

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School name	St. Mary's Catholic Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	24/25 25/26 27/28
Date this statement was published	18 <sup>th</sup> September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs I. Borriello
Pupil premium lead	Ms R. Mosley
Governor	Mr T Guigan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75 750
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£75 750</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Catholic Primary School, we have high aspirations and ambitions for all of our children and we believe that all learners should be given the opportunity to reach their full potential. We know that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Therefore, our aim is that all children make good progress and achieve high attainment, regardless of their background or the individual challenges they may face. While our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, we are determined to provide the support and guidance they need to help them overcome these barriers.

The key principles of our plan are:

- to identify pupil needs, intervene early and provide pupils with 1-to-1 and small group booster sessions, to help overcome any gaps in education brought on by a variety of factors.
- to adopt an approach where all staff take responsibility for pupil outcomes and raise expectations for all (including disadvantaged pupils).
- to help towards activity costs, to enable us to provide a rich diverse experience for our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Analysis and observations show that disadvantaged pupils have lower, on average, attendance in school, in comparison to non-PP pupils
2	Assessment, analysis and observations shows that disadvantaged pupils have lower, on average, academic starting points, in comparison to non-PP pupils
3	Pupil Premium children, on average, have acquired and use less spoken words on entry in Reception, in comparison to non-PP pupils
4	Assessment, analysis and observations suggest that disadvantaged pupils display a greater number of behavioural challenges than non-PP pupils
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils are more likely to need support with their mental health and wellbeing than non-PP pupils

6	A number of disadvantaged pupils are also included in other pupil groups, such as SEND or GRT
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## 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
Pupil Premium children attendance increases and persistent absenteeism decreases	<p>Average PP pupils' attendance data (including persistent absenteeism) is closer to the national average or better.</p> <p>Pupils report a desire to come to school</p> <p>Pupils arrive to school on time, ready to learn</p>
Most pupils with low starting points, make at least expected progress and appropriate challenge is given to those who are academically more able.	<p>Pupils make at least expected progress against their starting points in RWM</p> <p>Progress is evident in pupils' work</p> <p>An assessment tool is embedded to accurately assess the data of those pupils whose attainment falls below that expected for children within their key stage.</p>
With a focus on developing oral language and listening skills, pupils will make at least expected progress in reading and writing.	<p>Children can explain and share new vocabulary they have learnt</p> <p>Children will be screened using WELLCOMM and support put in place resulting in good progress being made upon re-assessment.</p> <p>Children progressively build a varied and rich vocabulary which is evident in both written and spoken work</p> <p>Pupils make at least expected progress, against their starting points, in reading and writing.</p> <p>A Total Communication approach is embedded across the whole school, utilised by the children and has a positive impact on teaching and learning.</p>

<p>Pupil Premium pupils more regularly display positive behaviour and conduct.</p>	<p>Pupils report feeling safe and secure in school.</p> <p>Behaviour tracking systems show an improvement in behaviour through a reduced number of behaviour logs recorded.</p> <p>Relative to additional needs, the number of negative behavioural incidents will decrease over time.</p> <p>The number of suspensions will decrease.</p>
<p>To support children with their social, emotional and mental health.</p>	<p>Pupils report feeling safe and secure in school.</p> <p>Individual pupil's behaviour and conduct will be more positive.</p> <p>Engagement in teaching and learning improves.</p> <p>SEMH assessments show an improvement for those who access additional support for their well-being.</p>

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.

## High- Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18 150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of High-Quality Teaching in the classroom to embed a fully consistent approach across the whole school.	Evidence Based Education: Great Teaching Toolkit	2, 6
Further embed the use of curriculum adaptations and Scaffolds to ensure independence in all groups of pupils.	EEF: Evidence-based strategies to support high-quality teaching for pupils with SEND	2, 6
Develop pupil's fluency in, and ability to apply, mathematical knowledge, concepts and procedures appropriately for their age.	EEF Guidance report: Improving Mathematics in the Early Year and Key Stage 1 EEF Guidance report: Improving Mathematics in Key stages 2 and 3	2, 6
Staff to receive focused and highly effective professional development.	EEF Guidance report: Effective Professional Development	2, 3, 4, 5, 6
Allocate mentor and provide training, including a robust transition/induction, to develop ECT	EEF "Early-career support" and DfE guidance	2, 3, 4, 5, 6
To adopt a Total Communication Approach and create a whole school communication friendly environment.	EEF Guidance report: Improving Literacy in Key Stage 1 EEF Guidance report: Improving Literacy in Key Stage 2	2, 3, 4, 5, 6
Use high quality information about pupils' capabilities to	EEF Guidance report: Improving Literacy in Key Stage 1 EEF Guidance report: Improving Literacy in Key Stage 2	2, 3, 6

