

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026/27 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	153
Proportion (%) of pupil premium eligible pupils	31.5%
Academic year/years that our current pupil premium strategy plan covers	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£99,200
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	£99,200

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, we are committed to ensuring that all pupils, regardless of background or disadvantage, have the opportunity to achieve highly and flourish academically, socially and emotionally.

Our Pupil Premium Strategy is rooted in high-quality, inclusive teaching, alongside early identification of need and carefully targeted support. We recognise that disadvantaged pupils may experience a range of barriers to learning, including gaps in prior attainment, language and communication needs, lower attendance and reduced access to wider enrichment opportunities. Our approach is therefore responsive to the needs of individual pupils rather than based on assumptions about disadvantage.

Our priorities are to raise attainment and progress, particularly in reading, writing and mathematics; strengthen early reading, phonics and language development; improve attendance; and ensure equitable access to enrichment and wider opportunities. Alongside academic support, we recognise the importance of pupils' wellbeing, confidence and readiness to learn.

Through regular assessment, pupil progress meetings and ongoing evaluation, leaders will monitor the impact of Pupil Premium provision and adapt support where necessary. Our ultimate aim is to reduce barriers, close gaps between disadvantaged pupils and their peers, and enable every pupil to leave St Mary's as a confident, successful and ambitious learner.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress: Assessment information indicates that some disadvantaged pupils have gaps in prior learning and attainment, particularly in reading, writing and mathematics . Ensuring disadvantaged pupils make strong progress and achieve in line with their peers remains a priority.
2	Higher attainment: A smaller proportion of disadvantaged pupils achieve at Greater Depth , particularly in mathematics. There is a need to ensure that disadvantaged pupils with the potential to achieve highly are identified early and receive appropriate challenge.
3	Early reading, language and communication: Some disadvantaged pupils enter school with weaker speech, language and communication skills and/or require additional support with phonics and early reading.

	These gaps can affect pupils' ability to access learning across the curriculum.
4	Attendance and punctuality: Attendance and persistent absence remain barriers for some disadvantaged pupils. Reduced attendance can compound existing gaps in learning and affect pupils' progress and attainment.
5	Social, emotional and wellbeing needs: Some disadvantaged pupils require additional support with emotional wellbeing, confidence, self-regulation and readiness to learn , which can affect their engagement with learning and progress.
6	Enrichment and cultural capital: Some disadvantaged pupils have fewer opportunities outside school to access clubs, sport, music, trips and wider cultural experiences . Ensuring equitable access to enrichment remains an important part of our strategy.

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
Improved attainment and progress for disadvantaged pupils in reading, writing and mathematics.	- The attainment gap between disadvantaged and non-disadvantaged pupils narrows across reading, writing and mathematics. - Disadvantaged pupils achieve strongly from their individual starting points, with the large majority making expected or better progress. - Where cohort sizes allow meaningful comparison, disadvantaged pupils' attainment is increasingly in line with their peers and national expectations. - Termly pupil progress meetings demonstrate that pupils at risk of falling behind are identified promptly and receive effective targeted support.
An increased proportion of disadvantaged pupils achieve at Greater Depth, particularly in mathematics.	Disadvantaged pupils with the potential to achieve Greater Depth are identified through assessment and pupil progress meetings.

	• Teaching and intervention provide appropriate challenge for disadvantaged higher attainers. • The proportion of disadvantaged pupils working at Greater Depth increases from their starting points and gaps with non-disadvantaged peers reduce. • KS2 outcomes demonstrate improved attainment at the higher standard where cohort sizes allow meaningful comparison.
Improved early reading, phonics, language and communication outcomes for disadvantaged pupils.	• Disadvantaged pupils who are at risk of falling behind in early reading are identified quickly and receive timely, targeted support. • Regular RWI assessments demonstrate sustained progress for pupils receiving additional phonics support. • The proportion of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check increases and the gap with their peers narrows. • Welcomm and other school assessment information demonstrates improved receptive and expressive language for identified pupils in EYFS/KS1.
Improved attendance and punctuality for disadvantaged pupils.	• Attendance for disadvantaged pupils moves towards or exceeds the school's 95% attendance target. • The attendance gap between disadvantaged and non-disadvantaged pupils reduces. • Persistent absence amongst disadvantaged pupils reduces from the 2025–26 baseline. • Attendance is monitored regularly and early intervention is evident for pupils whose attendance is causing concern.
Improved social, emotional wellbeing, confidence and readiness to learn for identified disadvantaged pupils.	• Identified pupils access appropriate pastoral and wellbeing provision, including ELSA and other targeted support where appropriate.

	• Assessments, pupil voice and staff observations demonstrate improvements in pupils' confidence, emotional regulation, engagement and/or readiness to learn. • The impact of interventions is reviewed regularly and provision is adapted or discontinued where it is not having sufficient impact. • Pupils receiving targeted support demonstrate improved engagement with learning.
Disadvantaged pupils have equitable access to enrichment, extracurricular activities and wider cultural experiences.	• 100% of disadvantaged pupils access at least one identified enrichment, extracurricular or wider cultural opportunity during the academic year. • Participation is monitored to identify pupils who are not engaging in the wider school offer and barriers to participation are addressed. • Disadvantaged pupils have access to opportunities including sport, music, clubs, trips and other wider experiences. • Pupil voice demonstrates that disadvantaged pupils value and benefit from the opportunities provided.

