

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	438
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025–2028
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Nicola Brown
Pupil premium lead	Emma Cooke, Grace Spavold, Katie Shires
Governor / Trustee lead	Laura Hewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£110,580

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for every disadvantaged pupil to achieve well academically and to flourish socially, emotionally and spiritually, in line with our mission to 'Let Your Light Shine'. We will remove barriers through high quality teaching, precise targeted support and strong pastoral and inclusion provision.

We use an 'assessment not assumption' approach. Staff identify individual barriers through assessment, pupil voice, family engagement and professional judgement, then match support to need. We prioritise wellbeing, belonging, safety and emotional regulation because pupils need to feel secure and included in order to learn well.

Our strategy follows the DfE guidance and EEF tiered approach. Pupil Premium funding will be used where it can make a measurable difference, with a focus on equity, early identification, evidence informed practice and rigorous monitoring.

High Quality Teaching

Disadvantaged pupils will be prioritised in everyday classroom practice, with teachers planning, teaching and assessing with their needs at the forefront. Through adaptive teaching, targeted questioning, careful seating, live marking and same day intervention, staff will identify and address misconceptions quickly. High quality teaching in reading, writing and mathematics will ensure disadvantaged pupils are supported to build secure knowledge, develop confidence and achieve their full potential.

Targeted Academic Support

Assessment will be used to identify gaps early and provide precise, evidence informed intervention matched to individual need. Disadvantaged pupils who require additional support will receive structured small group or one to one intervention in reading, writing and mathematics, including targeted support for multiplication, phonics, spelling and transcription. Progress will be reviewed regularly through pupil progress meetings to ensure interventions are effective and adapted where necessary to accelerate progress and close gaps.

Wider Strategies

Our wider strategy will remove barriers to learning and improve disadvantaged pupils' wellbeing, attendance, confidence and life chances. Through strong family engagement, pastoral and nurture support, emotional regulation strategies and early identification of need, we will ensure pupils feel safe, included and ready to learn. We will also broaden pupils' experiences and aspirations through reading for pleasure, the Shine Curriculum, British Values and opportunities to develop independence, resilience, positive relationships and the practical skills needed for success beyond primary school.

Challenges

These are the main barriers identified through assessment, pupil voice, attendance, pastoral information and staff knowledge.

Challenge number	Detail of challenge
1	Mathematics reasoning: Disadvantaged pupils are less secure in applying mathematical knowledge independently, explaining their reasoning and selecting appropriate methods when solving unfamiliar or multi step problems. This is contributing to lower attainment in mathematics. In July 2026, 28% of

	disadvantaged pupils did not achieve the expected standard in mathematics and 21% achieved greater depth.
2	Multiplication fluency: Disadvantaged pupils have weaker automatic recall of multiplication facts, which can reduce their fluency and confidence when accessing more complex mathematics. In the 2026 Year 4 Multiplication Tables Check, only 8% of disadvantaged pupils achieved 25/25, compared with 27% nationally for disadvantaged pupils, and their mean score was 19.3 compared with the national disadvantaged mean of 21.
3	Writing: Disadvantaged pupils are more likely to have gaps in the foundational skills needed to produce accurate, independent and sustained writing. These include handwriting, spelling, transcription, vocabulary, sentence construction, planning and editing. For some pupils, including those with SEND or EAL, these gaps can make it more difficult to develop fluency and communicate ideas effectively in extended writing.
4	Reading for pleasure: Pupil voice indicates that a proportion of disadvantaged pupils do not regularly choose to read independently outside school. This limits opportunities to develop reading stamina, vocabulary, comprehension and a wider knowledge of the world. Some pupils also require greater access to engaging texts and encouragement to develop reading as a regular and enjoyable habit.
5	Life experiences and independence: Some disadvantaged pupils have fewer opportunities to develop the practical, personal and independence skills that support successful transition to secondary school and wider life. This can include organisation, decision making, managing everyday tasks, communicating needs, problem solving and developing confidence in unfamiliar situations. Pupils therefore require planned, progressive opportunities to develop these skills alongside their academic learning.

Intended outcomes

These outcomes will be reviewed through assessment, pupil progress meetings, pupil voice, attendance and wellbeing information.

Intended outcome	Success criteria
1. Mathematics reasoning	By July 2027: - The proportion of disadvantaged pupils working at or above age related expectations in mathematics in Year 2, 3, 4 and 6 will increase from the July 2026 baseline. - The proportion of disadvantaged pupils achieving greater depth in Year 2, 3, 5 and 6 will increase from the July 2026 baseline. - At least 80% of disadvantaged pupils identified as below age related expectations in mathematics will demonstrate measurable progress against their identified reasoning gaps following targeted teaching or intervention. - Pupil work and assessment evidence will show that disadvantaged pupils increasingly explain their mathematical thinking, select appropriate methods and apply their knowledge to unfamiliar problems.
2. Multiplication fluency	By July 2027: - The proportion of disadvantaged pupils achieving 25/25 in the Year 4 Multiplication Tables Check will increase to the national disadvantaged outcome of 27%. - The mean score for disadvantaged pupils will increase from 19.3 towards the national mean of 21. 100% of disadvantaged pupils identified as having significant multiplication gaps will receive a documented programme of targeted practice and intervention.

