

Pupil premium strategy statement – St. Mary’s Primary School, a Catholic Voluntary Academy

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 | 172 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024 – 2027 |
| Date this statement was published | February 2026 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Alex Healy |
| Pupil premium lead | Alex Healy |
| Governor / Trustee lead | Jeanette Cowley |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £ 27,270 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year | £ 27,270 |

Part A: Pupil premium strategy plan

Statement of intent

To ensure that all pupils, irrespective of background and starting point, experience success in the classroom and in wider school life.

We want pupils to attain well, but also thrive in pupil leadership roles and make a full and active contribution to school life.

In particular, we want pupils to become empowered, independent members of their school community. We also want pupils to make a positive contribution to their wider local community, but to the international community too.

Our focus will be:

Developing strong, independent, confident learners in the classroom,

- Through targeted academic support
- Through a strong personal development strand
- Through exceptional pastoral care

All of which will promote good learning, good attendance / punctuality and a positive contribution to school life.

Pupils, staff and families should be flourishing in our school community.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance and punctuality of disadvantaged pupils is lower than that of their peers. |

| | |
|---|--|
| 2 | Assessments, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils |
| 3 | Assessments, observations, and discussions with pupils have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment, self-esteem, confidence, resilience and emotional regulation. |
| 4 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties achieving ARE than their peers. |

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 |
|--|---|
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils Pupils are punctual for school every day | Pupils' attendance is at least 96% and no gap in attendance for disadvantaged pupils Pupils arrive on time each day and are ready for learning when school starts. |
| 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, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • quantitative data from assessments • a reduced number of negative incidents • an increase in participation in enrichment activities |

| | |
|--|--|
| Improved attainment for disadvantaged pupils at the end of key stage two | Outcomes show that the majority of disadvantaged pupils meet the expected standard |
|--|--|

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Release of leaders to support with modelling, coaching, monitoring, and feedback. | Teaching and Learning Toolkit EEF | 2, 3, 4 |
| Develop language rich learning environments | The ShREC approach EEF | |
| Professional development to enhance inclusive practice and participation for all in lessons – questioning, vocabulary, clear explanations, scaffolding, modelling | EEF Communication and Language Communication and language approaches EEF | |
| Release time to allow staff to engage in targeted CPD | Metacognition and Self-Regulated Learning EEF | |
| Training for new staff on Trauma Informed approaches | Improving Social and Emotional Learning in Primary Schools EEF | |
| | | |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>TAs deliver targeted interventions</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Targeted speech and language interventions (LEAP, NIP, VIP) delivered</p> <p>Maths Same Day Intervention</p> <p>Fine and Gross Motor Skills intervention</p> <p>Reading intervention (fluency and comprehension)</p> <p>ELSA, Mighty Minds, Drawing & Talking Therapy, Lego Therapy Interventions</p> | <p>Deployment of Teaching Assistants EEF</p> <p>Teaching Assistant Interventions EEF</p> <p>Phonics EEF</p> <p>Oral language interventions EEF</p> <p>Social and emotional learning EEF</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> | <p>2, 3, 4</p> |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>The learning mentor supports improvements in attendance and punctuality by monitoring and providing targeted intervention, including Social & Emotional support for pupils and their families</p> <p>Provide high quality in-school support for pupils through emotionally available adults</p> <p>Embed the principles of good practice set out in DfE's Improving School Attendance guidance</p> | <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Social and emotional learning EEF</p> <p>Behaviour interventions EEF</p> <p>Working together to improve school attendance - GOV.UK</p> | <p>1, 3</p> |

Total budgeted cost: £ 27,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Attainment | | | | | | | | | |
|---------------------|---------------------------------|-------------------------------|------------------------------|---------------------------------|------------------------------|---------------------------------|------------------------------|---------------------------------|------------------------------|
| | 2024 - 2025 | | | 2023-2024 | | 2022-2023 | | 2021-2022 | |
| | St. Mary's Disadvantaged | National Disadvantaged | St. Mary's All Pupils | St. Mary's Disadvantaged | St. Mary's All Pupils | St. Mary's Disadvantaged | St. Mary's All Pupils | St. Mary's Disadvantaged | St. Mary's All Pupils |
| GLD | 0% (1 pupil) | 51.3% | 65% | 0% (2 pupils) | 77% | 0% (4 pupils) | 67% | 80% (5 pupils) | 79% |
| Y1 Phonics | 100% (2 pupils) | 67% | 97% | 75% (4 pupils) | 78% | 80% (5 pupils) | 83% | 100% (2 pupils) | 87% |
| Y2 Phonics | 100% (4 pupils) | 72% | 100% | 100% (5 pupils) | 100% | 100% (3 pupils) | 100% | 100% (2 pupils) | 96% |
| KS2 Combined | 0% (2 pupils) | 47% | 79% | 67% (3 pupils) | 74% | 0% (5 pupils) | 63% | 17% (6 pupils) | 32% |
| KS2 Reading | 100% (2 pupils) | 63% | 96% | 67% (3 pupils) | 93% | 20% (5 pupils) | 73% | 50% (6 pupils) | 68% |
| KS2 Writing | 0% (2 pupils) | 59% | 83% | 67% (3 pupils) | 85% | 0% (5 pupils) | 67% | 33% (6 pupils) | 52% |
| KS2 Maths | 50% (2 pupils) | 61% | 88% | 67% (3 pupils) | 85% | 20% (5 pupils) | 73% | 33% (6 pupils) | 52% |
| KS2 EGPS | 50% (2 pupils) | 60% | 92% | 67% (3 pupils) | 85% | 20% (5 pupils) | 63% | 50% (6 pupils) | 71% |

Attendance & Punctuality

| | 2024 - 2025 | | 2023-2024 | | 2022-2023 | | 2021-2022 | |
|--------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged |
| Attendance | 93.9 | 97.2 | 91.6 | 96.5 | 90.8 | 95.1 | 93.24 | 95.77 |
| Punctuality | | | 2.2 | 0.72 | 1.17 | 0.51 | 3.18 | 0.75 |

Behaviour

Analysis of positive behaviour shows disadvantaged pupils achieve in line with all pupils.