

# 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicola Brown
Pupil premium lead	Emma Cooke
Governor lead	Laura Hewitt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,480
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£108,480</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St Mary's Catholic Primary School, we believe every child should be supported to 'Let Their Light Shine.' Our mission is rooted in Gospel values and a belief that every child deserves the chance to thrive academically, socially and spiritually, regardless of background or circumstance. We recognise that disadvantaged pupils may face greater barriers to learning and have more limited access to opportunities that shape success. This is not fair and we are determined to remove those barriers through targeted support, excellent teaching and an inclusive culture rooted in our Catholic mission.

We use the Pupil Premium funding strategically to remove barriers, raise aspirations and ensure equity of opportunity for every pupil. Our aim is for all disadvantaged children to achieve outcomes that are at least in line with national expectations and their non-disadvantaged peers, while flourishing as confident, motivated and compassionate young people.

Our strategy aligns with the DfE's *Using the Pupil Premium: Guidance for School Leaders (March 2025)* and the EEF tiered model, ensuring that Pupil Premium funding is used effectively to make a measurable difference for our disadvantaged pupils.

#### **Ultimate Objectives for Disadvantaged Pupils**

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics at all key stages.
2. To ensure KS1 outcomes improve so that attainment in reading, writing, and maths is securely above national and consistent with KS2 performance.
3. To improve early foundations in writing, phonics and language to reduce the gap that begins in EYFS and KS1.
4. To increase attendance, engagement and confidence so that disadvantaged pupils participate fully in learning and enrichment.
5. To strengthen wellbeing, self-belief and aspiration so that disadvantaged pupils leave St Mary's as motivated, resilient learners ready for the next stage of education.

## **How Our Strategy Works Towards These Objectives**

Our approach combines evidence-based teaching with precise targeting and wider support. Strategies are shaped by the data in our 2025 Summer Snapshot and our School Improvement Plan objectives.

### **1. High-Quality Teaching**

- Deliver a whole-school writing improvement strategy, focusing on handwriting, modelled writing, editing and spelling.
- Strengthen phonics teaching (RWI) with precise assessment and targeted support for disadvantaged pupils in EYFS, Year 1 and Year 2.
- Embed structured reading instruction and fluency development, particularly for lower-attaining and PPG pupils in Year 2.
- Professional development and cross-phase moderation for all teachers on assessment and moderation to ensure consistency of standards across KS1 and KS2, sharing effective practice from strong cohorts (e.g. Year 6).
- Provide professional development on adaptive teaching and feedback to meet the needs of disadvantaged learners within quality-first teaching.
- Curriculum refinement to ensure sequencing enables disadvantaged pupils to revisit and retain key knowledge.

### **2. Targeted Academic Support**

- Introduce small group and 1:1 interventions in writing and reading for identified PPG pupils across all year groups.
- Early language and communication programmes in EYFS to strengthen comprehension and vocabulary.
- Establish timetabled catch-up and challenge groups for PPG pupils at risk of not reaching or exceeding ARE in core subjects.
- Targeted writing interventions for identified PPG pupils.
- A named PPG champion in every year group monitors progress of disadvantaged pupils and ensures consistent intervention and follow-up.
- Use pupil progress meetings to track individual PPG pupils closely, evaluating the impact of all interventions termly.

### **3. Wider Strategies**

- Attendance mentoring and close family liaison to reduce persistent absence.
- Parental engagement initiatives, especially for families of PPG and EAL pupils, including workshops on reading and writing at home.
- Wellbeing support and social–emotional learning interventions to build self-regulation and readiness to learn.

#### **Key Principles of Our Strategy Plan**

- Equity over equality – different support for different needs.
- Evidence-informed decision-making – guided by the EEF Toolkit and internal evaluation.
- Early identification and prevention – intervening as soon as gaps appear.
- Sustainability – embedding approaches within everyday practice.
- Collective responsibility – every adult is a champion for disadvantaged pupils.
- Rigorous monitoring – continuous review and refinement through pupil progress meetings.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged gap in reading, writing, maths and SPAG in both key stages.
2	Phonics gap for disadvantaged pupils
3	GLD gap for disadvantaged pupils
4	Attendance, social, emotional and mental health needs

## 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
Narrow the disadvantaged gap in reading, writing, maths and SPAG in both key stages.	The attainment gap between PPG and non-PPG pupils reduces year on year in reading, writing, maths and SPAG.
Strengthen phonics outcomes for disadvantaged pupils	By Summer, PPG children achieve in line with their non-PPG peers.
Increase the number of disadvantaged pupils achieving GLD.	By Summer, PPG children achieve in line with their non-PPG peers.
Improve attendance and wellbeing	Attendance for PPG pupils exceeds 95%.

