



Pupil premium strategy statement St.Mary's Catholic Primary school

"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."

(A.P.J. Abdul Khan, 11th President of India)

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

Pupil premium strategy statement 2025 - 2028

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
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	22 pupils qualify for PP As a percentage this is: 12%
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 – 2026 2026 – 2027 2027- 2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Lucy Titheridge
Pupil premium lead	Mrs Lucy Titheridge
Governor / Trustee lead	Mr Peter Sharp (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,680
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>	£32,680

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, we believe that providing quality first teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on the improvement in outcomes for our most disadvantaged children and all children.

Our ultimate goal is that no child is left behind socially, or academically, because of their disadvantage. That the differences in attainment and progress between disadvantaged children and their peers continue to decrease.

We strive to remove the stigma of low expectations, to raise lifelong aspirations and to enable all children to be their best self. We promote pride and perseverance, to ensure children become active and responsible contributors to their communities.

This will be strengthened by our whole school ethos of high and inclusive expectations, understanding academic and emotional needs and growing potential in every child.

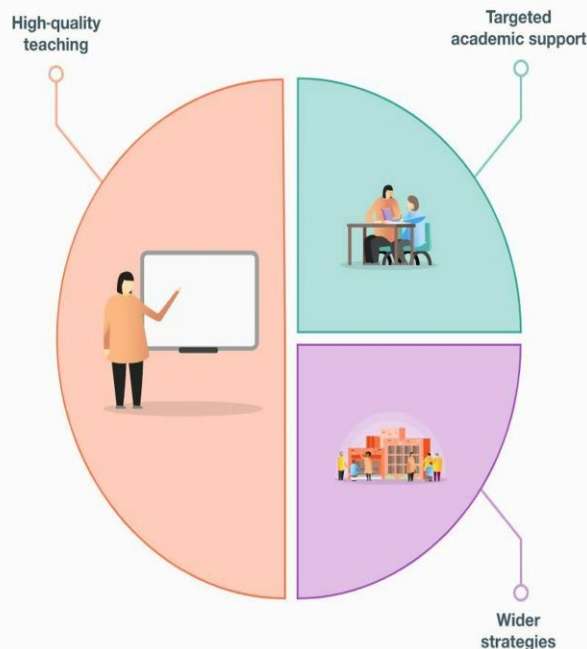
The key principles of our strategy plan are:

High quality teaching:

Improve quality first teaching for all pupils through quality professional development on curriculum delivery.

Professional development for staff on effective retrieval and feedback approaches within high quality teaching using a coaching / mentoring approach. Targeted CPD for teachers and TA's. Time for NPQ.

A commitment to continually improving IT provision.



Targeted academic support:

Evidence-based interventions and support targeted as appropriate.

Training for staff.

Wider strategies:

Support for parental engagement.

Wide breadth of extra-curricular activities including lunchtime provision.

Community initiatives to target attendance.

Review from previous year ending 2025:

There were 198 pupils in the school during Year 3 of the previous plan, of whom 24 were Disadvantaged. This represented just over 12% of the total population of the school. There were 7 service children.

9 of these 24 pupils joined the school as in-year transfers from other local primary schools.

There were 6 Disadvantaged pupils in Y6 during Year 3 of this plan. At the end of KS2, all 6 of these pupils achieved the expected standard in Maths, with 1 of these pupils reaching the greater depth standard. 5/6 achieved the expected standard in writing, with 1 pupil reaching the greater depth standard and 5/6 achieved the expected standard in reading, with 2 of these pupils reaching the greater depth standard.

Across the school, of the 24 Disadvantaged pupils, 63% were considered to be meeting the expected standard in reading and mathematics. 50% were considered to be meeting the expected standard in writing. There is a gap of 30% between the outcomes in writing of Disadvantaged pupils and their non-disadvantaged peers. Of the 12 pupils working below the expected standard in writing, 6 of these pupils are on the SEN register and 5 had joined the school as in-year transfers since Reception. Raising the outcomes for Disadvantaged pupils in writing will be a key priority.