select the best next steps for teaching.	EEF Guidance report: Improving Mathematics in the Early Year and Key Stage 1 EEF Guidance report: Improving Mathematics in Key stages 2 and 3	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use/Purchase high quality, structured interventions to help pupils who are struggling – identified through the information gathered about pupils' current capabilities.	EEF teaching and learning toolkit- Small group tuition EEF Guidance report: Improving Literacy in Key Stage 1 EEF Guidance report: Improving Literacy in Key Stage 2 EEF Guidance report: Improving Mathematics in the Early Year and Key Stage 1 EEF Guidance report: Improving Mathematics in Key stages 2 and 3	2, 3, 6

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

Budgeted cost: £38 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop break out spaces for pupils to access during structured and unstructured time.  Create individualised behaviour plans where appropriate to meet pupils' needs	EEF Guidance report: Improving Behaviour in Schools.	4

<p>Continue to utilise SLA with EPE for Educational Psychologist support . Staff apply external agency recommendations</p> <p>Continue to utilise SLA with Sycamore Behaviour Support</p> <p>Provide identified pupils with resources to support them e.g. fidget toys, chewelry, ear defenders</p> <p>De-escalation CPD provided for all staff.</p> <p>Positive Handling Training provided for all staff.</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Engage with families of low-attenders to implement support</p> <p>Where necessary, consideration is given to providing a place in breakfast clubs to identified pupils</p> <p>Soft-start offered to low-attenders and those who are persistently late.</p>	<p>DfE "Improving school attendance: support for schools and local authorities"</p>	<p>1</p>
<p>Renew SLA with EPE to enable identified pupils to access Play Therapy.</p> <p>Daily check-ins available with learning</p>	<p>EEF Teaching and Learning Toolkit - Social and emotional learning</p> <p>DfE guidance - Teaching about mental wellbeing</p>	<p>5</p>

<p>mentors for identified pupils.</p> <p>Apply recommendations from external agencies</p> <p>Include internal training for staff on supporting pupil's mental health and wellbeing</p> <p>Support pupils understanding their mental health and wellbeing through the RSHE curriculum, purchased via diocesan-approved schema</p> <p>Identified children are supported with their social and emotional development through small group intervention.</p> <p>Mental Health First Aider identified and CPD provided.</p> <p>Purchase an assessment tool for SEMH needs and use the data to target individual needs.</p>	EEF Guidance report: Improving Social and Emotional Learning in Primary Schools	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £75 750**



## 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

#### **Pupil Premium children attendance increases and persistent absenteeism decreases**

Whole School attendance 23-24: 93.12%	Whole School attendance 24-25: 89.99%
PP attendance 23-24: 87.35%	PP attendance 24-25: 77.72%
PP persistent absentees 23-24: 51.67%	PP persistent absentees 24-25: 45%
% of lates PP 23-24: 50.9%	% of lates PP children 24-25: 41.5%

Attendance will continue to be a focus for 2025-2026.

**Most pupils with low starting points, make at least expected progress and appropriate challenge is given to those who are academically more able.**

2024-2025	Reading	Writing	Maths	Combined
Whole School	63%	54%	63%	52%
PP	54%	41%	46%	39%

**The whole curriculum is language rich, increasing children's vocabulary and exposing them to a variety of texts**

Implementation of WELLCOMM in the EYFS and Y1 – to be embedded across the school in 25-26.

Story Time embedded across the school for the last 15 minutes of every day. Children are exposed to a variety of texts read allowed to them by their teacher.

Key vocabulary is displayed on learning walls.

Ambitious vocabulary is modelled through the use of WAGOLLS.

**Pupil Premium pupils more regularly display positive behaviour and conduct.**

PP children were involved in 65.6% of negative behaviour incidents recorded in 23-24. This has reduced to 44.4% in 24-25.

**To support children with their social, emotional and mental health.**

60% of pupils who received Play Therapy this year were in receipt of PP. In house nurture groups took place to support pupils across the school. Sycamore Outreach service and School

nursing team supported children with their social and emotional development. Identified children were assigned a key adult who carried out regular check-ins.

## Externally provided programme

Programme	Provider