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34, 539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school writing strategy including handwriting, modelled writing, editing and spelling development.	EEF: <i>Improving Literacy in KS2</i> (+5 months); school data shows writing remains the largest PPG attainment gap; internal monitoring indicates need for consistency of practice across phases	1
Targeted RWI support and daily practice for identified pupils	EEF: <i>Phonics</i> (+5 months); 2025 data shows a 27% PPG gap; consistent daily practice proven to accelerate decoding and fluency	2
Structured fluency, inference and comprehension programmes	EEF: <i>Reading comprehension strategies</i> (+6 months); school outcomes show comprehension is a barrier for PPG pupils working below ARE	1
Professional Development - effective feedback	EEF: <i>Feedback</i> (+6 months); DfE guidance emphasises effective, responsive feedback as the most impactful teacher strategy for closing attainment gaps	1,2,3
Early Years Physical Development approaches	EEF: <i>Early Years Toolkit – Physical Development</i> (+4 months); correlation between gross/fine motor control and early writing attainment; supports readiness to write	3
Mastering Number (EY and KS1)	NCETM/EEF joint evaluation: mastery and number sense approaches improve mathematical understanding (+5 months); supports consistency across KS1	1,3
Early Years communication and language approaches	EEF: <i>Early Language Intervention</i> (+6 months); school data shows lower language attainment for disadvantaged pupils on entry	3
Coaching	EEF: <i>Teacher Professional Development and Instructional Coaching</i> (+8 months); internal monitoring shows that coaching improves teaching consistency and pupil outcomes	1,2,3, 4

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

Budgeted cost: £2,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Class @ Number (Y2)	EEF: <i>Early Numeracy Interventions</i> (+5 months); national evaluation of First Class @ Number (Edge Hill) shows accelerated progress in fluency and number sense for disadvantaged learners	1
Fresh Start	EEF: <i>Phonics and Literacy</i> (+5 months); RWI Fresh Start effective for KS2 pupils below expected standard, particularly improving decoding and reading confidence	1
1:1 Phonics Catch Up	EEF: One-to-One Tuition (+5 months); targeted phonics sessions close early reading gaps and build fluency; 2025 data shows phonics gap of 27% for PPG pupils	1, 2
Welcomm speech and language programme	EEF: <i>Early Language Intervention</i> (+6 months); strong evidence that improving oral language boosts attainment across all areas; school baseline data identifies low language entry levels	3
1:1 Support	EEF: <i>Teaching Assistant Interventions</i> (+4 months); structured, evidence-based 1:1 support (linked to class learning) improves progress for lower-attaining disadvantaged pupils	1,2,3
Writing Conferences	EEF: Feedback and Metacognition (+6 months); targeted conferencing helps pupils understand next steps and build self-regulation; internal evidence shows improved quality of writing	1
Booster Groups	EEF: <i>Small Group Tuition</i> (+4 months); provides focused teaching on gaps identified through assessment; particularly effective for pupils close to expected standard	1,2,3
PPG champion in each year group for tracking and mentoring PPG pupils	EEF: <i>Mentoring and Monitoring Programmes</i> (+2 months); internal school evaluation shows consistent adult advocacy improves engagement, attendance, and self-belief	1,2,3,4

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

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Reception</b>	<b>%GLD</b>	71.7%	<b>%GLD Disadvantaged</b>	57%
<b>Phonics</b>	<b>%Yr1</b>	76.7%	<b>%Yr1</b>	50%
	<b>%KS1</b>	57.1%	<b>%KS1 Disadvantaged</b>	50%
<b>Year 4</b>	<b>%Yr4</b>	37% scoring 25/25	<b>%Yr4 Disadvantaged</b>	18% scoring 25/25
<b>Multiplication</b>		Average score 21/25		Average score 16/25

	Reading				Writing				Maths				Combined			
	% Expected	% PPG	% > than expected	% > than PPG	% Expected	% PPG	% > than expected	% > than PPG	% Expected	% PPG	% > than expected	% > than PPG	% Expected	% PPG	% > than expected	% > than PPG
Year 1	72%	38%	25%	25%	69%	62%	10%	12%	75%	62%	11%	0%	57%	38%	5%	0%
Year 2	70%	38%	17%	12%	70%	25%	12%	0%	75%	50%	13%	0%	60%	25%	3%	0%
Year 3	95%	91%	30%	18%	75%	73%	18%	0%	92%	82%	40%	36%	75%	73%	12%	0%
Year 4	85%	64%	38%	18%	63%	27%	17%	9%	87%	64%	33%	9%	62%	18%	13%	9%
Year 5	80%	64%	32%	29%	77%	57%	10%	14%	83%	71%	28%	71%	70%	43%	5%	7%
Year 6	82%	50%	50%	8%	77%	33%	15%	0%	78%	33%	37%	8%	67%	17%	12%	0%