	• Termly assessment will demonstrate measurable improvement in multiplication recall for pupils receiving targeted support.
3. Writing	By July 2027: • At least 60% of disadvantaged pupils will achieve the expected standard in writing. • At least 8% of disadvantaged pupils will achieve greater depth in writing. • At least 80% of disadvantaged pupils identified as below age related expectations in writing will demonstrate measurable progress from their individual baseline. • Assessment and book scrutiny will show improved accuracy in handwriting, spelling and transcription and improved independence in planning, drafting, editing and sustaining writing
4. Reading for pleasure	By July 2027: • The proportion of disadvantaged pupils reporting that they enjoy reading will increase from the September 2026 baseline. • The proportion of disadvantaged pupils reading independently at home at least three times per week will increase from the September 2026 baseline. • Participation by disadvantaged pupils in library use and reading reward opportunities will increase from the September 2026 baseline. • The proportion of disadvantaged pupils achieving greater depth in reading will increase in Year 2, 3, 4 and 6.
5. Life skills and independence	By July 2027: • 100% of disadvantaged pupils will have a completed Pupil Skills Passport showing the skills they have developed and those requiring further support. • At least 90% of disadvantaged pupils will demonstrate progress in at least three identified practical, personal or independence skills during the academic year. • Pupil voice will show increased confidence in completing age appropriate tasks independently, making decisions, organising themselves and seeking help appropriately. • Staff assessment will show that pupils increasingly apply these skills independently in school and wider school life.

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: £33,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and teaching assistants in effective teaching and learning in writing: handwriting, modelled writing, spelling, editing, vocabulary and transcription.	EEF evidence for literacy approaches; school assessment shows a continuing disadvantaged gap in writing.	3
Targeted RWI and reading support. £1,950 RWI training; £1,350 RWI resources and development days; £3,000 RWI	EEF phonics evidence supports consistent, targeted teaching. School data shows substantial improvement	3, 5

comprehension books; £3,500 other comprehension books.	in disadvantaged phonics outcomes and a need to maintain this.	
Mastering Number and Early Years communication and language approaches. £2,000 resources.	NCETM and EEF evidence supports mastery and number sense. EEF evidence supports early language intervention.	1, 2, 7
Staff development and coaching: £18,000 INSET staffing & provider costs and £4,000 ISAT.	EEF evidence supports effective professional development and instructional coaching. Internal monitoring shows improved consistency and outcomes through coaching.	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £5,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Class @ Number for Years 1 to 6: £2,790.	EEF evidence and national evaluation indicate additional progress in number sense, fluency and confidence for pupils with mathematics difficulties.	1, 2
Precision Teach: £4,000 ISAT allocation (accounted for above)	EEF evidence supports structured one to one and small group tuition and high frequency practice for pupils who are behind.	1, 2, 3, 4
Fresh Start.	EEF phonics evidence supports targeted intervention for KS2 pupils below expected standard.	3, 5
1 to 1 phonics catch up using RWI resources as listed above.	EEF evidence supports targeted phonics tuition. School data shows significant improvement in disadvantaged phonics outcomes.	3, 5
FlashAcademy: £950.	Evidence supports digital approaches for vocabulary, phonics and language comprehension, particularly for EAL pupils.	3, 4, 5
Nurture groups, including Star Squad: £840 holistic nurture; £714 crisis prevention; £350 Renaissance Learning.	EEF evidence supports social and emotional learning and targeted behaviour support. School monitoring indicates benefits for engagement, belonging and regulation.	4, 6, 7
Writing conferences.	EEF evidence supports feedback and metacognition. Internal evidence shows improved quality of writing.	3

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

Budgeted cost: £71,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment costs for 2 members of staff for nurture: £68,000.	EEF evidence supports social and emotional learning and behaviour interventions. School experience indicates improved regulation, relationships, engagement and belonging.	4, 6, 7
Educational visits and residentials for Pupil Premium pupils: £3,136.	Evidence supports enrichment and wider experiences in developing resilience, confidence, motivation and aspiration.	1–7

Total budgeted cost: £110,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment data for 2025–26 shows strong improvement in disadvantaged phonics outcomes, with 90.9% achieving the Year 1 phonics standard. Reading and SPAG gaps also reduced. However, gaps remain in writing, mathematics and early attainment. In Year 4, 8% of disadvantaged pupils achieved 25/25 in the multiplication check, with a mean score of 19.3, compared with 27% and 21 overall. At the end of Year 6, disadvantaged outcomes were 73% in reading, 53% in writing, 67% in maths and 53% combined, compared with 84%, 79%, 86% and 76% respectively for all pupils. Reception GLD was 50% for disadvantaged pupils compared with 74.1% overall.

Previous approaches to phonics, targeted daily practice, precise assessment, small group support and pastoral provision have had positive impact and will continue. Writing remains a priority, alongside mathematical reasoning and multiplication fluency. Attendance for disadvantaged pupils improved gradually through close monitoring and supportive family engagement, although the 95% target has not yet been reached.

The 2025–28 strategy therefore strengthens early identification, precise intervention, high quality teaching, wellbeing and inclusion, family engagement, reading for pleasure and personal development. Progress will be reviewed through pupil progress meetings, assessment information, attendance, wellbeing monitoring and pupil voice.

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
Times Tables Rock Stars	Maths Circle Ltd
First Class @ Number	Edge Hill University

Implementation is overseen by the Pupil Premium Lead team and monitored through pupil progress meetings, assessment, attendance and wellbeing information, pupil voice and staff review. Provision is adjusted when evidence shows that a different approach is needed. The strategy is part of the school's wider commitment to high expectations, inclusion and equity for all pupils.