

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 academic year 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
School name	St Mary's Catholic Primary School
Number of pupils in school	336 (inc Nursery) 326 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	39.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	January 2026
Date on which it will be reviewed	Annual - final review November 2027
Statement authorised by	R. Martin (interim head teacher)
Pupil premium lead	C. Brennan (acting assistant headteacher)
Governor / Trustee lead	W. Allen (chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,315.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 186,649.82 (2025/26)
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we have the highest of aspirations and ambitions for our pupils and believe no child should be left behind. High quality teaching is at the core of all that we do to ensure the best outcomes for all pupils. Pupil Premium funding is the money the government has allocated since 2011 to schools for 'raising the attainment of disadvantaged pupils of all abilities to reach their potential.' The groups within this specification include pupils who are currently eligible, or have been eligible for free school meals in the last six years (recorded as Ever 6 free school meals), looked-after children, children under a special guardianship order or child arrangements order and the children of service personnel. For the academic Year 2025 - 2026 schools receive £1515 for each pupil premium eligible child, based on the October census (£2630 for looked after children and £350 for service premium). As a school we are expected to decide how the pupil premium funding is spent based on the context of our school and our knowledge of what our pupils need in order to succeed. We recognise that we are accountable for how we have used the additional funding and since September 2016 we have been required to publish a Pupil Premium Strategy which sets out the amount of allocation, how it has been used and the impact on pupil outcomes. The funding is designed to be the means by which schools can tackle underlying inequalities between disadvantaged pupils and their peers - 'Disadvantaged pupils are 20% less likely than their peers to reach expected standards in reading, writing and maths by the end of primary school ('Improving Literacy in KS2, Guidance Report,' Education Endowment Foundation). The most recent research has also found that unsurprisingly, disadvantaged pupils have been the worst affected by the impact of the pandemic. To ensure no child falls through the net we maintain records for each pupil eligible for pupil premium and monitor provision which is tailored to meet individual needs, whether this be enrichment, support for learning or to break down emotional or practical barriers to success, which this year and over the period of this strategic plan, may well be of even more significance than pre-pandemic. This tiered approach recognises the importance therefore of balancing the need to continually improve teaching (raising standards for all), alongside the provision of specific academic support (for all abilities) and to address non-academic barriers, while promoting positive mental health and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication, language and literacy and self-care skills i.e. not school ready
2	PP pupils also on the SEN register
3	PP pupils accelerating from secure to greater depth over KS2, in smaller numbers compared to non-PP
4	Some home learning environments lacking the resources to support pupils' communication and literacy / numeracy skills
5	Some persistent absence within the PP group (although overall absence is very low)

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
Improve language and literacy skills of PP pupils over EYFS and KS1	Data shows PP attainment in line with others by the end of KS1
Accelerate progress of all PP pupils across KS2 (including those with SEN)	Data shows attainment by end of KS2 in line with non-PP for reading, writing and maths
Increase % of PP pupils attaining high standard by end of KS2	% PP pupils attaining high standard in line with non-PP pupils by the end of year six
Families of PP pupils confident that they are able to support their children in flourishing in school.	Evaluations and parent questionnaires show that parents welcome support for their children's learning. High levels of parental engagement around their children's learning and progress
Improved attendance of specific individual pupils	Attendance data shows reduced persistent absence of individual PP pupils
To maintain the percentage of pupils (with a specific focus on more able disadvantaged pupils) achieving the higher standard in reading and writing	Data shows increased attainment of PP being awarded greater depth at end of key stages – particularly in reading and writing

Continue to be aware of vulnerable groups and work to narrow gaps in progress between key groups and all pupils.	Termly analysis of data and fluid focus groups which allow specific targeted and meaningful intervention with the purpose to close gaps.

