POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	
LGC Policy to be reviewed and approved locally	X

Approval Date:	**SEP25/26 – AUTUMN TERM**
Review Date:	**SEP 27/28- AUTUMN TERM**

"Called by Christ to be agents of change and apostles of hope"

ST MARY'S CATHOLIC PRIMARY SCHOOL

Part of

St Oscar Romero Catholic Academy Trust

www.OscarRomero.co.uk

PUPIL PREMIUM STRATEGY STATEMENT

St. Mary's Pupil Premium Strategy Statement

This policy is underpinned by our school mission and values:

Mission:

Nurturing our God-Given Talents

Values:

Respect *Resilience* *Truth* *Faith* *Love* *Mercy*

This statement details our school's use of pupil 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 School
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	(50) 11.3 %
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Susan Oram
Pupil premium lead	Fionnuala Brophy/ Cathryn Pita
Governor / Trustee lead	Lucy Meyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73, 988
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	£73,988

Statement of Intent

At St Mary's Primary School, our Pupil Premium Strategy is designed to ensure that all disadvantaged pupils receive a high-quality, ambitious education that enables them to thrive academically, socially, and emotionally. We are committed to ensuring that socio-economic disadvantage is not a barrier to high achievement and that our pupils develop the knowledge, skills, and personal qualities needed to become active, responsible citizens of the future.

Our strategy aligns with the school's wider improvement priorities for 2024–2027, including:

- Raising attainment in reading across all key stages.
- Improving outcomes in phonics and early reading.
- Strengthening pupils' oracy and communication.
- Improving mathematical fluency, including Year 4 MTC outcomes.

Our approach is grounded in evidence-based practice and informed by the Education Endowment Foundation (EEF) guidance on high-impact strategies that address disadvantage.

Overall Aims (3-Year Strategy)

By 2027, St Mary's aims to:

- Ensure that **attainment for disadvantaged pupils is in line with or exceeds national outcomes for non-disadvantaged pupils**.
- Secure **strong progress** for disadvantaged pupils in all subjects, with a particular focus on reading, phonics, and mathematics.
- Improve attendance so that **disadvantaged pupils' attendance is at least 95%** and no pupil is identified as a persistent absentee.
- Ensure disadvantaged pupils have **effective support for social, emotional, and mental health needs**.

- Guarantee that all disadvantaged pupils **access enrichment opportunities**, including cultural, sporting, and extracurricular experiences.

Our Objectives

- Remove barriers to learning created by poverty, family circumstances, and background.
- Narrow the attainment gap between disadvantaged pupils and their peers, both within school and nationally.
- Ensure that all pupils read fluently and with comprehension to access the full curriculum.
- Develop pupils' confidence and ability to communicate effectively across a range of contexts.
- Support pupils' social, emotional, and mental health and develop resilience.
- Provide access to a wide range of enrichment opportunities to develop cultural capital.
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How We Will Achieve These Objectives

- Provide high-quality professional development to ensure excellent teaching and learning for all pupils.
- Deliver targeted academic interventions, including small-group tuition and high-quality 1:1 support.
- Ensure equal access to enrichment experiences, including trips, residentials, music, and sports.
- Deliver SEMH support including counselling, nurture provision, and targeted pastoral interventions.
- Use ongoing assessment and provision mapping to review and adjust support at least termly.
- Ensure that provision remains responsive to individual needs and evolves in line with emerging evidence.

Challenges

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

Challenge number	Detail of challenge	Evidence/Score
1	High proportion of disadvantaged pupils also identified with SEND, many with complex needs	SEN register, internal assessments
2	Emotional and behavioural needs affecting engagement and readiness to learn	Behaviour logs, SEMH referrals
3	Lack of resilience and persistence when faced with challenges; negative mindset	Learning walks, teacher observations
4	Limited early exposure to high-quality language and literature, impacting early literacy and comprehension	Baseline assessments, EYFS data, oracy/Every interaction matters focus
5	Limited parental capacity to support home learning due to complex family circumstances	Parent communication logs, Early Help referrals
6	Lower attendance for some disadvantaged pupils	Attendance data

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
Improved attainment and progress in reading, writing, and maths	Disadvantaged pupils make at least expected progress each year; attainment gap narrows by minimum 10%; phonics pass rate improves to 90%+
Improved resilience and approach to learning	Learning walk evidence shows improved persistence; pupil voice surveys reflect increased confidence; improved outcomes on learning behaviours
Improved attendance	Disadvantaged pupils' attendance ≥ 95%; no PP pupils are persistent absentees
Improved access to learning for pupils with SEND	Assessments, provision maps, and behaviour logs show improved engagement and reduced behavioural incidents
Improved emotional wellbeing	Learning Mentor records show positive outcomes; increased engagement in lessons, restorative justice approaches.

