St Mary's Catholic Primary Academy

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	77 = 29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	19/09/2026
Date on which it will be reviewed	July 2027
Statement authorised by	Jenna Walker - Headteacher
Pupil premium lead	Jenna Walker
Academy Council lead	Helen Mellor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	**£128130**

Part A: Pupil premium strategy plan

Statement of intent

St Mary's Catholic Primary Academy is a one and a half form entry primary school with over a quarter of our pupils classified as pupil premium.

All members of staff and the Academy Council accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment: our Pupil Premium strategy is rooted in the gospel values and four promises of our school mission.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure all pupils are fluent in foundational knowledge to enable them to access the breadth of the curriculum.
- Ensure all pupils are attending school regularly to achieve their academic and social and emotional potential.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure all of our pupils are prepared for the next stage of education and life beyond St Mary's.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Use a range of assessment tools to continually evaluate where our pupils are in their learning.
- Provide all staff with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 intervention.
- Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences.
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:
We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific

intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Limited communication and language skills are impacting the ability for pupils to access the core curriculum. Assessments show communication and language skills, and gaps in vocabulary development, which in turn impacts on children's ability to verbalise concise explanations, comprehend and read fluently, with many children (56%) speaking English as an additional language at a variety of levels.
2	Home environments and general family support for those pupils whose needs are great in our community – highlighting the importance of our Nurture and Safeguarding Officer and the need to offer a rich variety of experiences to our pupils.
3	Evidence suggests that our disadvantaged pupils perform less well in writing. Further analysis shows that weak communication and language skills impact writing results and the children's language skills and automaticity of writing are affecting their resilience to write.
4	Evidence suggests that a higher percentage of disadvantaged pupils are 'persistently absent' compared to their peers. This means that they are not currently accessing a full curriculum, which impacts their learning.
5	Many of our pupils have limited opportunities to experience activities, places and experiences beyond their immediate community. This can impact their cultural capital, vocabulary, background knowledge and understanding of the wider world, which can in turn affect their confidence, aspirations and ability to make connections within the curriculum.

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
Pupils will develop stronger communication and language	Assessment data shows improved outcomes in reading and writing for all pupils.

skills, including vocabulary, oracy and comprehension, enabling them to access the core curriculum with greater confidence and independence.	Pupils demonstrate increased use of subject-specific and ambitious vocabulary. Staff assessments show improved ability to verbalise ideas, explanations and reasoning. The attainment gap between disadvantaged pupils and their peers reduces.
Pupils will develop greater writing fluency, stamina and resilience, enabling them to independently communicate their ideas effectively across the curriculum.	Writing assessment data shows improved attainment and progress for disadvantaged pupils. Pupils demonstrate increased writing stamina and independence. Pupils are able to apply taught vocabulary and sentence structures effectively in their writing. The proportion of disadvantaged pupils achieving age-related expectations in writing increases.
Pupils will have improved attendance, wellbeing and readiness to learn, supported by strong relationships with families and targeted pastoral and safeguarding support.	Accurate analysis and strong systems lead to swift communication with families and actions taken. Improved attendance for groups of pupils and individuals. Identified pupils receive timely and appropriate pastoral, nurture and safeguarding support. Families are increasingly engaged with school-based support and attendance strategies
All children will access a broad range of enriching experiences that develop their cultural capital, vocabulary, background knowledge, confidence and aspirations.	Pupils access a planned programme of enrichment experiences, educational visits and wider opportunities. Pupils can articulate how experiences have developed their knowledge and understanding of the wider world. Curriculum assessments show that pupils are increasingly able to draw on a wider range of background knowledge and experiences.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Allocation of funds
Assistant Headteacher has 2 days a week non-contact time	Assistant Headteacher focuses on improving teaching and learning across school, through offering support to ECTs and other staff members in team teaching.	1, 3	Two days a week out of class for Assistant Head

dedicated to developing teaching and learning throughout school, with a particular focus on communication and language in EYFS.	EEF - Characteristics of Effective Teacher Professional Development. Assistant Headteacher coaches EYFS staff on high quality interactions and the SHREC approach. How investing our Early Years Pupil Premium in staff training... | EEF		L8 = 6.5 hours @ £53.55ph x 39 weeks **=£13,575**
SENDCo has two days a week non-contact time to support the teaching and learning of SEND pupils.	Evidence shows that strong leadership and support/guidance for SEND pupils links closely to their achievement. EEF – Special educational needs in mainstream schools	1	2 days out of class for SENDCo. 2 x 39 weeks =13 hours x 39 =507 hours @ £47.36ph = **£24011**
Introducing Reception Mastering Number. Continuing with KS1 & KS2 Mastering Number programme from NCETM	This will build on securing key foundational knowledge of maths facts and developing good number sense for all children from Reception through to Year 2 as well as Year 4 and 5. Improving Mathematics in the Early Years and Key Stage 1 | EEF EEF – Improving Mathematics in the Key Stage 2 and 3	1	Free
To develop oracy throughout school through vocabulary development and encouraging talk in a whole class setting.	Approaches that focus on speaking, listening and a combination of the two all show positive impact on attainment. EEF – Teaching and Learning Toolkit – Oral Language Interventions EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2	1, 3	Additional adults in the classroom promoting oracy.
To use Little Wandle Handwriting across KS1.	Focusing on the development of transcriptional skills as the basis of the English curriculum. EEF – Improving Literacy in KS1	3	English lead monitoring and reviewing LW Handwriting throughout school. 2 hours half termly. 12 hours per year = **£547.92**
To subscribe to 'My Happy Mind' mental and emotional	The NHS approved programme focuses on supporting children's own understanding of their own mental health. EEF Social and Emotional Learning	2	Cost of My Happy Mind subscription £2652 PSHE lead monitoring and reviewing My Happy