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: £3834.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Performance management targets for all teachers linked to outcomes for disadvantaged pupils. Continue to focus on closing the gap between key pupil groups across the school in particular those being supported by the pupil premium through robust performance management which encourages, challenges and supports teachers' improvement and is linked to outcomes for pupils	As new initiatives are implemented it is important to provide support for staff so that they can take ownership and then deliver them successfully. (Using Pupil Premium Funding effectively EEF)	2,3
Daily phonics teaching in EYFS and KS1-a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence. Training for all staff - teachers and teaching assistants and all teaching assistants across the school on	Very extensive evidence that secure phonics understanding is an important component in the development of reading skills particularly for children from disadvantaged backgrounds.	1

<p>phonics teaching using Monster Phonics scheme</p> <p>Reading books (and other resources) purchased as part of Monster Phonics (see above).</p> <p>Nursery Talk-Boost intervention and support for parents.</p> <p>WellComm Language Intervention training for reception teaching assistant</p>	<p>Research suggests high impact for very low cost for oral language interventions.</p>	<p>1</p>
<p>Reading comprehension strategies -training for new teachers (and refresher for other staff) in teaching reading through discussion and annotation of texts including inference and 'fishbowling'</p>	<p>Research (EEF Teaching and Learning Toolkit) indicates that reading comprehension strategies are high on impact. Alongside phonics it is a crucial component of early reading instruction.</p>	<p>2,3</p>
<p>Training for all teachers on developing writing through discussion, modelling and editing—developed by Literacy subject lead in own teaching, showed improved results in writing.</p>	<p>Although different to a specific programme (such as the Nuffield language Intervention), improved oral language approaches by all class teachers, which target reading aloud with the children, explicitly extend pupils' vocabulary, use structured questioning and purposeful dialogue and interaction, have a high impact on pupil outcomes</p>	<p>2,3</p>
<p>All teachers are supported (by SLT) in understanding the need for constructive and timely feedback to pupils on their progress on specific tasks. Termly book scrutinies validate this.</p>	<p>Providing feedback is well evidenced and has a high impact on learning outcomes. High quality feedback may focus on a task, subject and self-regulation strategies (evidence suggests these may have a greater impact on disadvantaged pupils).</p>	<p>2,3</p>

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

Budgeted cost: £181,055.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm Language Intervention (Reception)	Research suggests high impact for very low cost for oral language interventions.	1
Teacher led language development groups in reception, years one and two, targeting pupils falling behind peers in literacy, reflecting poor overall language skills.	Small group intervention is shown to be most effective if targeted at the pupils' needs. It is critical therefore to ensure group size is the most appropriate for the focus and ability of the group.	1
Additional teacher- led groups in all year group targeting pupil groups of different abilities – where catch-up is required (this may include those with SEN) or in other cases to accelerate progress of higher ability pupils.	Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. It offers an opportunity for greater levels of interaction and feedback which can support pupils to overcome barriers to learning and increase their access to the curriculum.	2,3
Additional 1:1 or paired teacher / tutor time for SEN pupils.	Reading has shown to be more effective in 1:1 or paired situations although the real key to highly effective additional tuition which has the greatest impact on pupil outcomes is the quality of the teaching.	2
Teaching assistant - led interventions.	Research on the deployment of teaching assistants indicates that the strongest benefit to pupils is where teaching assistants deliver high-quality (ie robustly evidenced) structured interventions which deliver short sessions, over a finite period and link clearly to classroom teaching.	2

