

Pupil premium strategy statement

St. Mary's R.C. 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	St Marys R.C. Primary School
Proportion (%) of pupil premium eligible pupils	22.7%
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)	2025/26 – 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jane Myerscough Headteacher
Pupil premium lead	Chris Jacques
Governor / Trustee lead	Amanda Donoghue

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118, 170
Pupil 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>	£118, 170

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 subjects. 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 based on their starting points and ongoing assessment.

We will consider the challenges faced by our vulnerable pupils, this alongside research conducted by the EEF will form our strategy.

Quality first 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 strategy is integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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
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1	Assessments and observations show on entry to Reception, a high % of children had low Language and Communication skills –Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations show disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that mathematical reasoning skills among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class a significant % of our pupils arrive below age-related expectations.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our assessments and observations have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment. An increased number of children currently require additional support with social and emotional needs, requiring small group interventions.
6	Our attendance data over the last 3 years indicates that attendance among 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessments (WELLCOMM).
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 55% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 55% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils in line with national expectations.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 21%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. <p>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessments (WELLCOMM).

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Knowledge Gaps in Maths & Falling Behind Age-Related Expectations	Professional Development in Evidence-Based Maths Teaching Techniques: Invest in training staff through systematic programmes, such as those with a mastery approach to ensure deep understanding of mathematical concepts. Evidence suggests that teacher professional development is	1

	one of the most effective ways to improve pupil outcomes (EEF Toolkit).	
Increased Social and Emotional Issues	Supporting Staff to Meet Emotional and Behavioural Needs: Provide specialised training on strategies to support children's well-being and mental health in the classroom. This supports a positive school environment and enhances pupil engagement and readiness to learn.	2
Persistent Absenteeism Among Disadvantaged Pupils	Mentoring and Coaching for Teachers on Engagement Strategies: Equip teachers with skills to engage and motivate pupils, particularly those at risk of absence. Train staff to identify early signs of disengagement and to implement techniques to re-engage pupils effectively.	3
Low Language and Communication Skills	Professional Development: Invest in systematic training for teachers using programmes validated by the DfE, focusing on early years language acquisition and communication strategies. This ensures that teaching practices are evidence-based and tailored to enhance vocabulary and communication skills from an early age. <i>Evidence from EEF suggests high-quality professional development leads to improved educational outcomes.</i>	4
Difficulties with Phonics	Curriculum Enhancement: Embed a systematic synthetic phonics programme across Reception to Year 1, ensuring consistency and rigor in phonics instruction. Resources like phonics software for diagnostic assessments to tailor instructions can also be funded. Such approaches are backed by research indicating strong impacts on literacy, especially for younger learners.	5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Knowledge Gaps in Maths & Falling Behind Age-Related Expectations	One-to-One and Small Group Maths Tuition: Implement focused sessions prioritising diagnostic assessments to tailor the sessions to specific needs. This approach can add up to 5 months' additional progress per pupil per year (EEF Toolkit).	1
Increased Social and Emotional Issues	Employment of Teaching Assistants for In-Class Support: Utilise teaching assistants specifically trained in delivering emotional and social skills support alongside the curriculum. This provides immediate reinforcement and aids in maintaining focus among distressed pupils.	2
Persistent Absenteeism Among Disadvantaged Pupils	Targeted Interventions for Attendance: Implement mentoring or buddy systems where older students or adults mentor those struggling with regular attendance. This interpersonal connection can provide social support and motivation for consistent attendance.	3
Low Language and Communication Skills	Targeted Language Interventions: Implement small group or one-to-one sessions utilising evidence-based interventions (WELLCOMM) to boost language skills. This direct and personalised method aids in rapidly improving vocabulary and communication abilities among young learners.	4
Difficulties with Phonics	Phonics Tutoring: Utilise in house staff to provide additional, focused phonics support to students who are lagging behind their peers. This allows for reinforcement and practice in a targeted setting that complements classroom learning.	5

Below Expected Mathematical Reasoning Skills	Mathematics Intervention Programs: Establish small group interventions using evidence-backed frameworks such as the MathematicsC such as catch Up Numeracy, Numberstacks and Numicon which specifically address gaps in mathematical understanding and reasoning.	6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Knowledge Gaps in Maths & Falling Behind Age-Related Expectations	Extended School Time: Fund additional hours for maths clubs or support sessions to reinforce learning. This also provides structure which can help mitigate absenteeism.	1
Increased Social and Emotional Issues	Employment of Teaching Assistants for In-Class Support: Utilise teaching assistants specifically trained in delivering emotional and social skills support alongside the curriculum. This provides immediate reinforcement and aids in maintaining focus among distressed pupils.	2
Persistent Absenteeism Among Disadvantaged Pupils	Supporting Attendance: Enhance communication with parents about the importance of regular attendance through workshops and personalised outreach. Implement a recognition system for improved or consistent attendance, providing positive reinforcement to encourage habitual attendance.	3
Low Language and Communication Skills	Parental Engagement Programs: Develop initiatives that facilitate parental involvement in their children's learning, particularly focusing on enhancing the home learning environment. Workshops can be organised to educate parents on effective communication and interaction techniques with their	4

	children. This aligns with evidence that a supportive home environment significantly contributes to the language development of children.	
Difficulties with Phonics	Extended School Time: Offer after-school reading clubs that focus on phonics and reading for enjoyment. These clubs can provide a relaxed environment where pupils practise reading skills, thereby improving their phonetic abilities through consistent practice and exposure.	5
Below Expected Mathematical Reasoning Skills	Breakfast Clubs: Studies show that a nutritious start to the day can improve concentration and cognitive function, directly impacting pupils' abilities to engage with and understand complex mathematical concepts during the school day. Implementing a breakfast club can provide disadvantaged pupils with the necessary nutritional support for effective learning in mathematics.	6

Total budgeted cost: £ 18,170

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

	Reception	Year 1	Year 2	Phonics Score By Y2	Year 4	
	EYFSP	Phonics Score	Phonics Score	Phonics Score By	MTC	
	EYFS GLD	Reading	Reading	Reading	Maths	
	% of pupils ARE +	% of pupils ARE +	% of pupils ARE +	% of pupils ARE +	% of pupils ARE +	
All Pupils		65%	76%	86%	86%	75%
Pupil Premium		58%	70%	100%	100%	78%
Not Pupil Premium		68%	77%	83%	83%	74%

	Year 6 SAT TA				SAT Scaled Score			
	Reading	Writing	Maths	Science	Reading	Maths	GPS	
	% of pupils ARE +	% of pupils ARE +	% of pupils ARE +	% of pupils ARE +	% of pupils ARE +	% of pupils ARE +	% of pupils ARE +	
All Pupils	0%	57%	0%	65%	58%	64%	59%	
Pupil Premium	0%	43%	0%	48%	45%	55%	50%	
Not Pupil Premium	0%	65%	0%	76%	65%	70%	65%	

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

