

Pupil premium strategy statement – St Mary’s Catholic Primary School

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	55 + 4 Nursery children
Proportion (%) of pupil premium eligible pupils	23.6%
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)	2024-2025 2025-26
Date this statement was published	21.10.25
Date on which it will be reviewed	20.10.26
Statement authorised by	Joanne Preston
Pupil premium lead	Dawn McGrath
Governor	Les Rippon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,095
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£25,095

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Low confidence of some learners (closed mindset)
2	School to support home learning/reading/homework.
3	Underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils.
4	Our attendance data indicates that attendance among some disadvantaged pupils has been lower than for non-disadvantaged pupils.

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 phonics attainment among disadvantaged pupils.	Assessments and observations indicate significantly improved phonics scores among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	End of year reading and writing outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	End of year maths outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard.
Our attendance data indicates that attendance among some disadvantaged pupils has been lower than for non-disadvantaged pupils.	Sustained high attendance by the end of 2025/26 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and attendance is in line with school attendance figure (93.92%).

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: £26,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: to help ensure they receive the correct additional support through interventions, or teacher instruction	1, 2, 3,

	Diagnostic assessment EEF	
<p>Planned reading and writing opportunities across the school curriculum, which can provide pupils with additional opportunities to develop their reading and writing skills.</p> <p>Planned interventions are delivered weekly, focusing on the development of reading and writing skills.</p> <p>Archdiocesan investment in the Tutor Trust program to secure increased mathematics attainment at the end of Key Stage 2.</p>	<p>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:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition EEF</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teaching Assistant Interventions EEF</p>	2,3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Planned intervention are in place for pupils who did not meet the expected standard in their the end of Year 1 Phonics Screening.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2
<p>Enhancement of Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>White Rose Maths embedded from Reception – Year 6. Introduction of WRM in Nursery.</p> <p>Continue to fund teacher release time to embed key elements of Maths in school and to access Maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

Hub resources and CPD (including Teaching for Mastery training).		
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	There is no 'one size fits all' approach to improving attendance, but there are some common themes that support the successful engagement of pupils and families in school. Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation	4

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

Budgeted cost: £23,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2
Archdiocesan investment in the Tutor Trust program to secure increased mathematics attainment at the end of key stage 2.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	3

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

Budgeted cost: £ 1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To achieve and sustain improved attendance for	A dedicated Senior Leader with overall responsibility for championing and	4

all pupils, particularly our disadvantaged pupils.	<p>improving attendance is in post. Additional release time:</p> <ul style="list-style-type: none"> • To support attendance in school and monitor disadvantaged pupils. • To support families and pupils to improve attendance. • To work closely with local authority and external agencies. 	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £26,470

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Last year, we continued our drive to provide all pupils with the highest quality teaching and learning opportunities, support and intervention. During 2024-2025, eleven pupils were in receipt of Pupil Premium funding. Pupil progress was carefully monitored and the support provided and the individuals identified for support were constantly reviewed. Our Phonics demonstrated strong attainment of all pupils, including the small number of pupils in receipt of Pupil Premium. The schools Phonics and end of Key Stage 1 and 2 data for all pupils is outlined below. Due to the small number of pupils in receipt of Pupil Premium, it is not appropriate to report on their individual assessment results.

Phonics Screening Check

	School data
Year One pupils	10/ 13 (77%)
Year Two retake	0/ 2 (0%)

Key Stage One SATs

	School data
Reading	3/ 7 (43%)
Writing	3/ 7 (43%)
Maths	3/ 7 (43%)

Multiplication Test Check

	School data
School achieving 100%	0/9 (0%)
School average score	17.1

Key Stage Two SATs

	School data
Reading	13/ 17 (76.5%)
Writing	11/ 17 (65%)
Maths	10/ 17 (59%)

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Evaluation of the challenges identified through the previous Pupil Premium Strategy:

Challenge 1 – Improved phonics attainment among disadvantaged pupils

- Attainment over the last three years has improved from 50% to 75% with 100% of our Year 1 disadvantaged children passing their Phonics Screening. The Year 2 children will continue to receive interventions and will be carefully tracked throughout KS 2.
- Staff training and implementation of Essential Letters and Sounds Phonics programme.

- Introduction of regular phonics screening throughout the year to inform gap analysis and future teaching and interventions.
- Introduction of Phonics Tracker.
- Introduction of Phase 1 Phonics to Nursery.

Challenge 2 – Improved reading and writing attainment among disadvantaged pupils

We have introduced:

- Stay and Read sessions
- Curriculum evenings.
- Parent workshops to support reading.
- Secret Reader
- Reading volunteer program
- Purchase of Essential Letters and Sounds
- Reading targets shared with parents at Parents Consultation Evenings
- Reading Club.

Challenge 3 – Improved maths attainment for disadvantaged pupils at the end of KS2

- Interventions and provision mapping in place, and regularly evaluated to assess impact and need.
- Introduction of mastery approach to maths throughout the school, purchasing White Rose Maths to improve reasoning and problem solving, as well as the children’s exposure to variation.

Challenge 4 – Our attendance data indicates that attendance among some disadvantaged pupils has been lower than for non-disadvantaged pupils.

The school aimed for above national attendance rate of 97%, achieving 94% at the end of 2023-24. Pleasingly there was an increase in the attendance of children currently achieving FSM.

- 82% (9 out of 11 children) achieved above the attendance target of 93%.

Externally provided programmes

Programme	Provider
Essential Letters and Sounds - training package for all staff	Oxford Owl
Essential Letters and Sounds ebooks	Oxford Owl
Great Teaching Suite	MIT
TT Rockstars	Maths Circle

Further information

This three-year Pupil Premium strategy has been developed to encompass our continued provision for those eligible for Pupil Premium. In regard to targeted academic support, children who require support have been carefully identified based on detailed data analysis and discussions with teachers in Pupil Progress meetings. The provision outlined within this strategy statement is far wider reaching than just our eligible Pupil Premium pupils and will aim to ensure that all pupils receive provision suitable to giving them the best chance of achieving or exceeding their expected progress.