wellbeing package.			Mind throughout school = 13 hours @ M4 = £446.68
To develop the writing curriculum to ensure it focuses on early transcription in KS1 and writing composition and sentence construction in KS2.	EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2	1, 3, 5	Staff meeting time: 8 hours at average M4 rate =£34.64 per hour **£277.12** Time out of class for English lead to monitor and develop the writing curriculum. ½ day per half term -21 hours @ £45.66 per hour= **£958.86**

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Allocation of funds
Use of Wellcom speech and language toolkit to improve vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Employing LINGO specialist for ½ day fortnightly to train staff/assess pupils/complete programmes of work with pupils.	Oral language interventions (NELI/Wellcomm) can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF – Oral Language Interventions	1, 2, 3, 5	TA allocation at least 30 minutes each day supporting. 2.5 hours per week x 39 weeks= 97.5hr x £18.04 **= £1759** LINGO SALT = **£3684**
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS2 and KS1. (Rapid Catch Up)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. 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, 3, 4, 5	TA allocation. 3 TAs at 40 minutes 4 x a week. 3 x 2.67 hours per week = 8 hours x 39 weeks =312 hours @£18.04 = **£5628**

TA support in every class to support our disadvantaged children	TAs add value to what the teacher does in the classroom and offer high quality intervention. EEF – Making the best use of teaching assistants.	1, 3, 5	2 days a week x 7 Tas= 11 hours a week x 7 = 77 hours @ £18.04ph = **£1388**
SEND Hub classrooms – for PP/SEND to access for teaching and intervention support.	Supporting SEND in mainstream school is about ensuring high quality teaching is balanced with carefully selected intervention EEF – Special Educational Needs in Mainstream Schools	1, 3, 5	Full time HLTA to support SEND interventions in Hub classrooms**: £29185** SENDCo teaching for 2.5 days a week in Hub classrooms: **£40019**

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Allocation of funds
Nurture and Safeguarding Officer to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development and wellbeing. Team Teach CPD for staff on de-escalation and staff CPD on behaviour management.	Historic in-school data shows the value of this role. EEF Teaching and Learning Toolkit – Social and Emotional Learning	1, 2, 4	Nurture and Safeguarding Officer allocation. 2.5 days a week =13.75 hours per week @£21.54 per hour x 39 weeks = **£11550** Positive Handling Training for 8 members of staff. **£800**
Invictus Wellbeing Practitioner to offer support to individual pupils.	EEF Teaching and Learning Toolkit – Social and Emotional Learning	2, 4, 5	£1303.90
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Nurture and Safeguarding	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4, 5	Nurture and Safeguarding Officer 1 day a week 4.5 x 39 = 176 hours x £21.54 per hr = **£3791**

officer and Office staff to be released from usual tasks to monitor and carry out attendance visits for persistent absentees.			Administrative Support allocation. 0.5 hours a day. 1.5 hours per week x 39 weeks = 59 hours @£23.68ph= **£1397**
Blast off breakfast provision for PP children to aid attendance and give them a positive start to the day.	This has supported our children in accessing a positive start to the day and supports families with school attendance and punctuality. EEF Projects – Magic Breakfast	1, 2, 3, 4, 5	8 x £32 per week x 39 weeks = **£1248**
Support for PP chn in exposure to a wide variety of subject areas and personal development opportunities to ensure children have the knowledge and experiences they need to succeed in life.	http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf	3, 4, 5	Trip Subsidy **£10000**

Total budgeted cost: £154221.48

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 Figures:

EYFS	All Pupils	Disadvantaged
GLD	69%	75%

Phonics	All Pupils	Disadvantaged
Year 1 Results	77%	33%

KS2	All Pupils	Disadvantaged
Reading	74%	50%
Writing	74%	63%
Maths	72%	38%

The data from 25-26 is strong and in line with national averages. Disadvantaged children throughout school show good progress and where the disadvantaged pupil figures are further from 'non-disadvantaged', EAL and SEND play a contributing factor.

There have been successes in the support and development of understanding of pupils social and emotional skills through the daily 1:1/group support that is offered to our pupils through our Nurture officer.

Attendance has improved last academic year and we are now closer to national averages. The systems introduced last academic year will continue this academic year, with attendance being a key area of focus for our Nurture and Safeguarding

Officer. We will continue to strive to narrow the gap for attendance of disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	**Provider**
Multiplication Practise	TTRS
Seesaw Online Platform	Seesaw Learning Inc
Reading & Spelling Support	Nessy
Mastering Number	NCETM
Letters & Sounds Revised	Little Wandle
White Rose Maths	White Rose
White Rose Science	White Rose
My Happy Mind	My Happy Mind