

# Pupil premium strategy statement – St Mary’s Catholic 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 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                                                                                    | 157                                    |
| Proportion (%) of pupil premium eligible pupils                                                               | 40%                                    |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2025/26 to 2027/28                     |
| Date this statement was published                                                                             | September 2025                         |
| Date on which it will be reviewed                                                                             | September 2026                         |
| Statement authorised by                                                                                       | Bridget Pratley, Headteacher           |
| Pupil premium lead                                                                                            | Bridget Pratley                        |
| Governor / Trustee lead                                                                                       | Helen Wilson (Vice Chair of Governors) |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £107,565 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £107,565 |

# Part A:Pupil premium strategy plan

## Statement of intent

*Our intent for disadvantaged pupils is that pupils attain in line with other pupils. Disadvantaged pupils need opportunities to reach their academic potential.*

*We strive to enable all children to become fluent, competent readers, able to decode (phonics) and to attain the expected standards. in line with their more advantaged peers.*

*Key focus: for EYFS, strong language acquisition and early identification of additional needs. Year 1 – children to reach the expected standard in the phonics screening check so that they have the foundations of early reading. Year 2 – 6 – children to reach expected standard in line with non-disadvantaged children, especially in English and mathematics.*

*Quality first teaching, and teaching in smaller, year-group specific groups in EYFS and KS1 will enable teachers to nurture and provide maximum support for children, including quality conversations, vocabulary development, focused feedback in real time. Where needed, additional small group and 1-1 support or tuition is provided where children are struggling to help them overcome barriers to learning.*

*Attendance is a key priority for all groups of pupils and as a school we prioritise improving this for disadvantaged pupils.*

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                 |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Disadvantaged children have lower levels of vocabulary acquisition and aural language skills on arrival at school (Nursery/ Reception) compared to their peers and also have other needs, such-as being EAL, SEN e.t.c. We also have many children with speech and language needs, poor social and communication needs and low levels of self-care. |
| 2                | Data show that disadvantaged children have lower attainment in phonics at start of Year 1 and in early phonics screening.                                                                                                                                                                                                                           |
| 3                | Data shows that in most year groups disadvantaged pupils are over-represented in the under-attaining group, and under-represented in the higher standard group,                                                                                                                                                                                     |
| 4                | Higher attaining disadvantaged pupils at KS1 make less progress than their peers by KS2.                                                                                                                                                                                                                                                            |

|   |                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | Disadvantaged pupils must be in school every day – levels of attendance and persistent absence are higher for disadvantaged pupils (14.9% compared to 10.5%) |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Vocabulary development for EYFS – widen children's understanding and use of vocabulary                                                                                                                | <ul style="list-style-type: none"> <li>Children can accurately use a wider range of vocabulary in both written and spoken communication by the end of the academic year.</li> <li>A minimum of [specific percentage] of EYFS children demonstrate increased vocabulary understanding in post-intervention assessments.</li> <li>Children exhibit more active participation in class discussions, asking and answering questions using varied vocabulary.</li> <li>Evidence of vocabulary growth is documented through regular observations, work samples, and feedback from EYFS staff.</li> </ul> |
| B. Phonics – disadvantaged children to develop competency in decoding using phonics                                                                                                                      | <ul style="list-style-type: none"> <li>Disadvantaged children achieve in line with national average or above in phonics screening checks.</li> <li>Children demonstrate the ability to decode unfamiliar words using phonics strategies during reading sessions.</li> <li>Regular assessments show a consistent improvement in phonics understanding and application.</li> <li>Teachers and reading specialists report increased confidence and skill among disadvantaged children in using phonics for decoding.</li> </ul>                                                                       |
| C. Lowest attaining 20% of pupils in each class to make good progress in reading                                                                                                                         | <ul style="list-style-type: none"> <li>The lowest attaining 20% of pupils show an improvement of at least 12 months in reading age or 6+ bands of progress (Pupil Asset) by the end of the academic year.</li> <li>Regular assessments and reading logs indicate consistent progress in reading comprehension and fluency.</li> <li>Observational data and feedback from teachers indicate increased engagement and confidence in reading activities among these pupils.</li> <li>Pupils demonstrate improved ability to discuss and reflect on texts they've read.</li> </ul>                     |
| D. Disadvantaged pupils identified as having potential to attain Greater Depth/ Higher Standard to be on track to reach this standard by the end of KS2                                                  | <ul style="list-style-type: none"> <li>Identified pupils consistently score higher standard in regular assessments.</li> <li>Work in English and Mathematics, and the wider curriculum, indicates a deep understanding of subjects, critical thinking skills, and the ability to make connections between topics.</li> <li>Feedback from teachers indicates these pupils consistently demonstrate mastery in lessons and take on challenges willingly.</li> <li>By the end of KS2, 60% of identified pupils attain Greater Depth/Higher Standard in SATs</li> </ul>                                |
| E. To improve standards of writing within and across a range of genres so that pupils can express themselves eloquently and in line with expected standard (higher standard for higher-attaining pupils) | <ul style="list-style-type: none"> <li>Pupil work samples show clear progression in writing skills across genres, including narrative, descriptive, persuasive, and expository texts. (evidence: books)</li> <li>Regular writing assessments show that a higher percentage of pupils, including higher-attaining ones, meet or exceed expected standards for their year group. (+10%)</li> <li>Pupils demonstrate the ability to express ideas clearly, use varied vocabulary, and employ correct grammar and punctuation.</li> </ul>                                                              |

