

Pupil Premium Strategy Statement

St Mary's RC Primary School



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	30%
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)	2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Claire Halstead, Head teacher
Pupil premium lead	Claire Halstead
Governor	Michael Mulrooney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,785

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's RC Primary School, we believe that all pupils, regardless of their background or the challenges they face, should make good progress and achieve high attainment (relative to their individual starting points) across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining or have additional learning needs.

We also acknowledge the needs of our vulnerable pupils, such as those who have a social worker, are young carers or have social and emotional needs. The areas we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, holistic support and nurture are the foundations of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intended outcomes aim to maintain and improve attainment for non-disadvantaged pupils while also supporting progress for disadvantaged pupils.

We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, work with external professionals, conversations with family members and ongoing observations. 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	<i>Our curriculum is supported by wider enrichment opportunities, disadvantaged pupils need to have the same access and opportunities as non-disadvantaged pupils. Some families are unable to access all offers due to associated costs.</i>
2	<i>Disadvantaged pupils should attain in line with their non-disadvantaged peers and relative to their abilities and starting point. School has a much larger than average percentage of pupils with SEND and many of these pupils are also disadvantaged. Maths is a key area for school, mixed age classes also add in further complications to the teaching of maths requiring extra adults to support the teaching and lead intervention work.</i>
3	<i>All pupils should have regular and meaningful access to adults in school who support them to attain well and make good progress. Adults who deliver high quality teaching, positive and meaningful interactions and provide in-situ support of quality interventions. Positive and meaningful interactions with adults ensure strong foundations for lifelong learning.</i>

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
<i>All pupils have the same access to all enrichment activities.</i>	Disadvantaged pupils gain richer knowledge and are better able to access lessons, texts and discussions. Pupils participate more confidently and make stronger links between enrichment and classroom learning. More disadvantaged pupils take part in enrichment and feel a stronger sense of belonging in school.
<i>Disadvantaged pupils attain in line with their non-disadvantaged peers and relative to their abilities and starting point.</i>	More disadvantaged pupils secure essential knowledge and make stronger progress in reading, writing and particularly maths. Pupils close gaps more quickly and are better able to keep up with the curriculum.

	Improved readiness to learn leads to better attendance, engagement and academic progress.
<i>All pupils have regular and meaningful access to adults in school who support them to attain well and make good progress.</i>	Pupils receive more immediate guidance, which improves understanding, confidence and progress. Pupils benefit from personalised support and stronger relationships that help them persist with learning. Pupils feel known, supported and more ready to engage with learning. Strong foundations for life-long learning are established.

Activity in this academic year

This 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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Map enrichment to key curriculum content - Pre-teach essential vocabulary and background knowledge - Build retrieval tasks after visits and events	Plan enrichment so it deliberately strengthens curriculum knowledge, vocabulary and cultural capital. Ensure trips, visitors and practical experiences are tightly linked to current learning.	1,2,3
-Fund pre-trip and follow-up groups - Offer language-rich clubs and workshops - Use trained adults for focused catch-up	Provide targeted enrichment and academic catch-up for pupils most likely to benefit, especially where participation can support attainment. Use small-group sessions to pre-teach, rehearse and revisit key content.	1,2,3
- Invest in curriculum and pedagogy CPD - Use modelling,	Strengthen core teaching through explicit instruction, adaptive teaching, retrieval practice and high-quality	2

checking and guided practice - Secure consistent feedback routines	feedback. Ensure all pupils are taught ambitious, well-sequenced curriculum content.	
-Plan talk-rich routines in every lesson - Train staff in effective questioning and feedback - Use checks for understanding at key points	Build frequent, purposeful adult-pupil interaction into lessons through talk, questioning, modelling and live feedback. Ensure adults know pupils well enough to adapt teaching responsively.	2,3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Use diagnostic assessment to identify gaps - Deliver short, intensive intervention blocks - Prioritise trained staff and fidelity	Use precise interventions to close gaps in phonics, language, reading, number and fluency. Match support to diagnostic assessment and keep interventions short and well-sequenced.	2,3
-Assign regular tutors or mentors - Schedule reading and rehearsal sessions - Use short pastoral check-ins	Provide consistent small-group tutoring, mentoring and reading support from trusted adults. Use these relationships to combine academic precision with encouragement and accountability.	2,3
-Allocate key adults to targeted pupils - Build in regular check-ins and reviews - Strengthen family liaison and pastoral support	Assign named adults or key workers to identified pupils so support is consistent across attendance, wellbeing and family communication. Build regular touchpoints into the school day for vulnerable pupils.	2,3

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Part or Fully subsidise eligible activities - Provide transport, kit, food or uniform - Use named staff to invite and follow up	Remove practical barriers so disadvantaged pupils can attend clubs, trips, residential, music and sport. Actively promote participation through staff encouragement and family communication.	1
- Provide family and attendance support - Support access to clubs - Pastoral support for vulnerable pupils	Address attendance, punctuality, wellbeing and family support where these limit attainment. Ensure pupils can access available breakfast clubs, pastoral help and home-school communication that supports learning.	1,2,3

Total budgeted cost: £28,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

After analysing the performance of our school's disadvantaged pupils during the previous academic year, we can make the following conclusions.

Data demonstrates that the majority of our disadvantaged pupils also have special educational needs or disabilities. This makes it unreliable to rely on attainment data alone as a measure of success. However, in general we can state:

In phonics disadvantaged pupils reach the same level of attainment as their peers unless they also have an additional specific learning need.

In MTC disadvantaged pupils reach the same level of attainment as their peers unless they also have an additional specific learning need.

Reading/ Writing/ Maths

Apart from some occasions in maths, disadvantaged pupils attainment results are broadly in line with their non-disadvantaged peers and national levels.

Disadvantaged pupils have a greater or equal rate of engagement with their non-disadvantaged peers.

We have also drawn on school in-house data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and emotional wellbeing.

The data demonstrated that:

Attendance: for all pupils is in line with or above local and national levels

Behaviour: for all pupils is good

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our holistic, nurturing and high expectations for all approach to the teaching of all pupils does have a positive impact. This approach also suits the pupils of the school who are often SEND, vulnerable or disadvantaged.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Your Mind is Your SuperPower	Emma O'Doherty
Resilience Building	Lancashire Mind
Maths Support	LCC Maths Consultant Support

Further information (optional)

School runs an Action Plan to support the areas included in this document and ensure that we work systematically and productively to tackle the identified challenges.