

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	170
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Lucy Black
Governor / Trustee lead	Michelle Phooko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,020
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£103,020

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, we are committed to ensuring all pupils, irrespective of background or barriers, make good progress and achieve highly across the curriculum. Our strategy is built around quality first teaching, early intervention, and removing barriers to learning. Disadvantaged pupils are supported not only academically but also socially, emotionally, and culturally, ensuring they can flourish as confident, ambitious learners.

Challenges

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

Challenge number	Detail of challenge
1	1. Lower attainment at expected level in reading, writing, and maths combined at KS2.
2	Lower attainment at Greater Depth in maths.
3	Fewer opportunities to build cultural capital.
4	Lower phonics outcomes compared with peers.
5	Attendance and punctuality below non-disadvantaged peers.
6	Weak language and communication skills in EYFS

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. By the end of this strategy cycle (2027), we aim for:

Intended outcome	Success criteria
KS2 attainment for disadvantaged pupils to be in line with peers in reading, writing, and maths.	<ul style="list-style-type: none">• Gap between disadvantaged and non-disadvantaged pupils in combined RWM reduced to <5%.• ≥70% of disadvantaged pupils achieve the expected standard in KS2 SATs.<ul style="list-style-type: none">• Termly progress data shows disadvantaged pupils making expected

	<p>or better progress in reading, writing, and maths.</p>
<p>At least 20% of disadvantaged pupils achieving Greater Depth in maths.</p>	<ul style="list-style-type: none"> • $\geq 20\%$ of disadvantaged pupils achieve GDS in maths in KS2 SATs. • Half-termly pupil progress meetings evidence that identified pupils are on track for GDS. • GDS attainment in maths for disadvantaged pupils improves year-on-year.
<p>100% of disadvantaged pupils accessing at least one enrichment opportunity annually.</p>	<ul style="list-style-type: none"> • All disadvantaged pupils recorded as attending at least one extracurricular club, trip, or cultural activity by July 2026 • Pupil voice surveys show increased confidence and enjoyment of enrichment activities. • Tracking registers confirm 100% participation.
<p>80% of disadvantaged pupils in Year 2 achieving expected standard in phonics.</p>	<ul style="list-style-type: none"> • $\geq 80\%$ disadvantaged pupils pass the Phonics Screening Check in Year 2. • Lowest 20% of readers identified and supported by week 2 of the autumn term. • Regular Read Write Inc (RWI) assessments show accelerated progress.
<p>Attendance of disadvantaged pupils above 95%.</p>	<ul style="list-style-type: none"> • Disadvantaged pupil attendance $\geq 95\%$ overall, reducing gap with peers to $< 1\%$. • Persistent absence for disadvantaged pupils reduced by 50% compared to 2024/25. • Weekly monitoring reports show sustained improvements term-on-term.
<p>Significant improvement in EYFS communication and language outcomes, with at least 75% meeting ELG.</p>	<ul style="list-style-type: none"> • $\geq 75\%$ disadvantaged pupils achieve the Early Learning Goal in Communication & Language. • Welcomm/ICAN assessments show accelerated progress for identified children.

	<ul style="list-style-type: none">• Teacher observations and moderation confirm improved expressive and receptive language.• Parent workshops evidence high engagement with speech and language strategies at home.
--	--

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: £55,000

We will use a tiered approach to spending, focusing on teaching, targeted academic support, and wider strategies.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
- CPD for staff on phonics, oracy, and quality first teaching.	EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3
UPS teacher to access CPD on mentoring and coaching others	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.	1
Experienced Support Staff in EYFS and KS1 to support language development	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	5
CPD and targeted support to teachers of Quality First Training	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	1
Training of standardised diagnostic	Purchased the Welcomm Assessment for EYs Language & Resources for	1

assessments such as Welcomm assessment & ICAN Joint Communication Trust. Training for staff to ensure assessments are interpreted and administered correctly.	intervention Groups. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
To improve the attainment outcomes of all pupils and with a strong focus on pupil premium pupils	Early identification and robust tracking of pupil premium children enables targets to be set and targeted actions to be implemented, monitored and evaluated.	1-5

