

# Pupil premium strategy statement – Saint 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	178
Proportion (%) of pupil premium eligible pupils	19.1% (34 chn)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing body
Pupil premium lead	Mrs Miranda Milner
Governor / Trustee lead	Mrs Joyce Richards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£40,950

# Part A: Pupil premium strategy plan

## Statement of intent

At Saint Mary's Catholic Primary School, we have high aspirations and ambitions for all children. We aim to give every child the best possible experience of primary school and prepare them for the next stage of their academic and spiritual journey. We are committed to meeting children's pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is safe, valued, loved and entitled to develop to their full potential. In addition to this, we aim to provide a rich and varied curriculum and give all children access to a variety of exciting opportunities.

## Challenges

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

Challenge number	Detail of challenge
1a	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <u>phonics</u> than their peers. This negatively impacts their development as readers and writers.
1b	Internal and external (where available) assessments indicate that <u>reading</u> attainment among disadvantaged pupils is below that of non-disadvantaged pupils
1c	Internal and external (where available) assessments indicate that <u>writing</u> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
1d	Internal and external (where available) assessments indicate that <u>maths</u> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	The <u>emotional resilience</u> of our disadvantaged pupils is a concern. Some pupils exhibit low <u>self esteem</u> and limited confidence as learners, which can lead to avoidance of challenge.
3	Our monitoring of <u>attendance</u> indicates that a minority of disadvantaged pupils do not attend school as often as we would like. There is also a concern about the number of disadvantaged children who are persistently absent and not punctual in the mornings.
4	<u>Financial constraints</u> limiting the ability to take part in school trips and residential. Financial pressures can restrict participation in enrichment activities, school trips, or after-school clubs, reducing opportunities to build cultural capital.

1 Attainment

2 Resilience / self-esteem

3 Attendance

4 Finance

## 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
<p><b>Priority 1</b></p> <p><b>High Attainment for all pupils</b></p> <p>Ensure those who have ‘fallen behind’ make accelerated progress and ‘catch up’ with their peers.</p> <p>To provide high quality interventions for those children who have ‘fallen behind’.</p>	<p>Improvement in number of pupils achieving ARE (age related expectations) in reading, writing and maths for disadvantaged children.</p> <p>Disadvantaged children to make expected or more than expected progress in reading, writing and maths.</p> <p>Disadvantaged pupils perform in line with non-disadvantaged pupils in the EYFS Early Learning Goals, in Y1/Y2 phonics screening check, Y4 Multiplication check and Y6 SATS</p>
<p><b>Priority 2</b></p> <p><b>Emotional Resilience</b></p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Education Welfare Officer (EWO), SENDCo, ELSA trained TA and SLT identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to receive support which may include ELSA sessions, interventions based around resilience, emotional regulation or social understanding, break and lunch support from staff members.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p><b>Priority 3</b></p> <p><b>Attendance &amp; Punctuality</b></p> <p>Increase overall average attendance and punctuality figures for all PP children.</p> <p>Reduce number of persistent absentees.</p>	<p>Disadvantaged pupils will match or exceed the school’s average attendance for non-disadvantaged pupils.</p> <p>Monitoring of attendance by Head teacher, admin staff and Education Welfare Officer to bring about an increase in PP pupils’ attendance and a decrease in persistent absence.</p>
<p><b>Priority 4</b></p> <p><b>Engaging Curriculum</b></p> <p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<p>Pathways to Read and Write provides pupils with rich and engaging texts.</p> <p>First 4 Maths provides sequenced maths lessons that build upon prior knowledge.</p> <p>Teach Active provides cross-curricular ways of delivering fun and exciting active maths and English sessions.</p> <p>Pupil questionnaires will show that children enjoy school and are enthused to learn more.</p>

<p>All pupils will have access to a range of activities and trips.</p>	<p>We will have instilled a love of learning in all children.</p> <p>All disadvantaged pupils participate in at least one residential and all school trips.</p> <p>All disadvantaged pupils participate in at least one extra-curricular clubs.</p> <p>Forest school days are planned across the year for the whole school to experience learning outdoors.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p><b>How We Will Measure Success</b></p> <p>Our approach combines quantitative and qualitative monitoring to ensure a robust evaluation of impact:</p> <p><b>Quantitative Measures</b></p> <ul style="list-style-type: none"> <li>• Termly attainment and progress data for reading, writing, and maths, compared against non-disadvantaged peers.</li> <li>• Phonics screening check results, EYFS profile outcomes and end of key stage SATs data.</li> <li>• Attendance and punctuality records, with a focus on persistent absence trends.</li> <li>• Behaviour logs (number and type of incidents, suspensions / exclusions).</li> </ul> <p><b>Qualitative Measures</b></p> <ul style="list-style-type: none"> <li>• Pupil voice interviews and surveys exploring attitudes to learning, wellbeing, and aspirations.</li> <li>• Parent feedback from workshops, meetings and surveys regarding engagement and support for learning at home.</li> <li>• Teacher observations and pastoral records showing improved confidence, participation and independence.</li> <li>• Case studies evidencing individual pupil progress in SEMH, attendance and enrichment participation.</li> </ul>	