School monitors and manages the attendance for Disadvantaged pupils carefully. Of the 24 Disadvantaged pupils on role last year, 4 met the threshold to be considered persistently absent. 2 of these 4 pupils had attendance of 89%, all 4 had attendance above 85%. Whole school attendance last year was 94.9% and the attendance for Disadvantaged pupils was 94.24%

Challenges

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

Challenge number	Detail of challenge
1	Communication and oracy skills in Reception class and Year 1. Unable to recognise emotions and articulate needs. Unable to speak fluently, in full sentences.

2	Children's lack of vocabulary development. Children do not always have the knowledge needed to access texts, topic learning and general subject content for their age.
3	Children's SEMH needs are higher than in previous years. The impact of this means more time is spent resolving conflict and building resilience before they are ready for learning to take place.
4	Instability at home (e.g. safeguarding concerns) and the impact this has on children's mental health, wellbeing and ability to settle in school and access the learning.
5	Greater opportunity for disadvantaged pupils to achieve EXS + in Reading, writing and mathematics. (7 working below/well below reading) (7 working below/well below writing) (8 working below/well below maths) 50% are considered to be meeting the expected standard in writing from end Summer 2025. There is a gap of 30% between the outcomes in writing of Disadvantaged pupils and their non-disadvantaged peers. Of the 12 pupils working below the expected standard in writing, 6 of these pupils are on the SEN register and 5 had joined the school as in-year transfers since Reception. Persistent absence or at risk from school, end of last year = 94.3% 4/20 5/20 especially for year groups moving into Y3, Y5 and Y6.

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
Oracy: Pupils improve their communication skills, in order to engage fully with the curriculum and achieve better outcomes in the core subjects.	Pupils can hold focused conversations with their teachers and peers. They can understand and use an increasing amount of vocabulary and can use talk to articulate their thinking during tasks.
Literacy provision across the school. Pupils to have the necessary transcription skills and vocabulary to access the curriculum.	All teachers are confident in their Literacy provision through the Pathways to write, phonics, RWI spelling and handwriting schemes.

Target: Gap between %PP pupils and non-PP pupils achieving ARE in reading / writing to drop to less than 10% in writing by the end of KS2.	Pupils are growing their knowledge and skills at a faster pace through access to quality modelling and oracy improvement. Their fluency in handwriting and spelling is enabling them to be more successful when writing in line the new 'Writing framework' (2025) recommendations.
Pupils build their knowledge of vocabulary and can apply to all areas of the curriculum, but especially in writing tasks.	Children's vocabulary development is evident in their spoken and written work across the curriculum. This includes the sentence structure, grammar and vocabulary choices in their writing, as well as accurate spelling of key topic/subject words.
All pupils arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning.	A named staff member has responsibility for supporting families with issues which are affecting school life. Pupils are able to recognise their emotions and build strategies for processing them. Intervention and referrals to external agencies are timely, with clear exit outcomes in place. Pupils are able to concentrate on their learning and work securely within age related expectations.
Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by 5% for PP pupils.	School and agency intervention enables pupils (and their parents) to understand the importance of attending school every day. They gain motivation to attend school and become more engaged with learning.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all classes have vocabulary-rich environments and daily activities designed to develop vocabulary development. Includes purchases for resource kits and book packs.	National Literacy Trust: Building whole school approaches to vocabulary development Oxford Language Report: Why Closing the Word Gap Matters	1,2,3
Continue CPD sessions for teachers and support staff, based on the trust's Principles of Teaching: scaffolding modelling questioning learning checks/ addressing misconceptions lesson sequencing teaching for mastery structured group work and talk for learning Focusing on task design linking to high quality instruction and assessment.	Dfe report: Supporting the Attainment of Disadvantaged Pupils EEF Toolkit: Collaborative learning approaches: +5 months Mastery learning: +5 months Oral language interventions: +6 months Mentoring: +2 months Wiggins and McTighe (2005)	1,2,3
Enable a coaching and mentoring system for all teaching staff.	NIT mentoring and coaching of teacher's research report	1, 2,3
Provide cover time to enable staff to undertake NPQ's. (3 staff)	EEF Effective professional development guidance report	1, 2, 3
Ensure live feedback/marking takes place in all lessons; teachers prioritise vulnerable	EEF Toolkit: Oral feedback: +7 months	1, 2, 3

