

Pupil premium strategy statement – Saint Mary’s RC

Primary School 2025-2026



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
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	22%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Laura Wolstenholme
Pupil premium lead	Laura Wolstenholme
Governor / Trustee lead	David Joyce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,850

Part A: Pupil premium strategy plan

Statement of intent

At Saint Mary's RC, we believe that each child is made in the image and likeness of God, and given a special mission in the world, whether this be in their own family, their local community or the wider world.

As such, we aim to support all children in developing the values, skills, knowledge and understanding to enable them to fulfil this God-given role. Where children are from disadvantaged backgrounds, it is vital to ensure that the provision we put in place also helps remove any barriers to learning that they encounter due to their circumstance.

In order to do this, it is important that children from disadvantaged backgrounds receive carefully targeted support based on a secure knowledge and understanding of the barriers to learning that they face. Once these are identified, programmes are put in place based on research that clearly shows the possible benefits of such approaches. These programmes are regularly reviewed in order to ensure that they are having the best possible outcomes for the children, and where necessary, changes may be made during the course of the year.

At Saint Mary's RC, we find that these factors contribute to children having low resilience in their learning – when they meet a problem, they would rather give up than work through. As a result, the interventions and support we provide aim to build resilience, and this has had a positive impact in many cases. Where it has not had a positive impact, we work with parents/carers, using a variety of assessment tools to try to establish what underlying issue needs addressing, and then plan from there.

When making decisions about Pupil Premium Funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our ultimate objectives are:

- To narrow the attainment gap between pupil premium pupils and non-pupil premium pupils

- For all pupil premium children in school to make or exceed nationally expected progress
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding or resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Small group interventions or some 1:1 provision where appropriate
- Additional teaching and learning opportunities provided through external providers
- All work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations
- Pupil premium resources are to be used to target able children on free school meals to achieve age related expectations
- Additional learning support
- Support payment for activities, educational visits or residential. Ensuring children have first-hand experiences to use their learning in the classroom
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Develop oral language skills and address significant gaps in vocabulary
3	Pupils health, mental-health and wellbeing and low aspirations and resilience in some children
4	Improve attendance for pupil premium pupils
5	Improve parental engagement

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
Address outcomes in reading, writing and maths across school to be at least in line with national expectations for schools and above	<p>High quality teaching and learning across the school.</p> <ul style="list-style-type: none"> • Research driven staff who are strong leaders of their subjects. • An ambitious curriculum which builds on the pupils' prior knowledge and experiences. • Reading will permeate every area of our curriculum • Regular moderation in school and in a local cluster of similar schools. • CPD in staff meetings to focus on the pedagogy of good teaching and outstanding teaching • Assessments and observations will indicate improved outcomes amongst our disadvantaged pupils and this will be triangulated with other sources of evidence in school.
A strong focus on oracy and vocabulary will lead to confident pupils who can talk about and explain their learning	Pupils eligible for PP in EYFS, Years 1 and 2 make rapid progress by the end of the year so that they meet age related ex-

	<p>expectations in phonics and reading. All pupils show at least expected progress in their reading skills so they can access all of the curriculum.</p> <ul style="list-style-type: none"> • High quality teaching and learning across the school. • An ambitious curriculum which builds on the pupils' prior knowledge and experiences. • Classrooms will be vocabulary rich through displays, their use of challenging texts and speaking and listening opportunities • Wellcom will continue to be a programme used for all pupils in EYFS and targeted pupils in Years 1 and 2
<p>Attendance of all pupils will be in line with attendance of pupils with a similar context</p>	<p>Pupil Premium pupils will have an attendance of above 90% with the aim being at least 95%</p>
<p>Pupils will feel listened to and accepted. Pupils will know how to seek support when needed. Pupils will experience a range of positive childhood experiences throughout their school career</p>	<p>Pupil understand at school we support them through a range of resources:</p> <ul style="list-style-type: none"> • Sessions with our learning mentor • Sessions with our play therapist • Pupil attitude questionnaires • Great relationships with staff <p>Educational visits and visitors are prioritised within the curriculum.</p> <ul style="list-style-type: none"> • Pupils will develop independence, social skills and given real life opportunities • Pupil voice will reflect the rich experiences offered to our pupils and they will be able to articulate what they have learned from the experience either orally or in their books • Pupils will meet a range of role models and have higher aspirations as a result
<p>For parental engagement to be in line with other parents and carers in school</p>	<p>School will track engagement of parents and carers at events throughout the school year</p> <p>School will try new ways of engaging parents and carers</p>