## 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: £6,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>This section outlines our planned activity for the current academic year, structured according to the Education Endowment Foundation's (EEF) three-tiered model:</p> <ol style="list-style-type: none"> <li>1. High-Quality Teaching</li> <li>2. Targeted Academic Support</li> <li>3. Wider Strategies</li> </ol>		
<p>Embed consistent, high-quality teaching of early reading and phonics through a validated Systematic Synthetic Phonics programme.</p>	<p>EEF: Phonics (+5 months) — Strong evidence that systematic, synthetic phonics has a high impact on reading outcomes, especially for disadvantaged pupils.</p>	<p>1 attainment</p> <p>All pupils, particularly those from disadvantaged backgrounds, make accelerated progress in phonics and early reading. Increased proportion of pupils achieving expected standard in the Year 1 Phonics Screening Check.</p>
<p>The school ensures that all children have access to quality first teaching, interventions when required and 1:1 support if necessary.</p> <ul style="list-style-type: none"> <li>• Starting points for individuals used to identify 'lost learning'</li> <li>• Follow whole school schemes of learning to ensure consistency of approach</li> <li>• NFER testing for reading and maths</li> <li>• Pathways to Write end of unit assessments for writing</li> <li>• Use of diagnostic assessment tools to highlight weaknesses and strengths</li> <li>• High quality feedback</li> <li>• High quality teachers and effective support staff are recruited and retained</li> <li>• CPD – The Literacy Company</li> </ul>	<p>Ensuring that every child receives Quality First Teaching in every class on a daily basis is a priority. We aim to provide interventions and appropriately challenging tasks for those identified as needing to catch up or further challenge.</p> <p>The school is committed to delivering the highest quality teaching to all pupils, as supported by EEF research, which indicates that this approach leads to significant improvements in pupil progress for all, including those facing disadvantages. This aligns with our belief that Pupil Premium funding benefits not only disadvantaged pupils but all pupils.</p> <p>To empower teachers and Teaching Assistants in delivering the best outcomes for our pupils, we have invested in training and Continuing Professional Development (CPD) for the implementation of Pathways to Read and Write. Additionally, we've developed a bespoke CPD package in collaboration with</p>	<p>1, 2, 3, 4</p> <p>1 attainment 2 Resilience / self-esteem</p>

<ul style="list-style-type: none"> <li>The curriculum maps out progression of topics, skills and knowledge across the school</li> </ul>	<p>The Literacy Company to enhance teachers assessment of reading and writing skills.</p> <p>All staff members have undergone Monster Phonics training.</p> <p>The EEF Toolkit suggests that providing high-quality feedback can result in an average of eight months' progress over a year. Feedback can take a range of different forms, such as oral feedback, written feedback through marking, and peer feedback. Teachers may also choose to vary the frequency, timing, focus, and tone of feedback.</p> <p>The school follows DfE guidance, reinforcing strategic steps to utilise assessments and associated tools to identify gaps in learning and address them effectively.</p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £28,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One Additional Teaching Assistant</p> <p>Full time TA to be recruited to work across school to support PP children with targeted support and/ interventions.</p>	<p>TA deployed across the school, under the direction of the SENDCo to provide targeted support for PP children.</p> <p>As stated in EEF Toolkit, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. The average impact of deployment of well-trained teaching assistants is about an additional four months' progress over the course of a year.</p> <p><a href="#">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p> <p>1 attainment 2 resilience / self-esteem</p>
<p><b>Interventions</b></p>	<p>We endeavour to provide targeted, structured interventions to children across whole school.</p>	<p>1,2, 3, 4</p>

