



St Mary's RC Primary School
Called to love as God Loves



Pupil Premium Strategy Statement 2024 – 2027

This statement details our school's use of pupil premium funding 2024 to 2027 , specifically the academic year 2026-2027 (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 RC Primary School, A Voluntary Academy
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 To be reviewed and adapted annually 2024-2025 Reviewed and adapted (See Impact in appendix 1~) 2025-2026 This revised and adapted statement published 19.12 2025 2026-2027 Due to reviewed and adapted November 2026
Date this statement was published	December 2025

Detail	Data
School name	St Mary's RC Primary School, A Voluntary Academy
Date on which it will be reviewed	November 2026
Statement authorised by	L Clerkin
Pupil premium lead	K Morris
Governor / Trustee lead	S Skinkis Loftus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£ 89,893.00
Pupil premium funding carried forward from previous years	£ 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	£ 89,893.00

Pupil premium strategy plan

Statement of intent

“Dear Young People

Do not bury your talents, the gifts that God has given you. Do not be afraid to dream of great things! “

Pope Francis

At St Mary's it is our fundamental belief that every pupil is enabled to aspire to be whatever they want to be and are afforded opportunities that will enhance their lives now and into their futures. Our mission is that every pupil flourishes, regardless of background.

We aim to ensure that those children categorised as disadvantaged and the school population as a whole will make progress that is in line with that of their peers. We believe that consistent high quality first teaching rooted in evidence based research, targeted support and wider strategies, informed by EEF evidence and mapped to the DFE's menu of approaches is paramount in order to improve outcomes.

At St Mary's we recognise that it is imperative to develop relationships with our families providing for the social, emotional and mental health needs of the children and minimising the occasions of lateness and absence.

Challenges

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

Challenge number	Detail of challenge
1	Communication, Interaction and Oracy (School Development Plan Quality of Education) Entry assessments, observations and involvement with specialists indicate that some of our disadvantaged pupils in the EYFS have lower starting points with gaps in speech, language and vocabulary that extend beyond the nursery setting. Some of our older disadvantaged children lack the vocabulary and confidence to speak and answer both general and subject specific questions appropriately.

2	Knowledge and Metacognition (School Development Plan Quality of Education/Behaviour and Attitudes) Some of our disadvantaged children lack metacognitive approaches and the ability to recognise their own strengths and weaknesses. As a result, they lack motivation with learning, leading to low aspirations, poor behaviours for learning, resilience and the ability to self-regulate. Some pupils struggle to commit their knowledge to long-term memory, which influences their progression and attainment.
3	School Dependency (School Development Plan Quality of Education) Some of our disadvantaged children are dependent on school to support them by providing them with the experiences and vocabulary opportunities that the current curriculum requires for their academic and personal development This can affect support with homework and extra-curricular learning.
4	Social and Emotional Well-Being(School Development Plan Personal Development) Experiences from home life can significantly impact on the education of some of our disadvantaged pupils. This includes the impact of emotional and mental health on well-being, pupils missing out on the opportunity to thrive in school.
5	Attendance and Punctuality (School Development Plan Personal Development) Attendance and punctuality is a challenge for some of our disadvantaged pupils.

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
1. Communication, Interaction and Oracy School Development Plan Quality of Education Improved communication and oracy throughout the school through the use of age appropriate programmes and interventions Welcomm Neli Oracy21 Oracy prioritised on SDP in 2024-5 and Staff receive inset and planning time to plan, model and deliver the subject specific stem sentence starters for each year group	By July 2025 ✓ Welcomm and Neli embedded ✓ Most EYFS Pupils are Year 1 ready ✓ Cultural Capital rich curriculum (Opening Worlds) embedded in KS2 ✓ Oracy 21 framework established ✓ Pupils speak using SHAPE sentences (See Behaviour Curriculum) ✓ Regular monitoring of pupil voice by all subject leaders evidences that pupils use stem sentences specifically modelled in lessons by staff from the Oracy 21 Framework

	By July 2026 - All teaching to have received training Welcomm By July 2027 - EYFS GLD data for vulnerable pupils within +8 of non pp.
2. Knowledge, Metacognition and Self Regulation School Development Plan Quality of Education/Behaviour and Attitude) To provide: - Opportunities to revisit prior knowledge in all lessons - Consistent use of retrieval grids - Low stakes quizzes - Pre teaching opportunities for SEND children - Behaviour curriculum and 5 step approach to dealing with behaviour consistent and embedded	By July 2025 ✓ Lesson observations, drop ins and book looks evidence the sustained and consistent practice of the use of retrieval grids to support memory recall throughout KS1 and 2. By July 2026 - Observations and interactions across school indicate significantly improved behaviours for learning as outlined in our behaviour curriculum By July 2027 - Pupils in all phases demonstrate sustained concentration, resilience and stamina during lessons.
.3. School Dependency School Development Plan Quality of Education To improve: - academic outcomes for those who do not receive educational support at home - The planning, timetabling and delivery of improved after school clubs	By July 2025 ✓ Disadvantaged pupils monitored accessing breakfast and after school provision ✓ Family Liaison/Attendance Officer supporting vulnerable families to access school provision, clothing grants holiday lunch clubs. ✓ opportunities for all disadvantaged pupils to take part in: - a theatre visit and a : - gallery/museum/court visit - forest school - pupil leadership - play an instrument - residential trips - listen to inspirational speakers and artists from different roles in society ✓ Music teacher to talent spot disadvantaged pupils to take advantage of the ongoing opportunities programme. By July 2026 - Develop coffee mornings to encourage relationships. - Postcards sent home to invite parents into school to share good learning. - Monitor non-attendance at parents evening. Gauge the parent voice through questionnaires.

