premium strategy
- How we plan to spend the funding during the 2025–2026 academic year
- The impact of last year's pupil premium spending on our school.

## School overview

Detail	Data
School name	St. Mary's Catholic Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 to 2028/2029
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Louise Yorke, Headteacher
Pupil premium lead	Rachel Jones
Governor / Trustee lead	Mary Higgins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,685
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,685

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Mary's Catholic Primary School, it is our intention to deliver a fully inclusive curriculum where every child makes progress across all areas of learning from their given starting points and develops the skills and resilience needed to flourish and overcome challenges as they move into the next stage of their lives.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve these objectives and to close the attainment gap between disadvantaged and non-disadvantaged pupils by:

- Providing high-quality teaching to all pupils. This has been proven to have the greatest impact on closing the disadvantage attainment gap and will have a positive impact on all pupils' learning and progress, not just those who are disadvantaged.
- Accurately assessing and addressing gaps in learning, including the early language development of our youngest pupils.
- Supporting children socially and emotionally, where needed. Not only does this benefit the 'whole child', but is associated with higher achievement in primary school.
- Providing targeted additional academic support as part of our wider school plans for education recovery in key curriculum areas.
- Equipping pupils with the knowledge and cultural capital they need to succeed in life by helping them to appreciate human creativity and achievement.

Underpinning our Pupil Premium Strategy is our whole-school approach through which all staff recognise, and take responsibility for, the attainment and progress of all pupils, including those who are disadvantaged, and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment.

## Challenges

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

Challenge number	Detail of challenge
1	Home circumstances ( <i>e.g. parental separation; family unable to support learning at home</i> ) that affect children's emotional well-being and/or academic progress
2	Lower than expected attainment or progress in <b>Reading</b>
3	Lower than expected attainment or progress in <b>Writing</b>

4	Lower than expected attainment or progress in <b>Maths</b>
5	Fewer opportunities for cultural enrichment or participation in activities outside of the classroom
6	Poorer attendance and punctuality than that of non-disadvantaged pupils which results in lost learning opportunities

## 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
Improved Reading attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved Writing attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved Maths attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved emotional well-being and resilience among disadvantaged pupils	Greater well-being will be evidenced through qualitative data (e.g. pupil surveys)
Improved attendance and punctuality among disadvantaged pupils	Pupils' attendance will improve across the year and persistent absence will be addressed

## 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: £58140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will receive training in Quality First Teaching and scaffolding techniques to better support learners of all abilities.	'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' (EEF)	2, 3, 4
Staff will receive CPD and coaching to support them in delivering high-quality teaching.	'Supporting high quality teaching is pivotal in improving children's outcomes' and can 'narrow the disadvantage gap'. (EEF)	2. 3. 4
Analysis and tracking of pupils' Phonics development will ensure teaching is focused and progress secured.	To be most effective, 'the teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns'. (EEF)	2
Resources to support teaching and learning and reduce teacher workload will be purchased.	According to DfE Guidance (2018) on reducing teacher workload, 'effective planning makes use of high-quality resources.'	2, 3, 4
Teachers and teaching assistants will deliver small group reading sessions to develop reading comprehension skills alongside Phonics in Key Stage 1 to raise attainment.	EEF research has found that 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction'. This will be especially beneficial for our disadvantaged pupils as 'studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies'.	2

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

Budgeted cost: £68410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers will deliver 'booster' sessions to small groups of pupils to support those who are falling behind.	EEF research has found that 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs' and can have 'an average impact of four months' additional progress over the course of a year'.	2, 3, 4
Teachers will provide regular high-quality oral feedback in Writing to individuals and very small groups to improve progress.	EEF research has found that 'the impact of oral feedback is higher, on average, than the impact of feedback overall'. This type of feedback 'may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils'.	3
Teaching assistants will deliver structured interventions e.g. <i>precision teaching</i> to individuals and small groups.	EEF research has found that using teaching assistants 'to deliver an intervention to small groups or individuals' is the most impactful way to deploy these members of staff.	2, 3, 4
Specialist assessment of Special Educational Needs will be provided to allow the effective support of individuals.	'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching' (EEF) and evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	2, 3, 4

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

Budgeted cost: £49839

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group support will be provided, where needed, to improve the emotional well-being of disadvantaged children to enable them to make good academic progress.	EEF research has found that targeted interventions that involve working with individuals or small groups who might benefit from developing their social and emotional skills have a greater impact on raising academic attainment than universal SEL approaches.	1, 2, 3, 4
Attendance and punctuality will be closely monitored, data shared with the pastoral team and appropriate action taken, where needed.	The EEF has identified attendance as one of the most significant non-academic barriers to success in school.	6
Fortnightly pastoral meetings will provide a structured forum to collaboratively discuss needs, plan interventions, review implementation, and evaluate outcomes.	The EEF endorses wider strategies that address non-academic barriers like attendance, behaviour, and wellbeing which are overseen by the pastoral team.	1, 6
Digital technology will be used to provide engaging experiences to enhance teaching and learning across the curriculum.	The EEF <i>Teaching and Learning Toolkit</i> outlines how digital technology can have a positive impact on student learning, particularly when it is used purposefully to support teaching strategies.	5
Opportunities will be provided for disadvantaged children to participate in arts activities such as drama and theatre visits.	EEF research has found that arts participation, including drama, theatre visits, and creative activities, can have a moderate impact on progress for very low cost, based on moderate evidence.	5

**Total budgeted cost: £176389\***

\*Costs shown include contributions from other funding streams, such as the school's core budget, where necessary to deliver the full strategy.

## 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 to 2025 academic year.

Where data has been published, our disadvantaged pupils generally attained much more highly than disadvantaged pupils nationally. Where gaps in attainment between our disadvantaged and non-disadvantaged pupils exist, we aim to address these through our on-going Pupil Premium Strategy.

EYFS	GLD	Prime areas	Specific areas	Average ELGs
All pupils	76.7%	86.7%	76.7%	15.3
Disadvantaged	50%	75.0%	50%	14.2
Non-disadvantaged	78.6%	87.5%	78.6%	15.4
<i>(Disadv, national)</i>	51.3%	60.9%	50.7%	12.2

Phonics	Year 1 % Working At	End of KS1 % Working At
All pupils	91.7%	93.2%
Disadvantaged	87.5%	90.0%
Non-disadvantaged	93.2%	93.9%
<i>(Disadvantaged National)</i>	66.6%	80.9%

KS2	Reading		Writing		Maths	
	Exp+	GD	Exp+	GD	Exp+	GD
All pupils	94.8%	63.8%	93.1%	19.0%	89.7%	36.2%
Disadvantaged	91.7%	41.7%	91.7%	0.0%	83.3%	16.7%
Non-disadvantaged	95.7%	69.6%	93.5%	23.9%	91.3%	41.3%

*(National Data for Disadvantaged Pupils has not been published at the time of writing)*

#### Social and emotional well-being

During the 2024-25 academic year, we have continued to recognise the importance of supporting pupils' social and emotional well-being, behaviour and mental health. We have continued to provide well-being support for all pupils, and targeted interventions where required. Additionally, we have continued to embed our behaviour and rewards system across the school and enhanced our provision of lunchtime activities. As a result, we have seen a significant reduction in the number of behaviour incidents and our observations and qualitative data such as well-being surveys indicate that these approaches are having a positive impact.



## 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
None	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

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