



St Mary's Catholic Primary School

Pupil Premium Strategy Statement

Expenditure Evaluation

Strategy Plan

**"I was disadvantaged as a child, yet I
had the advantage of being in the
company of great teachers."**

**(A.P.J. Abdul Khan, 11th President of
India)**

***"Every one of our children is carrying something the world is waiting for – it's just
the world hasn't got it yet," Sister Judith Russi***

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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 School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 - 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	N Teixeira Headteacher
Pupil premium lead	S Correnti Deputy Headteacher
Governor / Trustee lead	T Paczek Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,284
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,284

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment, with outstanding Quality First Teaching for all children. 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.

Our ultimate goal is that no child is left behind socially, or academically, because of their disadvantage. That the differences in attainment and progress between disadvantaged children and their peers continue to decrease.

We strive to remove the stigma of low expectations, to raise lifelong aspirations and to enable all children to be their best self. We promote pride and perseverance, to ensure children become active and responsible contributors to their communities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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
1	Communication and oracy skills in EYFS and KS1. Unable to recognise emotions and articulate needs. Unable to speak fluently, in full sentences.
2	Oracy and listening skills for all year groups and children's lack of language and vocabulary development. Children do not have the knowledge required to access texts, the ability to explain their learning coherently and have a lack of general life experience/exposure to language for their age and stage of development.
3	Disadvantaged children make progress in their learning but not as rapidly as their peers. This is especially true in phonics and writing.

4	Instability at home (eg. homelessness, safeguarding concerns resulting in support from the women's refuge, financial issues) and the impact this has on children's mental health, wellbeing and ability to settle in school and access the learning. A significant proportion of children arrive in school dysregulated and not ready for learning.
5	Parents' mental health, their life experiences and their engagement with learning. Their understanding of the links between education and future aspirations.
6	Persistent absence from school, for some PP children, particularly in Years 2 and 3.

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
Oracy: Pupils improve their communication and language skills, in order to engage fully with the curriculum and show what they have learned. They achieve better outcomes in the core subjects.	Pupils can hold focussed conversations with their teachers and peers. They can understand and use an increasing amount of vocabulary and can use talk to articulate their thinking during tasks.
KS1 & KS2 English: Pupils have the reading, vocabulary and literacy skills to fully access the English curriculum. Targets: The no. of pupils passing the PSC rises by 10%. The gap in writing attainment between PP and non-PP pupils narrows to less than 10%.	All teachers and support staff are trained to teach new phonics scheme. The scheme becomes embedded, with high quality instruction across every year grp. Teachers gain in confidence in teaching from the new writing scheme, incorporating a wider variety of age appropriate texts, more focussed spelling and grammar teaching and clearer, more sequential instruction for units of writing.
Pupils build their knowledge of vocabulary and can apply it to all areas of the curriculum, but especially in writing tasks.	Children's vocabulary development is evident in their spoken and written work across the curriculum. This includes the sentence structure, grammar and vocabulary choices in their writing, as well as accurate spelling of key subject words.
All pupils arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning. Target: All identified children (especially those living at the refuge) have a SMART PIEP and/or	A named staff member has responsibility for supporting families with issues which are affecting school life. Staff are becoming increasingly skilled at using the TIS approach and de-escalation techniques are supporting pupils to be

relational plan, which is reviewed and updated regularly.	able to recognise their emotions and build strategies for processing them. Intervention and referrals to external agencies are timely, with clear exit outcomes in place. Pupils are able to concentrate on their learning and work securely within age related expectations.
Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by another 10% for PP pupils, to be more closely in line with National averages.	School and agency intervention enables pupils (and their parents) to understand the importance of attending school every day. They gain motivation to attend school and become more engaged with learning.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue CPD sessions for teachers, based on the Trust's Principles of Teaching: scaffolding modelling questioning learning checks/ addressing misconceptions lesson sequencing teaching for mastery structured group work and talk for learning (oracy project)	Dfe report: Supporting the Attainment of Disadvantaged Pupils EEF Toolkit: Collaborative learning approaches: +5 months Mastery learning: +5 months Feedback: +6 months	1, 2, 3
Ensure live feedback/marking takes place in all lessons; teachers prioritise vulnerable groups first.	EEF Toolkit: Feedback: +6 months	3
Introduce new phonics scheme - whole sch staff training, CPD days, external training mentor, reading audits, parent	EEF Toolkit: Phonics: +5 months	3

