Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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 Catholic Primary Voluntary Academy
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	36 children = 17%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	October
Date on which it was updated and reviewed	September 2026
Statement authorised by	Headteacher and Chair of Governors.
Pupil premium lead	Mr J Leech
Governor / Trustee lead	Mrs L Norton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,086
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	£58,086

Part A: Pupil premium strategy plan

Statement of intent

St Mary's wants to ensure that all children across the academy are supported in their academic, social and emotional development. The focus of our pupil premium strategy is to provide additional support for our disadvantaged children, based upon their specific needs.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those from challenging backgrounds. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

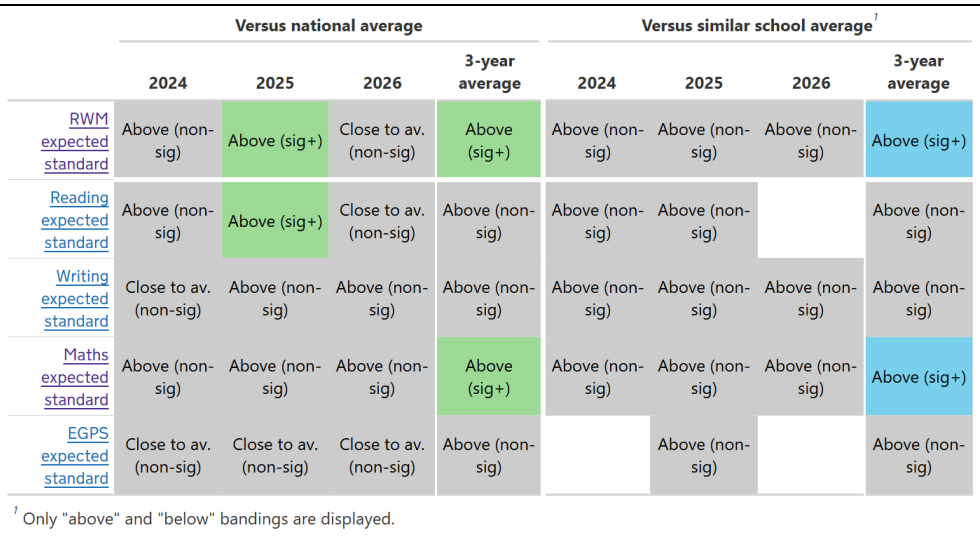
The school will develop a school led intervention approach, supporting children who have fallen behind or who require additional support in accessing their age-appropriate curriculum.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	It has been identified that a common barrier for our PP children is speech, language and communication. From baseline assessments our EY team have identified that a significant proportion of our disadvantaged children require more support in this area.
2	Phonics outcomes in school are in line with National Averages. Disadvantaged children have been identified as requiring additional support in securing the phonetic knowledge they require.
3	Summative data for whole school progress measures still show a gap between PP children and non-PP children. Current Year 2 to Year 6 children when assessed in RWM at the end of the 2025-26 academic year showed the following trends. Reading EXS+ PP 66% on track Non-PP 80% on track Writing EXS+ PP 50% on track Non-PP 71% on track Maths EXS+ PP 66% on track Non-PP 76% on track
4	 [1] Only "above" and "below" bandings are displayed. The IDSR shows that our RWM expected standard average for disadvantaged children is significantly above average on the three-year average when compared to national figures and when compared to similar schools. However, in 2026 the average for RWM and Reading were closer to national averages and the school wants to raise these measures for the 2027 cohort.
5	In discussions with children, it has been suggested that those from disadvantaged backgrounds were not attending out of school clubs due to financial constraints unlike their non-disadvantaged peers.

6	Our attendance data from the last academic year indicates that attendance among disadvantaged pupils was 96.2%, compared to 96.4% for the whole school and 97.4% for the non- PP children.

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
Provide access to tailored phonics input for all children, including any appropriate intervention, to enable the expected standard in phonics (and reading) to be met.	KS1 Phonics Screening outcomes show that disadvantaged children met the expected standard in line with non-disadvantaged peers by the end of 2026 - 2027.
To achieve significant progress (from their starting points) for our disadvantaged children by the end of KS2 in writing.	KS2 writing outcomes for disadvantaged children is in line with non-disadvantaged children in 2026 - 2027.
Improved reading attainment for our disadvantaged children at the end of KS2 through targeted intervention strategies.	KS2 reading outcomes in 2026 - 2027 are in line with their non-disadvantaged counterparts.
Improved access for disadvantaged children to clubs and extra-curricular provisions throughout the academic year.	Attendance at clubs by disadvantaged children in line with non-disadvantaged children by July 2027.
To create a mental health and wellbeing Ambassador Team (students).	Ambassadors trained and in place by Lent 2027.