groups first. Explicit oral feedback is beneficial to low attainers.		
Embed the Oracy Project across the school, for development of speaking skills and vocabulary development and apply to writing across the curriculum.	EEF Toolkit: Oral language interventions: +6 months National Literacy Trust: Developing Oracy	1, 2, 3
Continue to supplement the curriculum with specific educational apps, personalised for individual pupils, to further increase the rate of progress in the core subjects. Continue to purchase additional IT devices for every classroom.	EEF guidance report: Using digital technology to improve learning	2
Ensure reading, spelling and maths homework is precisely matched to children's needs and supports fluency in specific skills. Use subscriptions to Phonics RWI Portal, RWI spelling, ATOM learning and Timetable Rockstars for setting activities.	EEF Toolkit: Homework: +5 months	3

KS1 staff training in RWI phonics scheme via English hub. Contribution towards the purchasing of updated resources for the scheme.	EEF Toolkit: Phonics: +5 months English hub	2
Training for all teachers and TAs to continue to develop classroom management strategies and the pedagogy for supporting children's positive learning behaviours.	EEF Toolkit: Behaviour interventions: +4 months	4, 5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Pathways to write & RWI spellings subscription for more personalised writing provision.	EEF Toolkit: Individualised instruction: +4 months Mastery learning: +5 months	2
Identified children to attend funfit intervention three times per week.	EEF Toolkit: TA interventions: +4 months	4, 5

Identified children to attend half term's worth of Rocksteady lessons	EEF Toolkit: Arts participation: +3 months	1-5
Training for staff and additional deployment hours to lead cognition, phonics and learning interventions.	EEF Toolkit: TA interventions: +4 months Phonics: +5 months Oral language interventions: +6 months 1:1 tuition: +5 months	1-5

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

Budgeted cost: £7680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children to attend weekly lego therapy sessions.	EEF Toolkit: Behaviour interventions: +4 months	4
Assign a senior leader as attendance lead and plan a program of support and monitoring with the Education Welfare service, to easily monitor and quickly identify families in need of support with attendance.	EEF Toolkit: Parental engagement: +4 months	4, 5
Purchase materials for sharing shed	EEF Toolkit: Parental engagement: +4 months	4, 5

Purchase units with the Educational Psychology Service and the Cognition and Learning Team, to identify children's barriers to learning and plan strategies for addressing them.	EEF Toolkit: Individualised instruction: +4 months TA interventions: +4 months	1-5
Staff to lead parent workshops for EYFS and Year 1: how to support phonics and vocabulary development at home.	EEF Toolkit: Parental engagement: +4 months	1-5
TIS practitioner to provide regular pastoral support to our most vulnerable pupils and families.	EEF Toolkit: Social and emotional learning: +4 months Parental engagement: +4 months	4,5
Deploy an additional lunchtime TA to lead a social skills intervention club, for children who find unstructured times challenging.	EEF Toolkit: Behaviour interventions: +4 months Social and emotional learning: +4 months	4

Total budgeted cost: £32,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To be evaluated in September 2026.

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
Read, Write inc	RWI - Ruth Miskin
Accelerated Reader	Renaissance
Power Maths & Maths Flex	Pearson
Times Tables Rock Stars	Maths Circle Ltd.
Insight Data Tracking	Insight
Wellcomm	Wellcomm