workshops, new reading scheme to match. A two year project with Kernow English Hub.	Reading comprehension strategies: +7 months	
Refresh whole school learning agreements for expectations in reading, writing and maths, including reading spine and whole school reading curriculum.	EEF Toolkit: Reading Comprehension strategies: +6 months RWI Documentation: Sept 2025 Alex Quigley: Closing the Reading Gap	1, 2, 3
Ensure all classes have vocabulary-rich environments and daily activities designed to develop vocabulary development.	National Literacy Trust: Building whole school approaches to vocabulary development RWI documentation: Sept 2025	1, 2
Embed new writing scheme (Pathways) across the school - staff training, new school texts, greater diversity of reading, sequential learning plans, greater opportunities to write at length and for a specific purpose, greater focus on mastery of key literacy skills.	EEF Toolkit: Mastery learning: +5 months	1, 2
Half termly sessions between teachers and SENDCo, to discuss effectiveness of 1:1 and group interventions and future provision. Interventions are directly linked to agency advice and match aims/targets on PIEPs and EHCPs.	EEF Toolkit: Individualised instruction: +4 months Oral language interventions: +6 months Small group tuition: +4 months TA interventions: +4 months	1, 2, 3
Continue to supplement the curriculum and lessons with specific educational apps and google classroom (eg. Atom Home, Accelerated Reader, TTRS), personalised for individual pupils, to further increase the rate of progress in the core subjects. Continue to set learning tasks from the apps to complete at home, linked to class learning. Continue to purchase additional chromebooks for every classroom.	EEF guidance report: Using digital technology to improve learning EEF Toolkit: Homework: +3 months Individualised instruction: +4 months	1, 2, 3

	Dfe report: Benefits of digital education platforms Feb 2021	
Introduce new assessment tasks (Quest) to compliment units of learning in the core subjects and support teachers' termly assessments to be more accurate. This in turn enables teachers to plan subsequent lessons more closely matched to pupil needs and next steps in learning and set effective grouping and TA deployment.	EEF Toolkit: Small group tuition: +4 months Mastery learning: +5 months	1, 2, 3
Continue training for all teachers and support staff in using manipulatives and visuals (plus purchase of equipment) in the Power Maths scheme. Teachers develop their pedagogy for enabling children to achieve a greater fluency in arithmetic and master efficient methods and strategies for reasoning type questions.	EEF Toolkit: Mastery learning: +5 months	2
Continue training for all teachers and TAs to continue to develop classroom management strategies and the pedagogy for supporting children's language development, ASD needs and positive learning behaviours.	EEF Toolkit: Metacognition and self regulation: + 8 months Social and emotional learning: +3 months Behaviour interventions: +3 months	3, 4

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

Budgeted cost: £40,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Learning By Question subscription for upper KS2, for all children to access personalised maths intervention three times per week. Purchase of Testbase subscription, for more personalised maths provision, for all in KS2.	EEF Toolkit: Individualised instruction: +4 months Mastery learning: +5 months	3

Increase TA hours to support teachers to run additional phonics catch up sessions in EYFS, KS1 and Year 3.	EEF Toolkit: Phonics: +5 months Small group tuition: +4 months	1, 2
Increase TA hours in Yr 6, to enable additional maths interventions to take place.	EEF Toolkit: TA interventions: +4 months Small group tuition: +4 months	3
Identified children to attend funfit intervention three times per week, to match targets in EHCPs.	EEF Toolkit: TA interventions: +4 months	3, 4
Additional teacher hours to lead Talk Boost project for nursery pupils.	EEF Early Years Toolkit: Communication and Language Approaches: +7 months Early literacy approaches: +4 months	1, 2, 5