	Disadvantaged pupils monitored logging in and using TTRS, LBQ and supported where necessary with home learning platforms By July 2027 75% of vulnerable pupils engaged in home learning platforms
4. Social and Emotional Well-Being School Development Plan Personal Development To achieve and sustain improved well-being for all pupils with particular focus and monitoring of our disadvantaged pupils	By July 2025 Families supported by Family Liaison/Attendance Officer Pupils quickly identified assessed and signposted to the appropriate well-being intervention: ✓ MHST ✓ ELSA Support ✓ Caritas Counselling ✓ CAMHS ✓ Well-being club By July 2026 Rule of three embedded at threshold as an early identification of pupils (especially our vulnerable and disadvantaged pupils) readiness to learn on entry to school each morning. Impact of interventions tracked and monitored by the Assistant Head and Well Being Lead Families identified through the weekly CPOMS analysis meetings supported by Family Liaison/Attendance Officer By July 2027 The SEMH support offered by the school has had a 30% improvement in vulnerable pupils SDQ scores
5. Attendance and punctuality School Development Plan: Personal Development To the gap between the percentage attendance for pupil premium pupils compared to non- pupil premium	By July 2025: ✓ Rigorous monitoring by Attendance Officer on attendance and punctuality linked to signposting to Early Help if necessary ✓ Weekly meetings with Pastoral/SLT to monitor historic poor attendance ✓ Penalty warnings and fines issued ✓ Family Liaison/Attendance officer working with vulnerable families in order to improve attendance By July 2026 All teaching staff aware of persistent absentees in their class Patterns of absence are monitored and

	challenged by the FLO Pupils at risk of broken weeks are monitored and challenged by HT and FLO By July 2027 PP attendance has improved from 92% to the national average to 95%
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Activity in this Academic Year

This page 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: £55.450.00

Activity	Evidence that supports this approach	Challenge number addressed
Release time for staff in reception to deliver the NELI programme (TA Level 3) All teaching staff to receive Welcomm training by end Spring 2026	Nuffield Foundation - closing the language gap <i>Oral language interventions I toolkit strand I EEF</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1
Phonics lead and all staff who teach phonics access regular CPD in termly RWI development days. All practitioners have access to the portal	Phonic data evidences children's' reading rate per minute increases with consistent use of the RWI model. <i>Phonics I toolkit strand I EEF</i>	2 and 3
English leads deliver INSET based on direction from the DFE Writing Framework (July 2025) establishing a blueprint for writing to be used consistently in each phase. (September 2025)	EEF recommendation to teach writing composition strategies through modelling and supported practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 <i>Teaching and learning strand I toolkit I EEF</i>	2 and 3
Further improvement and development of training, resources and CPD meetings with other schools to embed Opening Worlds curriculum. Curriculum Lead to plan and develop the Opening World's curriculum to include resources for KS1 that	EEF suggests that schools should be mindful of the sequencing and retention of knowledge and the metacognitive strategies which teachers use to support this. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2 and 3

provides consistency with KS2 resources,		
Family Liaison Officer to address attendance and punctuality issues and to support vulnerable families and CLA. FLO to work directly with vulnerable families challenging and supporting persistent attendance School to take part in the ESBA pilot offer to identify and support targeting pupils at risk of emotionally based school avoidance Teaching staff to receive ESBA training SLT to analyse persistent absence weekly to provide strategies to support the learning of pupils with PA.	DFE guidance has been informed by the engagement of schools who have significantly reduced levels of absence. EEF recognises strategies that engage parents as having a 4-month progress impact in primary and up to 5-month progress impact in EYFS. <i>Parental engagement EEF</i> <i>(educationendowmentfoundation.org.uk)</i> <i>This supports all disadvantaged children</i>	4 and 5
Contingency fund for acute issues.	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.	All

