St Mary's Catholic Primary School and Nursery
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
School name	St Mary's Catholic Primary School
Number of pupils in school	208 + 21 Nursery
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sept 2026-July 2029
Date this statement was published	Sept 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Victoria McBrown
Pupil premium lead	Nuala Stanley
Governor / Trustee lead	Serene Yeboah Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145.00
Recovery premium funding allocation this academic year	£0
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	£65,140.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is a grant, which is additional to main school funding which is believed to be the best way to address the current underlying inequalities between children eligible for Pupil Premium funding and those children who are not eligible for Pupil Premium Funding ensuring that funding to tackle this disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St Mary's we place a strong emphasis on inclusion and ensuring that all disadvantaged pupils are supported to thrive, achieve well and participate fully in school life. We identify pupils' individual needs and any barriers that may affect their learning, wellbeing, attendance or wider development, and use this information to provide timely and appropriate support.
This may include

- developing pupils' confidence, self-esteem and emotional wellbeing;
- strengthening attendance and engagement with learning;
- providing targeted support to help pupils make strong progress;
- ensuring equitable access to enrichment and wider opportunities;
- addressing speech, language and communication needs.

Our approach is responsive to the needs of individual pupils and recognises that barriers can change over time. We work proactively with pupils, families and relevant professionals to identify needs early, reduce barriers and ensure that disadvantaged pupils have the same opportunities to succeed, participate and develop as their peers. The support outlined above is not exhaustive and is adapted according to the needs and circumstances of our pupils.

Our key principles are that all children should first and foremost be able to regulate their emotions and be ready to learn. We recognised that some children find this more challenging and so have put steps in place to support this. Every child should have Quality First Teaching by highly trained and skilled professionals who recognise their needs and aspirations. This is then supplemented by bespoke, well planned, purposeful interventions which support a child's individual need. Additionally, our children should have equal opportunities in accessing enrichment activities which support their wider learning, development as individuals and aspirations for their future.

Challenges

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

Challenge number	Detail of challenge
1	Many PP eligible children are not working at ARE on entry to school.
2	Many PP eligible children have poor spoken language skills on entry to school
3	Some PP have additional SEND needs.
4	Some PP eligible pupils have little or no learning support at home.

5	Some PP eligible pupils have CP concerns.
6	Some PP eligible pupils have low familial aspirations.
7	Some PP eligible pupils have emotional needs.
8	Some PP eligible pupils have low attendance and or punctuality.

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
PP children achieve and make progress in line with their peers	- End of year summative data shows that PP chn achieve in line with their peers, (unless there is a SEND need which prevents this). This is evident through school tracking data.
All PP children receive QFT + targeted interventions as appropriate to ensure that gaps may be closed as swiftly as possible	- PP children make good progress and achieve at least ARE (unless there is a SEND need) which prevents this as a result of QFT and bespoke interventions. This is evident through school tracking data.
PP children are able to manage their emotional needs effectively and consistently as appropriate to their age.	- Emotional incidents are minimal - PP chn have strategies to manage their feelings and emotions effectively. This is evident in through general behaviours and behaviour logs.
PP Children have a enrichment opportunitiesin line with their peers	- PP chn have experiences to draw from in a similar vein to their peers, this is evident in conversation and through their learning.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT CPD including PE and Dance	Feedback (EEF) Metacognition and self-regulation (EEF)	1,2,3 + 4
Mastery Maths CPD	Mastery learning (EEF)	1,2,3 + 4 + 6
Reading Support	Literacy Development EEF	1,2,3 + 4 + 6
Mentoring and coaching for PP children where bespoke targets are set and their progress closely monitored in Pupil Progress meetings	Feedback (EEF) Metacognition and self-regulation (EEF) Collaborative Learning approaches Feedback (EEF) Metacognition and self-regulation (EEF)	1,2,3 + 4
Leadership with a focus on the attainment and equitability of enrichment opportunities	Aspiration Interventions Mentoring (EEF)	1, 2, 3, 4, 5, 6, 7 and 8