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: £10,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of delivery of RWI (all staff are trained) to improve early reading across KS1 and sustain progress throughout KS2 in order to meet national targets.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF EYFS lead, Phonics lead and new TA to attend RWI training (Advent 2026). All teachers of phonics to be supported by Ruth Miskin this academic year in refining and updating the approach.	2
Embed and develop the whole school writing approach so that all relevant staff are aware of the importance of phonetic strategies in the teaching of early writing skills in order to meet national targets at the end of KS1 and KS2. Incorporate adaptations and changes in EYFS/ KS1 to develop the writing approach in line with the 'Strong Foundations' and new Writing Framework.	Talk for Writing has been adopted by the school due to it being a well thought out approach to the teaching of writing at a primary school level. Clever writer training attended by Writing lead and all EY and KS1 teachers. Letter join – handwriting approach Strong foundations and DFE Writing Framework Education Endowment Foundation EEF Oracy. Further endorsed by Claire Oberman DFE.	1,2,3,4

Quality first teaching.	The EEF states that quality teaching is the most important lever schools have to improve pupil attainment. Education Endowment Fund DFE approved qualifications in NPQ for SEND to be completed by the school in this academic year. Further enhance the leadership and provision in EYFS.	All
EYFS with NELI to develop strategies to support communication and language of children in EY and beyond.	School has joined a pilot speech and language project with NELI.	1

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

Budgeted cost: £41287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions targeted at those who require further reading support. This will be delivered using Reading Plus, small group and 1:1 reading support from teacher/ teaching assistant.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. DfE validated systematic synthetic phonics programme EEF RWI study	3 + 5
Small Group interventions led by Teaching Assistants. These will include diagnostic assessments and tracking throughout. *Including Year 6 booster sessions.*	Small group interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1 + 5
Reading Plus, TT Rockstars	Prior to purchasing, its suitability was discussed with other Headteachers in the trust to ensure alignment with the profile of the school and effectiveness in meeting local need.	1
Booster sessions	Year 6 booster sessions (small group interventions) in Reading and Maths run throughout the year. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3+4
Targeted approach for writing – Strong Foundations – transcription -	Letter join RWI NPQ EY Clever Writer Training Literacy lead, Phonics Lead and EY lead have prioritised these areas ensuring that the 'Strong Foundations' are central to the	2,3,4

	provision for writing across the school.	
NELI programme	The school has joined the OxEd Whole Class and Nuffield Early Language Intervention (NELI) Effectiveness Research Trial.	1

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

Budgeted cost: £ 5,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve KS2 staff delivering a session on the importance of attendance to all our children. Additionally there will be the continued practice of first day calling and attendance meetings with parents for Persistent Absentees. Free breakfast club for children where attendance is seen as a barrier.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Headteacher to meet Office Manager weekly for an attendance meeting. Headteacher/ Attendance Lead to meet Local Authority attendance lead (termly) to plan and discuss school response to ATTEND framework.	6
Develop the role of the ELSA and Mental Health Champion in school.	The DfE recognise the importance of all schools being aware of the importance of mental wellbeing. Develop links with 'With Me In Mind' and develop our aim to becoming a mentally healthy school. MHFA England develops and supports the ability for all to recognise and support young people more effectively. Internationally accredited training course. MHFA.	All
Improve the accessibility of trips for all including disadvantaged children.	Disadvantaged children- examples of best practice (DFE) Social Mobility Commission 'Unequal playing field'.	All

Improve the availability of extra-curricular clubs to all including disadvantaged children.	The school ensures that all disadvantaged children are invited and encouraged to participate in clubs free of charge. Social Mobility Commission 'Unequal playing field'.	All

Total budgeted cost: £58,086

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – ADD DATA SHOW IMPACT

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Last year, the school established a second role of an ELSA and has further developed the referral process. The school has also trained a senior leader in the Senior Mental Health and Wellbeing training through Carnegie Teaching Hub.

The Pupil Premium and recovery funding was used to fund the development of the home reading books. More book bag books and reading resources were purchased in order to further support children on their reading journey's. it also funded tutoring for children across the different key stages in the core subjects.

All Pupil Premium children were offered places in our extra-curricular clubs and these ran throughout the year. 73% of the Pupil Premium children attended an extra-curricular club and received a free place.

ADD MORE DETAIL – Writing etc

ADD INFO ABOUT TRIPS, MUSIC LESSONS AND CLUBS AND PP attendance etc – Poverty proofing curriculum – Which trips are giving children access to things they normally wouldn't access?

Externally provided programmes

Programme	Provider
Talk for Writing	Talk for Writing
Mastering Number	Maths HUB
Get Ahead Partnership	North Lincs Get Ahead
ELSA	North Lincs Council
NPQSL, NPQEY	Leicestershire and Rutland/ Ambition

Further information (optional)

Additional activity – LCH charity, Oikas, Music lessons

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

We used the EEF's implementation guidance to help us develop our strategy, particularly how to work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.