<p>Purchase and delivery of high-quality interventions for pupils, including those who are disadvantaged, who require further phonics consolidation, comprehension support, and development of basic maths skills (four areas of calculation).</p> <ul style="list-style-type: none"> <li>• Plus One (KS1 basic maths skills intervention)</li> <li>• Power of Two (KS2 basic maths skills intervention)</li> <li>• Bespoke KS2 reading comprehension programmes</li> <li>• Bespoke phonics interventions based on needs of the pupils (using our Monster Phonics scheme)</li> <li>• IDL to support Maths and English skills.</li> </ul>	<p>Interventions to be monitored and evaluated by SENDCo and SLT.</p> <p>Interventions are planned for and delivered by teachers and Teaching Assistants within school.</p> <p>We will monitor the impact of the interventions and maintain a plan, do, review cycle to make sure that we are providing the best support for our pupils.</p> <p>The average impact of small group tuition (2 – 5 children) is four additional months' progress, on average, over the course of a year. Frequent sessions, three times a week or so, lasting up to an hour, over about 10 weeks typically show the greatest impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#:~:text=Use%20TAs%20to%20deliver%20high,effect%20size%200.2%E2%80%930.3).">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#:~:text=Use%20TAs%20to%20deliver%20high,effect%20size%200.2%E2%80%930.3).</a></p>	<p>1 attainment 2 resilience / self-esteem</p>
<p><b>Assessment &amp; Monitoring</b></p> <p>Purchase of standardised diagnostic assessments (NFER reading assessments)-</p> <p>Question Level Analysis will be used to identify gaps in learning.</p> <p>Release time for Subject leaders, PP Lead to monitor and interpret assessments and recommend approaches to accelerate progress - specifically progress of disadvantaged pupils.</p> <p>Subject leaders to work together to support PP/disadvantaged children across all subjects.</p>	<p>We will regularly review progress and attainment of PP children. The PP Lead and Headteacher will analyse the performance of our disadvantaged pupils and use assessment information to implement changes to close the gap.</p> <p>Subject leaders to review progress of PP children in their subjects– devise initiatives and resources to support PP &amp; disadvantaged children.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a></p>	<p>1, 2, 3 and 4</p> <p>1 attainment 2 resilience / self-esteem</p>
<p>Implement high-quality formative assessment and responsive teaching.</p>	<p>EEF: <i>Feedback (+6 months)</i> — Effective use of assessment and feedback drives progress and supports pupil understanding.</p>	<p>Teaching is adaptive and responsive to need; misconceptions are addressed promptly, leading to improved</p>

		progress and attainment.
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWO/SENCo and Headteacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Uniform provided to PP children to alleviate any potential financial barrier to children attending school.</p> <p>Purchase EWO (Education Welfare Officer) through the Trust, to support pastoral needs of children in school and help to engage families in their child's education. These roles will also be to support children's attendance and willingness to come to school.</p>	<p>Support offered to families: ELSA, uniform, subsidising costs of trips and residentials, extracurricular clubs.</p> <p>School admin to facilitate uniforms for disadvantaged pupils.</p> <p>Purchase and delivery of high-quality interventions to support pupils' mental health and wellbeing and their resilience, including disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Cool Connections (resilience building intervention programme)</li> </ul> <p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>5, 6, 7</p> <p>2 resilience / self-esteem 3 attendance</p>
<p>Implement attendance strategy including first-day response, family liaison, and reward systems.</p>	<p>DfE: Improving school attendance: support for schools and LAs (2022).</p>	<p>3 attendance</p> <p>Improved attendance and punctuality among disadvantaged pupils; persistent absence reduced year-on-year.</p>
<p>Develop parental engagement programmes including reading workshops, stay and read sessions, and communication support.</p>	<p>EEF: Parental engagement (+4 months) — Collaborative approaches between home and school improve outcomes.</p>	<p>1 attainment 2 resilience / self esteem</p> <p>Stronger home-school relationships;</p>