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

Budgeted cost: £32,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions EYFS Daily reading, Time to talk, language links, maths and phonics support KS1 daily reading + phonics + mental arithmetic and place value support Ks2 Daily reading – fluency and pace + maths interventions focusing on fluency and using and applying to stretch and challenge as well as support all disadvantaged children.	Teaching assistant intervention Oral language interventions EEF Phonics (EEF) Communication and Language approaches (EEF – EY) Early Literacy and Numeracy approaches (EEF – EY) Play based Learning (EEF – EY)	1,2,3 + 4
Recovery Premium – Maths Interventions – Intervention teacher	Teaching assistant intervention Mastery learning (EEF) Collaborative Learning approaches Feedback (EEF)	1,2,3 + 4
Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. This is likely to require careful coordination, training and development as well as teacher-led assessment.	Peer tutoring (EEF)	1,2+4

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

Budgeted cost: £16,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling for children to support them to manage their feelings and emotions	Metacognition and self-regulation (EEF) Self-regulation strategies (EEF – EY) Social and Emotional learning strategies (EEF – EY)	5 7
Pastoral support parents of PP pupils whose attendance falls below the school target.	Parental Engagement Feedback (EEF)	8
Forest School provided for PP children alongside their peers supporting them with essential life skills as well as providing opportunities that they would not otherwise have.	Essential Life Skills (EEF)	6
Afterschool clubs and activities provided for PP children alongside their peers to increase cultural capital	Arts Participation (EEF) Physical Activity (EEF)	6
Music lessons for PP chn alongside their peers to increase enrichment opportunities	Arts Participation (EEF)	6
Trailblazer/ROH offers for PP chn alongside their peers to increase enrichment opportunities	Arts Participation (EEF)	6

Total budgeted cost: £65,140

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.

Intended outcome 2024-25	Impact reviewed – September 2025
1. PP children achieve and make progress in line with their peers	As a result of our actions all PP children made progress from their starting points. PP chn broadly achieve in line with their peers to age related expectations. **<u>At end of KS1 (13 chn)</u>** **Writing:** 77% of PP chn met ARE cf 77% of their peers. 15% of PP chn met GD cf 33% of their peers **Reading:** 77% of PP chn met ARE cf 77% of their peers. 23% of PP chn met GD cf 33% of their peers **Maths:** 77% of PP chn met ARE cf 77% of their peers. 46% of PP chn met GD cf 40% of their peers **<u>At the end of Ks2 (5 chn</u>**) **Writing:** 80% of PP chn met ARE cf 80% of their peers. 20% of pp chn met GD cf 40% of peers **Reading**: 80% of PP chn met ARE cf 74% of their peers. 40% of PP chn met GD cf 47% **Maths:** 100% of PP chn met ARE cf 80% of their peers. 20% of pp chn met GD cf 23% of peers The above data demonstrates that PP chn achieve in line with their peers at ARE, however they do not always achieve the Greater Depth standards in line with their peers. This is an area for us to improve. 2/3 PP chn in KS1 who did not achieve ARE in reading, writing and maths have EHCPs/receive SEND support. 1/3 PP chn in

	KS1 had below average attendance and has since left St Mary's.
2. All PP children receive QFT + targeted interventions as appropriate to ensure that gaps may be closed as swiftly as possible	As a result of quality first teaching and targeted interventions gaps have been closed and children achieve at least in line with national expectations.
3. PP children are able to manage their emotional needs effectively and consistently as appropriate to their age.	As a result of the counselling offer emotional incidents are minimal with PP chn able to use strategies to manage their feelings and emotions effectively. This is evident in through general behaviours and behaviour logs (CPOMS).
4. PP children have enrichment opportunities in line with their peers	PP chn have experiences to draw from in a similar vein to their peers.

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
Instrument Lessons	Thurrock Music Services
Forest School	Forest School for All