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

Budgeted cost: £1760.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific targeting of disadvantaged pupils to participate in extra-curricular activities, including, sport, faith-sharing, dance, French club.	<p>Enrichment opportunities ensure disadvantaged pupils have access to activities they may not be able to out of school – promoting well-being.</p> <p>Inclusion in wider school activities engenders a deep-rooted sense of belonging which has indirect positive benefits on pupil engagement generally and can include improved academic performance.</p> <p>The benefits of sporting activities on general health and well-being are well documented.</p>	2, 3
Social, emotional development - small groups in reception and years one and two (TA / SEN teacher led), play /activity based.	<p>Healthy attachment relationships, based on trust, provide protective factors for CYP (Rutter 1987). These relationships fare the foundation for pupils being able to focus on the learning in the classroom.</p>	1,2,3,4,5
Homework clubs in all year groups- years 1-6, target inclusion from disadvantaged pupils. These homework clubs are now opt-out.	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have access to a quiet working space, a device suitable for learning and may receive less parental support.</p>	2,3,4
Curriculum information sessions / workshops (including for reading in EYFS) for parents, 'Bring mum/dad/grandparents to school' mornings.	<p>Providing parents with some of the strategies they can use to support good habits for study in their children as well as involving them in their children's learning activities not only supports the children's academic progress but can also have a positive effect on ensuring parents bring their children in to school as they feel more engaged with school the school community themselves. 'It is important to see parents/carers as an 'asset' to be invested in; they can play</p>	2,3,4

	an important role in CYP's academic journey.' (Anna Freud Centre)	
Access to Enfield Mental Health Practitioners (My Young Mind Enfield, CAMHS): Individual referrals for family - based counselling Year Six – 'Worry Busters' intervention to support pupils in managing emotions	<p>Good mental health in childhood is a prerequisite for optimal psychological development, productive social relationships, effective learning and an ability to care for self, good physical health and effective economic participation as adults (Anna Freud National Centre for Children and Families).</p> <p>Evidence is clear that the impact of lockdowns was more severe for those pupils from disadvantaged homes and this impact is still being felt.</p>	1,2,3,4,5
Specifically targeted supported for families in crisis -accessing external professional advice / support/ intervention.	When families are in crisis, pupils arrive in school without the emotional wherewithal to learn – they may be hungry, cold or carrying the effects of the turmoil they have been experiencing at home.	4

Total budgeted cost: £186,649.82

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Data for end of KS2 in 2025 for reading shows 67% of disadvantaged pupils were working at age related expectations or above and 25% at greater depth, compared with non-pupil premium at 90% for age related and 58% at greater depth.

End of EYFS data for disadvantaged pupils showed 50% achieving expected levels in reading in 2019, indicating accelerated progress over KS1 and KS2.

Writing shows 63% of disadvantaged pupils were working at ARE and 6% at greater depth compared to 94% of non-pupil premium at ARE and 28% at greater depth.

43% of disadvantaged pupils achieved expected levels in writing at the end of EYFS in 2019 again indicating accelerated progress over KS1 and 2.

In mathematics 63% of disadvantaged pupils were working at ARE and 33% at greater depth compared to 84% of non-pupil premium pupils at ARE and 61% at greater depth.

End of EYFS data for disadvantaged pupils showed 56% achieving expected levels in mathematics in 2019 again indicating very good accelerated progress over KS1 and 2.

For reading, writing and maths combined at the end of KS2 50% of PP children achieved ARE compared to 81% of non-PP.

6% of pupil premium eligible pupils achieved greater depth for reading, writing and maths combined compared to 6% of non-PP.

Data for end of key stage one in 2025 indicates that in reading 73% of disadvantaged pupils achieved age related expectations comparable with 89% non-PP. At greater depth in reading 14% of PP achieved compared to 26% non-PP

In writing 64% of disadvantaged pupils achieved age related expectations compared to 74% non-PP achieving ARE.

In maths the figures are 73% of PP achieving ARE compared to 81% non-PP and at greater depth 14% of PP compared to 26% non-PP.

For reading writing and maths combined the figures are again 64% pupil premium eligible children compared to 74% non-pupil

For phonics screening at the end of Year One 76% of pupil premium children passed the test (1 pupil was disappplied) which was comparable with 79% non-PP.

Of the 21 pupils eligible for pupil premium funding in reception 50% achieved GLD compared to 48 of non-pupil premium at the end of EYFS.

Total Pupil Premium funding - £154,605.87

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	