|                                                   |                                                                                                                                                                                                                            |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <ul style="list-style-type: none"> <li>Higher-attaining pupils consistently produce work that goes beyond the expected standard, showcasing advanced language skills, deeper insights, and creative expression.</li> </ul> |
| F. To improve attendance for disadvantaged pupils | <ul style="list-style-type: none"> <li>Disadvantaged pupils' attendance to be in line with non-disadvantaged peers including proportion of persistent absenteeism</li> </ul>                                               |

## 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: £ 39300

| Activity                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Quality First Teaching</i>                        | <p>Investing in quality first teaching is essential for all students, but its significance becomes even more pronounced for disadvantaged students, including those eligible for Pupil Premium funding. Here's a summary of the evidence supporting the importance of this investment:</p> <p>The Education Endowment Foundation (EEF)'s Teaching and Learning Toolkit Quality teaching ranks high, often resulting in an additional progress of several months over a year, especially when it is targeted towards the needs of disadvantaged pupils. Effective feedback, an element of quality teaching, has been shown by numerous studies, including those cited by the EEF, to have a very high impact on learning. Pupil Premium students, in particular, benefit from timely, targeted feedback that addresses their specific needs.</p> <p>Another high-impact strategy highlighted by the EEF is teaching metacognitive strategies. Quality first teaching incorporates these strategies, enabling students, especially those from disadvantaged backgrounds, to take ownership of their learning.</p> | 1,2,3,4                       |
| <i>Training all staff in the teaching of phonics</i> | <p><b>Investing in phonics training for all staff will make sure that teachers and support staff have the knowledge needed to teach reading effectively for the following evidence-based reasons:</b></p> <p>The Education Endowment Foundation (EEF) cites that well-implemented phonics interventions can have a moderate to high impact at a low cost.</p> <p>Consistency: Proper training ensures uniformity in phonics teaching across classrooms, providing stable learning for Pupil Premium children.</p> <p>Given the foundational role of phonics in literacy and its significant impact on academic success, investing in phonics training is vital for maximizing the educational outcomes of Pupil Premium children.</p>                                                                                                                                                                                                                                                                                                                                                                           | 2,3                           |
| <i>Improving the teaching of guided reading</i>      | <p>Investing in guided reading training for educators of Pupil Premium children offers significant benefits, backed by evidence:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1,3,4                         |