Activity in this academic year- 2025-2026

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: £7623

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent, full time teaching assistant support in every class	EEF Research All members of our school community benefit from consistent staff in classes. Parents and families know who to approach, staff and pupils develop strong relationships with each other.	1, 2, 3
CPD- individual staff CPD related to their year group and subject	EEF Research Staff leading subjects in school are well equipped to lead their subject across all year groups. Through CPD, they develop and build on their own knowledge allowing them to support and advise on the teaching of their subject	1, 2, 3
We will continue our journey with the Maths Hub for a third year. This includes CPD for all KS1 teachers. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 3
We will continue our journey towards Behaviour Quality Mark ensuring that pupils and parents/carers are fully informed and involved with our journey	EEF Research Pupils feeling safe and listened to Through CPD staff will be able to adapt their curriculum to ensure it meets the needs of all our pupils.	1, 2, 3, 4 and 5

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

Budgeted cost: £52,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 intervention with AF	EEF Research Small group intervention allows any gaps in knowledge to be addressed. It also allows misconceptions to be looked at more deeply. Small group work also allows us to challenge our more able pupils	1, 2, 3
KS2 intervention with ZB	EEF Research Small group intervention allows any gaps in knowledge to be addressed. It also allows misconceptions to be looked at more deeply. Small group work also allows us to challenge our more able pupils	1, 2, 3
KS1 intervention with AV	EEF Research Small group intervention allows any gaps in knowledge to be addressed. It also allows misconceptions to be looked at more deeply. Small group work also allows us to challenge our more able pupils	1, 2, 3
KS2 intervention with AV	EEF Research Small group intervention allows any gaps in knowledge to be addressed. It also allows misconceptions to be looked at more deeply. Small group work also allows us to challenge our more able pupils	1, 2, 3
Wellcomm	EEF Research https://educationendowmentfoundation.org.uk/reading-house/vocabulary	1, 2, 3 and 5

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

Budgeted cost: £28,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Support (2 days per week)	EEF Research 1:1 sessions with the learning mentor and pupils are highly beneficial and address attitudes to learning and	1, 2, 3 and 5

	behaviour. Regular contact or 1:1 meetings with parents and families also help to engage and reiterate expectations	
Play Therapist Support (1 day per week)	EEF Research 1:1 play therapy sessions are very successful and allow pupils to access learning in class. Sessions with parents and families are also useful	1, 2, 3 and 5
Nurture provision for specific targeted pupils depending on their personal circumstances at that time and the creation of a nurture room in school	We have identified a need to respond to issues around mental health and well-being for some of our pupils.	3, 4 and 5
Prompt response from school office when pupils do not arrive in school, shared on CPOMS and picked up by a DSL who contacts parents straight away, if they haven't contacted school. Close liaison with PAST (Local authority attendance team)	DfE's Improving School Attendance advice.	3, 4 and 5
Support helping families finance extracurricular activities such as residential trips	Some of our families are living in poverty and can't easily pay for additional curriculum activities. With that in mind, some money is spent ensuring that those families have these elements of school subsidised when appropriate	3 and 5

Total budgeted cost: £88,850

Part B: Review of the previous academic year- 2024-2025

Outcomes for disadvantaged pupils

On the whole, events in school are attended well by our families. We ensure we let families know well in advance of events and make sure they are at times when we feel attendance would be achievable. We advertise our events for families in a number of ways; email, text, social media, posters around school. Advertising in many ways ensures our families are aware by whichever media form they prefer. We do feel there are some discrepancies in some families who attend events. We will now track family participation at events so we can target these and discuss what barriers are in place and how we can work towards removing these.

The attainment gap between pupil premium pupils and non-pupil premium pupils is still prevalent and in this year's KS2 SATs pupil premium pupils did not perform as well as non-pupil premium pupils across all areas. This will continue to be worked on through our involvement with the maths hub and interventions run in school.

School has gained the Lancashire Equality Mark and now our curriculum regularly discusses equality for gender, socio-economic and religion and our pupils know that we support equality for all. We are now working towards the Lancashire Behaviour Mark and hope this will improve learning and attendance for all.

We have spent a considerable amount of budget funding on ensuring equipment across school is accessible and works well. This is an ongoing project and will continue to be a priority to ensure that interventions and activities can continue uninterrupted by technology.

Intervention timetables across both KS1 and KS2 are agreed with the HLTAs leading them and class teachers. Key Stage Leaders draw up the timetable and these are changeable depending on pupil data and performance which are discussed after data drops and after pupil progress meetings have taken place. Staff know that pupils can access regular intervention and that this will enable pupils to maintain their level of attainment in class.