		parents equipped to support reading and learning at home.
<p>Disadvantaged children to have funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the cohesive curriculum allows opportunities for cultural development.</p> <p>Subject leaders to champion engagement of outside agencies, music lessons, cultural partnerships etc.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms (e.g. TT Rockstars)</p>	<p>Enriching experiences and activities funded for pupil premium children - class trips funded, extracurricular clubs, residentials (KS2)</p> <p><a href="https://www.lotc.org.uk/blog/2018/05/08/dis-advantaged-children-are-missing-out-on-life-changing-residential-experiences/">https://www.lotc.org.uk/blog/2018/05/08/dis-advantaged-children-are-missing-out-on-life-changing-residential-experiences/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Overall%2C%20the%20average%20impact%20of,both%20primary%20and%20secondary%20schools.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Overall%2C%20the%20average%20impact%20of,both%20primary%20and%20secondary%20schools.</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</a></p>	<p>1,2, 3, 4, 5, 6, 7</p> <p>1 Attainment</p> <p>2 Resilience / self-esteem</p> <p>3 Attendance</p> <p>4 Finance</p>
<p>Senior Leadership Team, admin staff, Educational Welfare Officer to monitor attendance.</p> <p>Headteacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p>	<p>Admin to monitor attendance and send letters to parents when their child's attendance levels are a concern</p> <p>EWO to support PP/disadvantaged children and families in improving attendance.</p> <p>Identify reasons for absence/lateness and offer support and intervention to families.</p>	<p>5, 7</p> <p>3 attendance</p>
<p>Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf">https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf</a></p>	<p>5, 7</p> <p>2 resilience / self esteem</p>
<p><b>Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>• The impact of each strand will be reviewed termly through progress meetings, attendance tracking, and provision mapping.</li> <li>• Outcomes will be evaluated using both quantitative data (progress, attainment, attendance) and qualitative evidence (pupil voice, wellbeing measures).</li> <li>• Adjustments to provision will be made responsively, ensuring that funding continues to address identified needs effectively.</li> </ul> <p>Governors will receive termly reports on progress against the intended outcomes outlined above</p>		

**Total budgeted cost: £40,950**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment and progress for disadvantaged pupils is tracked rigorously on a termly basis and is monitored through pupil progress meetings held with Class teacher, and SLT. Those disadvantaged pupils receiving interventions have regular assessments to ensure accelerated progress is made. While this support contributed to improved outcomes for PP children, their attainment generally remained below expected levels.

#### **Phonics Screening Results:**

Year 1: 67% (PP: 33%)

Year 2 Resit: 14% (PP: 0%)

#### **Key Stage 2 Results 2024/2025**

Percentage of pupils achieving the expected standard and above:

Reading: 86.6% (PP: 50%)

Writing: 63.3% (PP: 50%)

Maths: 73.3% (PP: 50%)

Percentage of pupils achieving the greater depth standard:

Reading: 50% (PP: 0%)

Writing: 0% (PP: 0%)

Maths: 30% (PP: 50%)

The percentage of pupils achieving the expected standard in reading, writing, and maths combined was 53%, compared to 0% for PP pupils.

#### Strategies and Interventions

We had been committed to using the Pupil Premium Grant (PPG) to close achievement gaps and bring PP children's attainment in line with their peers. Key to their success was fostering trust, emotional well-being, and consistent school attendance to maximise learning opportunities.

The work of our ELSA (Emotional Literacy Support Assistant) ensured the emotional well-being of PP children, which improved their attendance and fostered stronger parental engagement.

The Education Welfare Officer (EWO) targeted children with poor attendance by building strong relationships with families, conducting home visits, holding meetings, and providing direct support to parents. Proactive communication, including phone calls and letters, addressed absences when no prior notifications were received.

The overall attendance for the academic year was 95.72% and PP 93.63%

While attendance remained an area for development, we addressed this through:

- Strengthening parent partnerships.
- Promoting good attendance in newsletters and assemblies.
- Setting clear attendance expectations, aiming to achieve a school-wide rate above 96%.

#### Improving Teaching and Learning

To ensure high-quality teaching for all pupils, including PP children, we monitored and enhanced Quality First Teaching (QFT) with guidance from internal and external experts (SIP/SLEs). Tailored professional development (CPD) was provided by external agencies and the PP Lead to support pupils who were not meeting expected levels.

An experienced TA (Teaching Assistant) provided 1:1 bespoke support for PP pupils, with intervention plans created by class teachers. This additional support was instrumental in addressing specific learning needs.

#### Commitment to Progress

We remained dedicated to improving outcomes for PP children by:

- Regularly reviewing and adapting phonics teaching and interventions.
- Utilising PP trackers to monitor progress.
- Providing ongoing TA support and consulting with experts.
- Reviewing assessment practices to ensure they aligned with the needs of PP pupils.

Moving forwards, we have recruited a teaching assistant to deliver interventions for our PP children as well as utilising weekly sessions to pre-teach and fill gaps in learning specifically for our PP children. These initiatives built on our existing strategies to ensure every child received the support necessary to thrive.

## 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.*

<b>Programme</b>	<b>Provider</b>
First 4 Maths Academy	First 4 Maths
Pathways to Write	Literacy Company
Pathways to Spell	Literacy Company
Pathways to Read	Literacy Company
Monster Phonics	Monster Phonics
IDL Numeracy & Literacy	International Dyslexia Learning Solutions
Kapow	Kapow