|                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                                                                            | <p><b>Targeted Support:</b> Guided reading allows for differentiated instruction, ensuring individualized support tailored to each student's reading level.</p> <p><b>Enhanced Comprehension:</b> Guided reading strategies focus on comprehension, a critical skill for academic success across all subjects.</p> <p><b>Active Engagement:</b> This approach fosters active student participation, which can boost confidence and motivation, particularly crucial for disadvantaged pupils.</p> <p><b>Consistent Progress Monitoring:</b> Guided reading enables real-time assessment, ensuring timely interventions and support for Pupil Premium children who may lag behind.</p> <p><b>Building a Reading Culture:</b> Guided reading fosters a love for reading, which can counteract potential literacy challenges faced by disadvantaged students at home.</p> <p>In essence, investing in guided reading training supports the individual needs of Pupil Premium children, enhancing their reading skills and overall academic success.</p> |         |
| <i>On-going CPD for teachers in effective teaching by applying Rosenshine's principles</i> | Investing in CPD for teachers on Rosenshine's Principles of Direct Instruction: CPD on Rosenshine's Principles equips teachers with effective strategies that particularly benefit Pupil Premium children, supporting their academic progress and success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1,3,4   |
| <i>Investing in a programme of regular evaluation, feedback, and coaching for teachers</i> | <p>Studies consistently show that teacher quality is one of the primary determinants of student achievement. Enhancing this quality can help close the attainment gap for Pupil Premium children. Continuous feedback and coaching refine teachers' skills, leading to better instructional quality, directly impacting student outcomes.</p> <p>Regular evaluations identify specific areas where teachers can better support disadvantaged students, ensuring tailored interventions.</p> <p>teaching consistency across classrooms provides a stable learning environment for Pupil Premium children.</p> <p>Teachers stay updated with best practices, benefiting all students, especially those at a disadvantage.</p>                                                                                                                                                                                                                                                                                                                          | 1,3,4   |
| <i>On-going investment in staff training in the teaching of writing</i>                    | <p>Investing in the teaching of writing and ensuring staff have the skills and confidence to do this well.</p> <p>This includes use of talk for writing and the use of Eleanor Martlow to support teachers in identifying next steps.</p> <p>Research underscores that oral language proficiency is foundational for written expression. "Talk for Writing" bridges spoken and written language, aiding literacy development.</p> <p>Studies emphasize the value of modeling and repeated practice in learning. "Talk for Writing" uses imitation, innovation, and independent application, aligning with this evidence.</p> <p>Verbalizing thoughts can enhance cognitive processing and comprehension. This approach encourages pupils to articulate ideas before writing, boosting understanding.</p> <p><b>Many</b> Pupil Premium children start school with a language deficit. "Talk for Writing" provides a structured framework to address and close this language and literacy gap.</p>                                                     | 1,2,3,4 |

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

Budgeted cost: £ Budgeted cost: £ 44,800

| Activity                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Additional phonics sessions and 1-1 support for disadvantaged pupils who require support</i><br><i>Training in phonics for all relevant staff.</i> | Education Endowment Foundation (EEF) summary of the evidence shows that systematic synthetic phonics has a strong and consistently positive impact on early reading, particularly for younger pupils and those from disadvantaged backgrounds. High-quality phonics approaches typically show an additional four months' progress in reading over the course of a year, with particularly notable benefits in decoding, word recognition and early spelling. Read Write Inc. can <b>contribute to improved accuracy, fluency and confidence in early readers when delivered consistently and with appropriate training.</b> | 2,3,4                         |
| <i>Small group/ 1-1 support for pupils who require additional support (boosters and in-school groups)</i><br><i>Use of IDL for literacy catch-up</i>  | Investing in small group and 1-1 teaching for Pupil Premium children is crucial. The Education Endowment Foundation highlights small group and 1-1 interventions as high-impact strategies for enhancing academic performance.<br><br>Small group and 1-1 teaching provide targeted, effective support, playing a pivotal role in enhancing the academic trajectory of Pupil Premium children.                                                                                                                                                                                                                              | 1,2,3                         |
| <i>Oral language interventions in EYFS – promotion of talk and quality conversations.</i>                                                             | Investing in oral language interventions is vital for Pupil Premium children. The Education Endowment Foundation highlights oral language interventions as a high-impact, cost-effective strategy, particularly beneficial for closing the attainment gap of disadvantaged pupils.<br><br>Investing in oral language interventions provides Pupil Premium children with foundational skills that significantly enhance their academic and social trajectories.                                                                                                                                                              | 1                             |
| <i>Explicit teaching of vocabulary in all classes – 'Disciplinary vocabulary' across subjects.</i>                                                    | Investing in explicit vocabulary teaching is essential for Pupil Premium children. Research, including findings from the Education Endowment Foundation, indicates that vocabulary interventions can significantly improve academic outcomes, narrowing the attainment gap for disadvantaged students.<br><br>In summary, explicit vocabulary teaching equips Pupil Premium children with crucial skills, enhancing both their academic and social experiences.                                                                                                                                                             | 1,3,4,5                       |