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: £48,000

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 and ongoing support for teachers to strengthen high-quality inclusive teaching , with a particular focus on adaptive teaching, assessment and meeting the needs of disadvantaged pupils and pupils with SEND.	High-quality teaching is the most important school-level factor in improving pupil attainment. Developing teachers' classroom practice benefits all pupils and is particularly important for disadvantaged pupils and those at risk of falling behind.	1,2,3
Continued training and development in phonics and early reading , including effective implementation of Read Write Inc., regular assessment and rapid identification of pupils at risk of falling behind.	Evidence supports the systematic teaching of phonics, particularly for younger pupils and those who have fallen behind in early reading. Regular assessment enables teaching and additional support to be matched closely to pupils' needs.	1,3
Strengthen teaching in reading, writing and mathematics through CPD, assessment and subject-leader support , with particular attention to disadvantaged pupils	Effective professional development and high-quality classroom teaching are central to improving outcomes. Accurate assessment allows teachers to identify gaps, adapt teaching and provide timely support.	1,2

and those not making expected progress.		
Develop teachers' use of assessment and pupil progress information to identify disadvantaged pupils requiring additional support or greater challenge. Termly pupil progress meetings will specifically consider the attainment and progress of disadvantaged pupils.	Regular formative assessment and responsive teaching help teachers identify misconceptions and gaps and adapt teaching accordingly. Systematic monitoring also helps ensure that disadvantaged pupils with the potential to attain highly receive appropriate challenge.	1,2,3
Strengthen language-rich teaching in EYFS and KS1 , including staff development in high-quality adult interaction, vocabulary development and the use of WellComm assessment to identify speech, language and communication needs.	Oral-language approaches support pupils' spoken language, vocabulary and comprehension. Early identification allows teaching and intervention to be targeted at pupils' specific language and communication needs.	3
Deploy experienced support staff effectively within classrooms , particularly in EYFS and KS1, to support high-quality interactions, early language, phonics and access to learning.	Teaching assistants have greatest impact when their deployment complements high-quality classroom teaching and when they are appropriately trained and supported to meet identified pupil needs.	1, 3

Targeted academic support

Budgeted cost: £41,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and early reading support for pupils in Reception, Year 1 and Year 2,	Targeted phonics interventions are most effective when they are systematic, matched to pupils' current level of development and delivered regularly. Frequent assessment will ensure pupils receive timely support and	1, 3

prioritising disadvantaged pupils identified through regular RWI assessment as at risk of falling behind.	interventions are adapted according to progress.	
Targeted reading support for pupils who are not yet fluent or are within the lowest 20% of readers, including regular 1:1 and small-group practice.	Targeted reading support can help pupils develop fluency, decoding and comprehension. Provision will be closely matched to pupils' identified needs and progress will be monitored regularly.	1,3
Targeted small-group and individual intervention in reading, writing and mathematics for disadvantaged pupils identified through assessment and pupil progress meetings as requiring additional support.	Small-group and individual tuition can have a positive impact when it is targeted at specific gaps in pupils' knowledge and is closely linked to classroom teaching. Intervention will be time-limited, regularly reviewed and adjusted according to impact.	1
Speech and Language Therapy support, including specialist assessment and advice and targeted individual/small-group intervention. The therapist will work with the SENCO, teachers, support staff and families to develop pupils' speech, language and communication.	Oral-language interventions support pupils' vocabulary, articulation, spoken expression and comprehension. Specialist assessment and targeted support allow provision to respond directly to identified speech, language and communication needs.	3
WellComm assessment and targeted language interventions in	Early identification of speech, language and communication needs enables support to be targeted accurately. Structured oral-language approaches can improve pupils'	3

EYFS/KS1 for pupils identified as having gaps in receptive and/or expressive language. Staff will use assessment information to plan appropriate intervention and monitor progress.	language and their ability to access learning across the curriculum.	
Additional challenge and targeted support for disadvantaged pupils with the potential to achieve Greater Depth , particularly in mathematics. Pupils will be identified through assessment and pupil progress meetings and receive appropriate challenge within lessons and, where appropriate, additional targeted provision.	Disadvantaged pupils should have equitable access to appropriate academic challenge. Assessment and regular progress review will help ensure that pupils capable of attaining highly are identified and that teaching responds to their starting points.	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pastoral and wellbeing support for disadvantaged pupils , including ELSA and other appropriate interventions for pupils experiencing difficulties with	Social and emotional approaches can support pupils' emotional skills, relationships, engagement and learning. Support will be based on identified need, with intended outcomes established and impact reviewed regularly.	5

