

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

This statement details our school’s use of pupil premium (and recovery 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 (Autumn 2025)	287
Proportion (%) of pupil premium eligible pupils	46 children
9	2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	March 2026 review & July 2026
Statement authorised by	Mrs Rosemary Akehurst
Pupil premium lead	Mrs Becky Conroy
Governor / Trustee lead	Claire Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59,084
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£ 59,084

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Our School Priorities are:

Priority 1: *Catholic Life and Mission, RE and Collective Worship* - For children to take a more integral role across the school in prayer and liturgy; to reintroduce sung responses in Mass and variation in hymns across the year; further embedding the mission statement and CST keys.

Priority 2: *Leadership and governance* - Strengthen systems for evaluating curriculum impact; assign subject leaders with clear responsibilities; conduct termly curriculum reviews and share findings with governors and trustees.

Priority 3: *Curriculum and Assessment* - Big Year of writing to improve outcomes in writing, including those who have barriers to learning; all curriculum areas reviewed and monitored on a 3 year cycle; train staff to use assessment data to inform teaching and monitor pupil progress.

Priority 4: *Achievement (outcomes)* - Whole school focus on writing in line with The Writing Framework (DfE 2025) and continue to ensure reading is highest priority across the school.

Priority 5: *Developing teaching* - To continue to embed and apply consistency across the school with pedagogical approach (Walk Thrus); whole school approach to develop teaching of writing; review of feedback and marking policy; training for reception staff and KS1 on Mastery by number, to be introduced into curriculum this academic year.

Priority 6: *Behaviour and attitudes* - Continue consistent approach with behaviour management; to ensure all staff take responsibility for behavioural issues within own classes.

Priority 7: Attendance - To continue to monitor attendance to ensure we maintain statutory attendance at 95.5%; to continue to follow up persistent absenteeism; particularly SEND and PP children.

Priority 8: Personal development and well-being - To strengthen and embed PSHE curriculum with TENTENS and zones of regulation; to update RSE and PSHE policies; to look at ways of promoting resilience amongst our pupils.

Priority 9: Inclusion - Create a whole-school inclusive environment that promotes communication for both neurotypical and neurodiverse pupils; establish and embed a systematic, evidence-based intervention framework for SEND pupils that is fully aligned with the Assess-Plan-Do-Review (APDR) cycle.

Priority 10: Early Years - To deepen curriculum intent and implementation; strengthen staff expertise in early childhood pedagogy; enhance indoor and outdoor provision; strengthen partnerships with families

Priority 11: Safeguarding - Empower pupils to share concerns and feel safe; to ensure that all visitors on school site know our protocol for safeguarding

Priority 12: Buildings - To ensure the Eco Garden is safe for children to use for both in curriculum and extra-curricular throughout the whole school year; secure funding to re-do the flooring in the hall; decision to be made on use of swimming pool; bid for heating boilers and pipes.

We have allocated funding through the PP grant to support programmes and interventions. Programmes and Intervention sessions will be led by St Mary's Catholic school staff which supports the EEF statement that 'Tuition delivered by qualified teachers is likely to have the highest impact.'

Challenges

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

Challenge number	Detail of challenge
1	Specific difficulty in reading, writing or maths. We know from both summative assessment and teacher assessment that disadvantaged pupils commonly have specific difficulty in reading (including phonics), writing and/or maths. Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Emotional wellbeing / Low self-esteem. We know from both teacher observations and discussion with our Pastoral Support Assistant that disadvantaged pupils (and their families) commonly have low self-esteem and need additional support with their emotional and mental health. These findings are also supported by national studies.
3	Poor attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than non – disadvantaged peers. Our attendance lead monitors attendance closely, meeting EWO termly to discuss barriers.
4	Low aspirations & limited life experiences We know from research and our teacher observations that disadvantaged pupils have lower aspirations compared to their peers. We know that they do not have the same life experiences outside of school, which results in lower education attainment.
5	Access to extra-curricular activities (e.g educational experiences such as trips and participation in physical activities and a range of enrichment activities). Often due to financial constraints, children are not able to attend clubs with the community which have a cost attached to them.

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
High aspiration and rates of achievement across EYFS, Key Stage One and Key Stage Two for all children eligible for PP. To close, or at least narrow, the achievement gap between PP and their non-disadvantaged peers. To have a positive impact on writing & reading habits of PP children.	All disadvantaged pupils, regardless of prior attainment, achieve their potential and make at least as much progress as their similar peers. PP children have greater access to high quality, targeted reading material.
Positive impact on parental engagement	Targeted for parents evening, paper copies of homework and correspondence, parental survey. Parents to engage with writing journals and writing challenges given to all children throughout the year.
Attendance and punctuality	Attendance levels for PP children in line with or above national figures of 94%
Better communication from teacher to teacher about PP pupils year on year.	Teachers to complete 'pupil premium profiles' for each child in their class to communicate background information and interventions/actions.
For disadvantaged pupils' social, emotional and mental health needs to be met	ELSA – emotional literacy support Zones of Regulation – to teach children about self-regulation and emotional control Drawing Talk Therapies – attachment-based therapeutic intervention
Provide cultural capital experiences, raising aspirations and new interests.	All disadvantaged pupils are highly engaged in the school experience. They are eager to try new experiences and discover new interests and skills.