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

Budgeted cost: £ 23,500

| Activity                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Providing therapeutic support for pupils with greatest need</i>                    | Investing in therapeutic support for the neediest Pupil Premium children is crucial. EEF research recognizes that socio-emotional barriers can hinder academic progress, and therapeutic interventions can mitigate these barriers. According to EEF research, therapeutic support is vital in addressing both academic and non-academic challenges faced by Pupil Premium children, leading to enhanced overall outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3,4                           |
| <i>Provision of wider range of trips and experiences (including clubs) for pupils</i> | <p>Providing wider experiences for Pupil Premium children is crucial, as affirmed by research:</p> <p><b>Cultural Capital:</b> Research, including findings from the Education Endowment Foundation (EEF), suggests that enriching cultural and educational experiences can boost "cultural capital", aiding students' academic and social progress.</p> <p><b>Real-World Engagement:</b> The EEF highlights that experiential learning, connecting classroom teachings to real-world situations, increases student engagement and deepens understanding.</p> <p><b>Socio-Emotional Development:</b> EEF's studies on Social and Emotional Learning emphasize that experiences outside traditional classroom settings foster social skills, resilience, and self-confidence, leading to better academic outcomes.</p> <p><b>Opportunity Gap:</b> EEF's reports indicate that disadvantaged students often have fewer learning opportunities outside school. Providing wider experiences helps mitigate this disparity.</p> <p><b>Aspirational Impact:</b> Wider experiences can raise students' aspirations, a notion supported by EEF's research on interventions aiming at motivation and aspirations.</p> <p>In summary, based on sources like EEF, there's strong evidence that broadening experiences for Pupil Premium children significantly benefits their educational and personal development.</p> |                               |

**Total budgeted cost: £ 107,600**

# 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.



### St Mary's Catholic Primary School

### PUPIL PREMIUM UPDATE End 2025

#### FSM6 - Attendance

| Year             | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|------------------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 (2 term) | 67     | 95.2%  | 92.4%    | Above                         | Not available          | High - FSM     |

► [Chart](#)

## PUPIL PREMIUM OUTCOMES AT KS2, 2025

### Disadvantaged pupils' performance

#### Disadvantaged pupils reaching the expected standard in reading, writing and maths

| Year    | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2024/25 | 62%         | 47%              | Above                          |

#### Disadvantaged pupils reaching the expected standard in reading

| Year    | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2024/25 | 69%         | 63%              | Close to average               |

#### Disadvantaged pupils reaching the expected standard in teacher assessed writing

| Year    | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2024/25 | 62%         | 59%              | Close to average               |

#### Disadvantaged pupils reaching the expected standard in maths

| Year    | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2024/25 | 77%         | 61%              | Above                          |

## Year 4 Multiplication Check

### All pupils - Year 4 MTC

| Year   | Cohort | School | National | National distribution banding | Trend         | Year group context |
|--------|--------|--------|----------|-------------------------------|---------------|--------------------|
| 3-year | -      | -      | 20.6     | -                             | -             | Not applicable     |
| 2025   | 27     | 23.3   | 21.0     | Above (sig+)                  | Not available | -                  |
| 2024   | -      | -      | 20.6     | -                             | -             | -                  |
| 2023   | -      | -      | 20.2     | -                             | -             | -                  |

## Phonics

### All pupils - Phonics expected standard

- There were 21 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 3 pupils did not meet the **phonics expected standard**.
- No pupils were screened for phonics in Year 2 in 2025.

| Year   | Cohort | School | National | National distribution banding | Trend         | Year group context |
|--------|--------|--------|----------|-------------------------------|---------------|--------------------|
| 3-year | -      | -      | 80%      | -                             | -             | Not applicable     |
| 2025   | 21     | 86%    | 80%      | Close to average (non-sig)    | Not available | Low - Stability    |
| 2024   | -      | -      | 80%      | -                             | -             | -                  |
| 2023   | -      | -      | 79%      | -                             | -             | -                  |

| 2024                      | St Mary's 2025 | St Mary's            | St Mary's       | National      | National |
|---------------------------|----------------|----------------------|-----------------|---------------|----------|
| EYFS                      | All            | DISADVANTAGED pupils | OTHER 18 pupils | DISADVANTAGED | OTHER    |
| Good level of Development | 53%            | 78%                  | 30%             | 52%           | 72%      |

## 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                     |
|------------------------------|------------------------------|
| White Rose Mathematics       | White Rose                   |
| RWI - Phonics                | Ruth Miskin                  |
| Oddizi - Geography           | Oddizi                       |
| Primary History              |                              |
| PSHE                         | Jigsaw                       |
| RE                           | Margaret Carswell            |
| RSE                          | Ten:Ten                      |
| English Talk for Writing     | Pie Corbett                  |
| PKC – Computing and Art/ D&T | Primary Knowledge Curriculum |
| Music                        | Junior Jam                   |
| French                       | Junior Jam                   |

## 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.*