emotional regulation, confidence, self-esteem, friendships, bereavement or readiness to learn.		
Strengthen attendance monitoring and early intervention for disadvantaged pupils , with regular analysis of attendance and persistent absence. Families of pupils causing concern will receive timely support and challenge, with appropriate involvement from external services where necessary.	Regular attendance is essential for pupils to benefit fully from teaching. Early identification of emerging attendance concerns and effective work with families can help address barriers before patterns become entrenched.	4
Targeted support to remove practical barriers to attendance and participation , including access to wraparound provision where this is identified as an appropriate response to an individual pupil's circumstances.	Understanding and addressing individual barriers can support improved attendance and engagement. Provision will be targeted according to identified need rather than applied universally.	4,5
Ensure disadvantaged pupils have equitable access to enrichment and extracurricular opportunities , including clubs, sport, music, choir, trips and wider cultural experiences. Participation will be monitored so that pupils who are not	Enrichment and extracurricular opportunities can support pupils' engagement, confidence, wellbeing and wider development. Monitoring participation helps ensure disadvantaged pupils are not unintentionally excluded from the wider life of the school.	5,6

accessing the wider offer can be identified and barriers addressed.		
Financial support for disadvantaged pupils to access educational visits, residential experiences and other wider opportunities where cost may otherwise present a barrier.	Removing financial barriers helps ensure disadvantaged pupils can participate fully in experiences that support their personal development and broaden their knowledge and experiences beyond the classroom.	6
Provide disadvantaged pupils with access to high-quality sport and physical activity opportunities, including school clubs and partnership opportunities where available.	Physical activity and participation in sport can support pupils' physical health, wellbeing, engagement and wider personal development.	5,6

Total budgeted cost: £99,200

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 2025 to 2026 academic year.

2025-2026 Data				
Results		School		National
FS GLD		75%		68%
Y1 Phonics		82%		80%
Y2 Phonics		100%		89%
KS1	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	67%	68%	21%	19%
Writing	67%	60%	47%	8%
Maths	67%	68%	26%	16%
SPAG	67%	60%	31%	20%
Y4 Multiplication check	School Mean average score	National mean average score		
	24	21		
KS2	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	82%	75%	21%	33%
Writing	64%	72%	11%	16%
Maths	93%	75%	36%	31%
SPAG	79%	74%	25%	31%
R,W,M	61%	63%	10%	8%

During 2025–26, the school continued to prioritise high-quality teaching, early identification of need, targeted academic intervention and wider pastoral and enrichment support for disadvantaged pupils. Assessment information and pupil progress meetings were used to identify pupils requiring additional support and to adapt provision in response to need.

Whole-school outcomes demonstrate a number of strengths. In the EYFS, 75% of pupils achieved a Good Level of Development, compared with 68% nationally. Early reading outcomes were also positive, with 82% of Year 1 pupils meeting the expected standard in phonics, compared with 80% nationally, and 100% of Year 2 pupils meeting the phonics standard, compared with 89% nationally. These outcomes support the school's continued focus on systematic phonics teaching, early identification and targeted intervention.

At KS2, outcomes were particularly strong in mathematics and reading. 93% of pupils achieved the expected standard or above in mathematics, compared with 75% nationally, with 36% achieving the higher standard, compared with 31% nationally. In reading, 82% achieved the expected standard or above, compared with 75% nationally. SPaG outcomes at the expected standard were also above national figures, at 79% compared with 74% nationally.

The outcomes also identify areas requiring further improvement. Writing at KS2 remained below the national figure at the expected standard (64% compared with 72%), and higher-standard outcomes in reading, writing and SPaG were below national figures. Combined reading, writing and mathematics was 61% at the expected standard, compared with 63% nationally, although 10% achieved the higher standard in all three subjects, compared with 8% nationally.

At KS1, attainment at the expected standard was broadly in line with national figures in reading and mathematics and above national figures in writing and SPaG. Higher-standard outcomes were above national figures across reading, writing, mathematics and SPaG, with a particularly notable difference in writing (47% compared with 8% nationally). The Year 4 Multiplication Tables Check was another area of strength, with a school mean score of 24 compared with a national mean of 21.

The school also continued to provide targeted pastoral support and wider opportunities for disadvantaged pupils. Leaders recognise that academic attainment alone does not provide a complete measure of the impact of the strategy. Attendance, participation in enrichment, wellbeing, intervention assessments and individual pupil progress will therefore continue to be monitored alongside attainment information.

The evaluation of 2025–26 provision has informed the priorities for the next year of the strategy. In particular, the school will continue to strengthen outcomes in reading, writing and mathematics; increase the proportion of disadvantaged pupils achieving at Greater Depth; strengthen phonics, early language and communication; improve attendance and punctuality; support pupils' social and emotional wellbeing; and ensure equitable access to enrichment and wider opportunities.

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

Further information (optional)

The Pupil Premium Strategy is reviewed as part of the school's wider cycle of school improvement, assessment and pupil progress monitoring. Leaders analyse the attainment, progress, attendance and wider participation of disadvantaged pupils and use this information to identify priorities and adapt provision.

Subject leaders work alongside teachers to strengthen curriculum planning, assessment and classroom practice. Targeted interventions are identified through assessment and pupil progress meetings and are reviewed regularly to ensure that they are having the intended impact.

The school also works closely with families and external professionals where appropriate to identify and address barriers to pupils' learning, attendance, wellbeing and participation.