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

Budgeted cost: £12,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA hours for identified children to attend weekly lego therapy and funfit sessions.	EEF Toolkit: Behaviour interventions: +3 months TA interventions: +4 months Social and emotional learning: +3 months	3, 4
Assign a senior leader as attendance lead and plan a program of support and monitoring with the Education Welfare service, to easily monitor and quickly identify families in need of support with attendance. All PA pupils to receive an attendance action plan, reviewed half termly with the parent.	EEF Toolkit: Parental engagement: +4 months	5, 6
Purchase additional units with the Educational Psychology Service and the Cognition and Learning Team, to identify children's barriers to	EEF Toolkit: Individualised instruction: +4 months TA interventions: +4 months Social and emotional learning: +3 months	1, 2, 3,

learning and plan strategies for addressing them.		
Staff to lead parent workshops for EYFS and Year 1: how to support phonics and vocabulary development at home.	EEF Toolkit: Parental engagement: +4 months	1, 2
Additional TA hours for pastoral support for children and their families and for individual and group TIS sessions. For individual mental wellbeing support and ensuring families can liaise with external agencies. Children living at the refuge will be prioritised for a support plan first.	EEF Toolkit: Social and emotional learning: +4 months Parental engagement: +4 months Behaviour interventions: + 3 months	4, 5
Deploy an additional lunchtime TA to lead a social skills intervention club, for children who find unstructured times challenging.	EEF Toolkit: Behaviour interventions: +3 months Social and emotional learning: +4 months	4
Identify key staff to become senior mental health lead and to complete a 10 day TIS diploma.	EEF Toolkit Social and emotional learning: +4 months Parental engagement: +4 months Behaviour interventions: +3 months	4, 5, 6
Ensure disadvantaged children have a healthy breakfast and settled start to the school day. Free sessions at breakfast club.	National School Breakfast Program Dfe Evaluation of Breakfast Clubs for Disadvantaged Pupils	4, 5, 6
Ensure children arriving from the women's refuge have the equipment and uniform required for school. Introduce child and parent to key members of staff and set relational plan.	EEF Toolkit Parental engagement: +4 months Social and emotional learning: +3 months	4, 5, 6

Total budgeted cost: £106, 220

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.

Oracy: Pupils improve their communication skills, in order to engage fully with the curriculum and achieve better outcomes in the core subjects.

The % of disadvantaged pupils reaching the expected standard rose significantly in KS2. EYFS and KS1 had high inward mobility, with many pupils joining cohorts with significant social and emotional needs.

	Reading		Writing		Maths	
	23/24	24/25	23/24	24/25	23/24	24/25
EYFS	56%	43%	56%	43%	56%	43%
KS1	57%	40%	64%	55%	64%	65%
KS2	72%	81%	63%	69%	71%	77%

KS2 maths: Pupils have the vocabulary and fluency skills to fully access the maths curriculum. Target: The gap between % of PP pupils and non-PP pupils achieving ARE in maths to drop to less than 10%.

Target met

	23/24	24/25
PP	71%	77%
Non-PP	81%	77%
Gap	-10%	0%

Pupils build their knowledge of vocabulary and can apply to all areas of the curriculum, but especially in writing tasks.

A school average of 65% of PP pupils achieved at least the expected standard in writing in 24/25, compared to 63% in 23/24.

All pupils arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning. Target: All

identified children (especially those living at the refuge) have a mental health provision map, reviewed and updated regularly.

The school secured additional funding from the Trust to train a third member of staff to be a TIS qualified practitioner. All staff also completed one day TIS training. The strategies put in place and an increase in staff knowledge and skills has led to much lower levels of disruption in classrooms. A restructuring of support staff enabled more pupils to be supported with their needs and therefore, were able to engage fully with school routines and learning. All pupils requiring additional wellbeing support have targeted provision, known by all staff who work with them.

Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by 20% for PP pupils.

Persistent absence rates for PP pupils remain above their peers, with rates dropping or rising from term to term. Persistent absentees are monitored every month and the attendance lead meets with parents where there is cause for concern. After parental meetings with the Attendance Lead, improvements have been made. Eg. one child improved from 57% in Summer term 1 to 100% in Summer term 2025. Links have been made with a new local authority attendance office for further support, particularly where more formal action is required. New absence request letters and penalty notice systems are in place for September 2025.

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
Accelerated Reader	Renaissance
Purple Mash	2Simple
TTRS	Maths Circle
Quest / Atom Home	
Learn by Questions	