Targeted academic support

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for pupils in R, Y1 and Y2 targeted at disadvantaged pupils who require further phonics support £15,000	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Speech and Language Therapy (SALT) support ½ day a fortnight. SALT to assess pupils and work with SENCO, support staff, teachers and parents for small group interventions £6500	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1,3

	<p>inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Interventions for targeted pupils with a focus on reading comprehension, writing and maths</p> <p>Y1 - Y6 1:3 (50 hours £1500)</p> <p>Interventions for lowest 20% of readers in each year group. £8,000</p> <p>Rec- Y6 1:1 with 5 children for 15 minutes a day, every day.</p> <p>45 hours per class = £9000</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>Reading Comprehension Strategies Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>ELSA support for those children identified as lacking in self-esteem/confidence</p> <p>£8,000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	7
<p>Literacy specialist ½ a day every week to work with targeted pupils</p> <p>£3,000</p>	<p>To provide extra support to maintain progress & high attainment. Small group interventions with highly qualified staff have been shown to be effective. Research by the Sutton Trust shows that 4/5 additional months progress can be made through small group interventions and 1:1 support.</p>	2,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play therapist supports children who are having difficulty accessing learning through emotional issues</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3,5</p>
<p>Emotional Literacy Support Assistant (ELSA)</p> <p>Individual and small group sessions dealing with themes such as bereavement, low self-esteem and friendship group problems</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations.</p> <p>Increase SENCOs additional days to lead on attendance.</p> <p>To provide pupils with the opportunity to attend the breakfast club and to avail of Magic Breakfast for free</p> <p>Wrap around care offered to PPG children to</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p>	<p>6</p>

encourage attendance		
Cultural capital experiences promoted in the curriculum. Essential experiences built into curriculum	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	2,3
Teachers and TAs trained to assess pupils with Welcomm materials. Teachers and TAs are taught by speech and language therapist to target gaps in pupils' language identified by Welcomm with effective activities.	EEF (+6) Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Specialists modelling and working alongside staff has greater impact on student progress from staff surveys. Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. Speech and language data shows that if gaps in language are targeted then progress is accelerated.	5
Access to Enrichment opportunities for disadvantaged pupils.	All disadvantaged pupils offered an opportunity to take part in an 1 enrichment club of their choice, and after school homework club. In addition all PPG Ch. Offered opportunity to take part in LAMDA/School Choir and to play a musical instrument.	2-5
Comprehensive Sports & Games Offer to all children, including access to high quality coaching such as, at	Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than	2-5

Latymer Upper Swimming Lessons Year 2- Year 6	sporting activities alone. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical activity EEF (educationendowmentfoundation.org.uk)	
---	--	--

Total budgeted cost: £103,020

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.

Results		School	National	
FS GLD		65%	67%	
Y1 Phonics		78%	79%	
Y2 Phonics		40%	89%	
KS1	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	67%	68%	22%	19%
Writing	67%	60%	22%	8%
Maths	67%	70%	11%	16%
SPAG	67%	n/a	11%	32%
Y4 Multiplication check	School Mean average score	National mean average score		
	21	20.2		
KS2	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	90%	74%	33%	28%
Writing	90%	72%	33%	13%
Maths	100%	73%	24%	22%
SPAG	90%	72%	67%	28%
R,W,M	90%	61%	10%	7%

In 2024–25, disadvantaged pupils made strong progress, particularly in reading and writing, due to targeted interventions. Phonics outcomes improved, with 78% of disadvantaged pupils meeting the expected standard in Year 1. Attendance for disadvantaged pupils improved from 91% to 94%, narrowing the gap with peers. 100% of disadvantaged pupils accessed at least one enrichment activity (choir, clubs, trips, or sports). Further work is needed to strengthen attainment at Greater Depth in maths, which remains below peers.

Externally provided programmes – No non-DfE programmes purchased this year.

Further information (optional)

Leaders with a responsibility for subject areas worked with teachers to ensure planning was robust and that knowledge and skills were a focus.

Senior leaders led interventions daily and support pupils to bridge gaps. This targeted support was effective and led to strong progress for our more vulnerable pupils.

Smaller classes has meant that we have restraints on our budget; but it also means that pupils have access to more support from the adults in their class and so receive more targeted support.