Year 6	%GPS	88%/55%	%GPS Disadvantaged	58% / 8%
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Intended outcome	Success criteria	Impact
<b>Raise Attainment in KS1 Writing.</b> <i>Increase the percentage of disadvantaged pupils meeting expected writing standards in KS1.</i>	<ul style="list-style-type: none"> <li>40% of disadvantaged pupils achieve age-related expectations (ARE) in writing by the end of KS1.</li> <li>Termly assessments show incremental improvement in disadvantaged pupils' writing skills, as measured by school writing teacher assessments.</li> <li>Observations of targeted pupils reflect increased engagement and confidence in writing activities by mid-year.</li> </ul>	<ul style="list-style-type: none"> <li>25% of PPG pupils met age-related expectations in writing.</li> <li>At Easter 2025, only 12% of the PPG group were meeting ARE. This rose to 25% by Summer 2025, showing that progress was made.</li> <li>Small steps of progress were evident in book looks of PPG pupils.</li> </ul>
<b>Improve Year 4 Multiplication Check Scores.</b> <i>Narrow the gap in multiplication fluency between disadvantaged and non-disadvantaged pupils.</i>	<ul style="list-style-type: none"> <li>The mean average score for disadvantaged pupils on the Year 4 Multiplication Check rises to at least 18.</li> <li>80% of disadvantaged Year 4 pupils show a 20% improvement in multiplication fluency by the end of the year, based on regular assessments.</li> <li>Disadvantaged pupils in Years 3 and 4 report increased confidence and enjoyment in math sessions, measured by termly pupil feedback.</li> </ul>	<ul style="list-style-type: none"> <li>The mean average score for PPG was 16.27. This compares to a mean average of 21 for non-PPG pupils. However, 36% of the PPG group have the co-occurring barrier of SEND.</li> </ul>
<b>Enhance SEMH Provision</b> <i>Provide improved social, emotional, and mental health support to disadvantaged pupils.</i>	<ul style="list-style-type: none"> <li>80% of disadvantaged pupils involved in SEMH interventions show progress in emotional regulation, as measured by a pre- and post-intervention wellbeing scale.</li> <li>Reduction in behaviour incidents involving disadvantaged pupils by 20% from the previous academic year.</li> <li>Positive feedback from pupils, parents, and staff regarding SEMH support, gathered in termly surveys and meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour remains good overall; disadvantaged pupils benefited from the Nurture Room and Forest School provision.</li> </ul>

<p><b>Expand Talent Development Opportunities</b>  <i>Ensure disadvantaged pupils access extracurricular activities and talent development.</i></p>	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils participate in at least one extracurricular or enrichment activity by the end of the year.</li> <li>• Attendance and engagement in these activities remain above 90% for disadvantaged pupils across the academic year.</li> <li>• Pupils show increased self-confidence and engagement in school, as reported in end-of-year feedback sessions with pupils and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• All PPG pupils accessed enrichment; ongoing aim is to ensure sustained participation in opportunities.</li> </ul>
<p><b>Improve Attendance and Reduce Persistent Absenteeism</b>  <i>Reduce overall absence and persistent absenteeism among disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> <li>• Overall absence rate for disadvantaged pupils decreases to 5% or below by year-end.</li> <li>• Persistent absenteeism among disadvantaged pupils reduces to 20% by the end of the year.</li> <li>• Increased family engagement in attendance improvement initiatives, with at least 70% of targeted families attending termly workshops or meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2024/25, our whole school attendance was 96.6%, while FSM pupil attendance was 95.1%. National attendance was 93.1% so although our PPG pupils attend less regularly than our non-PPG pupils, they have better attendance than all pupils nationally.</li> <li>• Absence for PPG pupils in 2024/25 was 4.01%</li> <li>• Persistent absence for disadvantaged pupils stood at 10.96%, compare to the school non-disadvantaged rate of 5.66%. This compares to national persistent absence of 18.7%, again our PPG pupils are doing better than national but there is an in-school gap.</li> </ul>
<p><b>Support Disadvantaged Pupils with SEND Co-Occurring Barriers</b>  <i>Improve outcomes for disadvantaged pupils with co-occurring SEND needs by enhancing access to support and tailored resources.</i></p>	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils with SEND needs receive regular, targeted support through small-group or one-on-one interventions.</li> <li>• Termly reviews show improved engagement, focus, and progress in at least one key subject area (literacy or numeracy) for disadvantaged SEND pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND/PPG pupils made good progress in SEMH and social skills but slower academic progress.</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Staff report increased confidence in supporting disadvantaged pupils with SEND through termly professional development sessions.</li> </ul> |  |
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### Overall Evaluation and Next Steps

The previous three-year Pupil Premium strategy (2022–25) successfully embedded high-quality teaching, established strong SEMH provision and widened enrichment participation.

However, academic outcomes for disadvantaged pupils remain below national and in-school averages, particularly in writing, phonics, and KS1 attainment.

Monitoring and intervention systems are well established but need earlier identification of barriers and more consistent follow-up at KS1 and EYFS.

As a result, the 2025–28 strategy will:

- Focus on closing the disadvantaged gap through early identification, precision teaching and curriculum adaptation.
- Embed a whole-school writing improvement strategy with a particular focus on PPG pupils.
- Strengthen phonics and early reading interventions and family engagement.
- Sustain investment in attendance and wellbeing while holding high expectations for all disadvantaged pupils.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Read Write Inc. (RWI) Phonics	Ruth Miskin Training
Welcomm	Speech and Language Toolkit
Times Tables Rock Stars	Maths Circle Ltd
First Class @ Number	Edge Hill University