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: £20,672.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of curriculum tools: AR Reader, Number Stacks, Copies of texts covered in class reading sessions, White Rose, Literacy Tree, Ten:Ten, TTRS, Kapow	Links with home / school learning is important for enabling children to over learn at home to feel confident in lessons in school. Having a systematic approach to maths and reading ensures that children are well practised in using their skills in lessons. Feeling of achieving on online platforms enables children to feel more confident	1, 2, 3, 4
Technology	Provide a laptop for PP children who are unable to access technology at home and paper copies of homework is not possible.	4
Interventions: Small group interventions including for writing. Daily readers Phonics catch up	Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Writing groups with a focus on transcription and composition where need is identified. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers. Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills. Build confidence and raise achievement in English and Mathematics through targeted support (EEF Maths Guidance) (EEF Literacy Guidance)	1,2,4
Quality First Teaching and targeted CPD	To improve the teaching quality in every classroom provide targeted coaching, mentoring and CPD including Tom Sherrington's Walk Thrus. Quality first	1,2,4,5

	teaching has the greatest impact on pupil progress (EEF Guide to PP) In-class support, to support groups of pupils and to allow 1:1 pupil mentoring with TAs and Pastoral Support Assistant. Social and emotional support for pupils to enable them to learn and manage their feelings and access class learning (Small Group Tuition EEF). Quality first planning, teaching and learning through schemes of work (AR Reader, Number Stacks, Copies of texts covered in class reading sessions, White Rose, Literacy Tree, Ten:Ten, TTRS, Kapow) to bridge the gaps in learning, particularly focusing on reading, writing and mathematics. Quality first teaching focusing on promoting well-being and resilience using Ten:Ten and Zones of Regulation.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,277.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English and Math sessions targeted at disadvantaged pupils who require further support. This will be delivered by a qualified teacher.	Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers (One to One Tuition). Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills	1,4
Inclusion meetings with Class teachers (including termly pupil progress meetings) CPD re: autism, S&L, attendance and	Barriers to learning identified and strategies suggested. Teachers confident and focussed in meeting individual pupil's needs. High quality focussed CPD for all staff to maintain high standards of teaching within an inclusive school. Enabling	1,2,4

SEND additional needs	the needs of all learners to be effectively met with teaching and learning that is responsive to need (EEF Effective CPD).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,133.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA 1:1 and small group sessions Drawing Talking Therapies	Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,3,4
Employment of Parental Support Worker, Pastoral Support and attendance administrator as a main points of communication between home and school regarding social, emotional challenges and identifying poor attendance.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,3,4,5
Funds for Other Costs - where required and budget allows - (uniform, attendance, trips, provision of books and school resources).	School uniform EEF (educationendowmentfoundation.org.uk)	2,3,4,5
Enrichment activities (including school clubs and outside provider clubs)	Pupils able to participate fully in school clubs, trips. PP pupils paid for Year 6 residential visit. Learning is supported by clubs and trips that are carefully planned to enhance the school's curriculum. Pupils enjoy the experience of being at school, talents, skills and efforts in non-academic subjects are	5

	celebrated and support the development of self-confidence. Help children create positive friendships and develop social skills. Reduced incidents of disruptive behaviour. Pupils enjoy coming to school	
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Total budgeted cost: £59,084

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SATS results 2025

All Year 6 children:

Reading: 82.2%, Writing: 51.1% and Maths 75.6%

Pupil premium children: (3 children in receipt of Pupil Premium in Year 6).

Reading 33.3% Ex

Writing 66.6% Ex

Maths 66.6% Ex

KS1 SATS results 2025

All Year 2 children:

Reading: 68% Writing: 60% and Maths: 67%

Pupil Premium children:(10 children in receipt of Pupil Premium in Year 2)

Reading: 70% Ex

Writing: 70% Ex

Maths: 90% Ex

Phonics results 2025

Whole of Year 1: 87.5%

Pupil Premium children in Year 1: (8 children in receipt of Pupil Premium in Y1).

87.5% passed phonics screening check

EYFS GLD 2025

All reception children: 70.6% demonstrated GLD.

Pupil Premium children in Reception: (3 children in receipt of Pupil Premium in Year R) 66.6% demonstrated GLD

Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
Maths White Rose	White Rose
Accelerated Reader	Renaissance
Ten:Ten	Ten Ten resources
Number Stacks	Number Stacks
Literacy Tree	Literacy Tree
Kapow	Kapow

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

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.