Key Principles

To achieve our aims, we will:

- Ensure teaching meets the needs of all pupils through rigorous analysis of assessment data.
- Use class-level pupil premium plans to identify interventions and monitor their effectiveness.
- Review the impact of interventions at least termly and adapt provision accordingly.
- Provide high-quality SEMH provision through trained adults and external partners.
- Ensure best use of funding by implementing strategies with strong evidence of impact.
- Monitor provision through the Pupil Premium Lead, SENCo, DSLs, and Senior Leadership Team.
- Ensure that pupil premium spending and impact are reviewed annually by the governing body.

Emotional and SEMH Support

Targeted SEMH support—including counselling, nurture provision, and structured interventions—will be delivered to pupils who need it. Impact will be measured using:

- Attendance improvements
- Behaviour logs
- Pupil interviews
- Engagement monitoring tools

Counselling and nurture interventions will aim to improve pupils' self-esteem, emotional regulation, behaviour, and classroom engagement.

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)

Budgeted cost: £29,494.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early speech and language intervention in Nursery	EEF research indicates early language development is one of the strongest predictors of later attainment. Early intervention has the highest impact on long term outcomes.	1, 3
Additional phonics intervention in Year 1	Strong evidence shows that systematic synthetic phonics improves early reading; early intervention prevents widening gaps.	1, 3, 5
Effective deployment of TAs to support high-quality teaching	EEF guidance emphasises well-trained TAs working under teacher direction have a positive impact on pupil progress, especially in structured interventions.	1, 3, 5
Specialist teachers for PE, Music, French and peripatetic music tuition	Specialist instruction raises curriculum quality, supports teacher development, and improves engagement, motivation, and self-confidence.	1, 3
Tailored resources to support individual achievement	High-quality resources increase engagement and improve accessibility for SEND and disadvantaged pupils.	1, 3

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

Budgeted cost: £29,494.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support for key pupils in lessons from teachers or TAs	EEF evidence shows targeted, high-quality 1:1 intervention has significant impact, especially for disadvantaged pupils.	1, 3, 5
1:1 support for key pupils during unstructured times	Adult presence at social times reduces anxiety, improves social skills, and promotes emotional regulation, increasing readiness to learn.	1, 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust tracking of attendance and punctuality by HT and office team	National research shows strong correlation between high attendance and academic success; early identification of patterns prevents persistent absence.	3, 5
Close work with outside agencies	Multi-agency support improves outcomes for vulnerable families and ensures holistic SEMH and safeguarding provision.	2, 5
Learning Mentor support for key disadvantaged pupils	Targeted SEMH interventions, including mentoring, reduce barriers to learning caused by anxiety, stress, or behavioural needs.	2, 5
Transition support for pupils moving to secondary school	Targeted transition activities reduce anxiety, improve confidence, and prevent dip in Year 6 attainment.	2, 3
Financial support for school trips and residentials	EEF evidence shows enrichment improves engagement, cultural capital, and attendance; removing cost barriers promotes inclusion.	2, 3
Funding for extracurricular clubs	Participation in clubs builds self-esteem, develops talents, and reduces social inequality; increases belonging and engagement.	2, 3
Financial support for families (uniform etc.)	Removing financial barriers promotes inclusion and reduces stigma; improved readiness for school supports engagement.	3, 5

Total budgeted cost: £72,720

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 2025-2026 academic year.

1. Pupil premium strategy outcomes 2025/2026

Academic outcomes (reading, writing, maths)

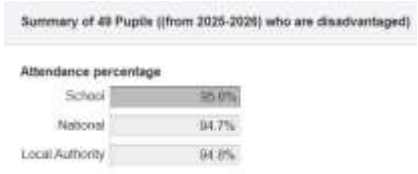
Statutory Assessments Report

Academic Year 2025-2026 Pupils who are Disadvantaged Filter Pupils Sections Print

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	14	100%	Above (significant)	48%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	14	29%	At or above	4%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	9	78%	At or above	~ 33%
Phonics Screening Check	% passing in Year 1	4	100%	At or above	88%
Early Years Foundation Stage	% achieving a Good Level of Development	3	33%	Below	~ 55%

Attendance



Disadvantaged

Non- Disadvantaged

Enrichment and wider participation

- 63.3% of pupil premium children had clubs / extra curricular/ music activities funded by the school. 61.2% had a curriculum enrichment activity funded. 28.6% held leadership roles within the school.