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

Budgeted cost: £12,550.00

Activity	Evidence that supports this approach	Challenge number addressed
Neli intervention - small group twice weekly, individual 3 times a week (1 Level 3 TA)	Oral language interventions evidenced to have a positive impact on pupils' speaking and listening skills. NELI (reception) CPD Oral language interventions I toolkit strands I EEF	1 and 3
Pre-teaching available to disadvantaged and vulnerable children in maths each morning before school. (8 HLTAs/Level 4TAs allocated in KS1/2, 30 mins each morning) Small group tutoring offered to targeted pupils in Y6 from SLT and 2 x KS2 HLTAs to further address gaps in learning.	Tuition to be targeted at the specific needs and knowledge gaps of individual pupils to support disadvantaged and low attaining pupils in maths. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assi	2 and 3.
RWI fluency Intervention for LKS2 autumn and spring term to support the transition from phonics to reading. (2 x RWI phonics TAs 30 mins daily)	Phonics/fluency approaches by RWI have a strong evidence base that indicate positive impact on the accuracy of word reading. Phonics I toolkit strand I EEF.	2 and 3.
Fluency intervention for whole class, 20 minutes daily for all Year 3-6.	Phonics/fluency approaches by RWI have a strong evidence base that indicate positive impact on the accuracy of word reading. Phonics I toolkit strand I EEF	2 and 3.
CPD for teachers on the use of class novels to support reading comprehension Access to copy per child of the class novels in each year group (6 per year).	The EEF explains that it is important that children are supported to have a firm understanding of novels and an ability to consider the 'big ideas' and themes in a text. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 and 3

Contingency fund for acute issues.	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.	All
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Wider strategies

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

Budgeted cost: £21893.00

Activity	Evidence that supports this approach	Challenge number addressed
Extra-curricular after school clubs offered to disadvantaged children as a priority. Many clubs have aspirational end points to work to as a group.	Evidence promotes the enhancement of cultural capital and increased first hand experiences, to raise aspirations, motivate and engage disadvantaged children. Nuffield Foundation - after school clubs and academic performance	3
Availability of online learning at home set by teachers in line with classroom learning. Children can access independently at home or in quiet spaces provided at school (LBQ and TTRS)	The EEF's findings are that homework has a positive impact where it is linked to classroom learning and the purpose is made clear. It suggests that time and space are provided by the school for children who do not have quiet space to do work at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3
MHST, ESBA and ELSA interventions offered to targeted pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school. EEF social and emotional learning.	3 and 4
Timetabled TA support for all children in half termly wellbeing sessions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school. EEF social and emotional learning.	4
Wider opportunities programme for music tuition.	EEF recognises that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum, which can account for accelerated progress of 3 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

Trips including residential trip for children in Year 6 subsidised for disadvantaged children.	Evidence promotes the enhancement of cultural capital and increased first hand experiences, to raise aspirations, motivate and engage children, particularly those who are disadvantaged <i>Nuffield Foundation - after school clubs and academic performance</i>	3
Family liaison work by family liaison attendance officer, accessing grants and financial support.	Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <i>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</i>	3 and 5
ELSA trained TA who delivers ELSA programme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school. Sustained high levels of wellbeing demonstrated by: qualitative data from student voice (school council and mental health ambassadors), pupil and parent surveys	4
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 89893.00 to be reviewed in September 2026

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>2024-2025 Statutory Data</u>		
EYFS Good Level of Development (GLD)		
Group	% GLD	Comment
All pupils	73%	PP pupils: 20% (significant gap)
Phonics Screening Check (Year 1)		
Group	% Pass	Comment
All pupils	97%	PP pupils: 100% (strong performance)
Key Stage 1 Outcomes (EXS+)		
Subject	All pupils	PP pupils
Reading	73%	75%
Writing	66%	75%
Maths	75%	66%
Key Stage 2 Outcomes (EXS+)		
Subject	All pupils	PP pupils
Reading	83%	92%
Writing	80%	92%
Maths	87%	92%
RWM Combined	78%	92%
The data for our disadvantaged and vulnerable pupils in the academic year 2024-5 reflects the schools commitment to provide all pupils with consistent high quality first teaching rooted in evidence based research. We are reflective practitioners. Evidence from GLD in 2024-4 indicates that a high proportion of disadvantaged pupils presented with poor language and communication skills, well below age-related expectations. This early language gap affects long-term attainment across subjects. To address this, we have prioritised high-quality language development strategies, including speech and language interventions, oracy-focused learning, and vocabulary-rich environments. Additionally all teaching staff will take INSET on the Welcomm programme in Spring 2026. St Mary’s is committed to closing the gap for disadvantaged pupils through a comprehensive approach that targets both academic attainment and wider barriers to learning. A key area of focuses the mental health and well-being of disadvantaged pupils, many of whom face challenges that impact their ability to thrive in the classroom. By embedding a nurturing, approach, we are working to support emotional regulation, resilience, and self-esteem—vital foundations for learning and personal development A significant barrier remains limited aspirations, driven by lack of exposure to aspirational role models. Through curriculum enrichment and a strong extra-curricular offer, which now includes a wraparound care facility, we will continue to strive to support our families. In the academic year 2025-6 and after analysis of internal data, this will include targeted intervention support for our Y6 pupils after school to address gaps in learning and encourage the use of learning platforms at home. Our aim is to improve this take up by 75% by July 2027.		

Externally provided programmes

Programme	Provider
Welcomm	GL Assessment
NELI	Nuffield Early Language
Read Write Inc	Ruth Miskin
White Rose Maths	Yorkshire
Opening Worlds	Haringey Education Partnership
LBQ	Boland Charitable Trust
DIBELS fluency resource	University of Oregon
TT Rockstars	Maths Circle Ltd