ST. MARY'S RC. PRIMARY SCHOOL | Love one another as I have loved you.

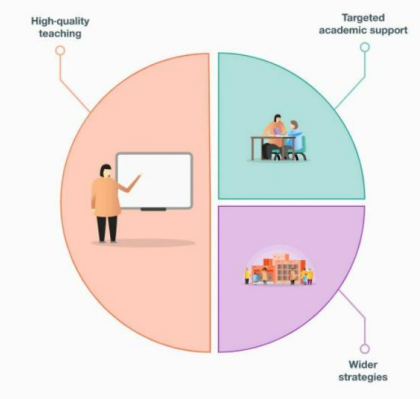
PUPIL PREMIUM STRATEGY STATEMENT AND 2025/2026 IMPACT REVIEW

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 RC Primary School				
Number of pupils in school	**2021/2022** **348**	**2022/2023** **338**	**2023/2024** **352**	**2024/2025**	**2025/2026** **380**
Proportion (%) of pupil premium eligible pupils	**2021/2022** PP: 26 % (90 Pupils) LAC: 0.5% (2 pupils) SPP: 0.5% (2 pupil)	**2022/2023** PP: 23% 78 pupils LAC:0.5% SPP:0.5%	**2023/2024** **PP:19% 66 Pupils** **LAC:0.5% (pupils)** **SPP:1 (ever 6)**	**2024/2025** **PP: 59 pupils** **LAC: 1** **SPP:1 (Ever 6)**	**2025/2026** **PP:17% 64 pupils** **LAC: 5 (PPG+)** **SPP:3**
				£87,320	**£102,535**
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027				
Date this statement was published	**September 2025**				
Date on which it will be reviewed	July 2025 July 2026 July 2027				
Statement authorised by	Tracey Collins: Co Head Teacher				
Pupil Premium Lead	Joanne O'Mullane: Co Head Teacher				
Governor / Trustee lead	G Ulett: **Chair Of Governors**				

Funding overview 2025/2026

Detail		Amount
Pupil Premium funding allocation this academic year 2025/2026 **NUM 59x £1515= £89,385** **LAC 5 x £2630= £13,150**		**£102,535**
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		**£102,535**
Distribution of spending 2022/2023  **https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium**	**High Quality Teaching**	**£51,267.50**
	Targeted Academic Support	**£25,633.75**
	Wider Strategies	**£25,633.75**

Part A: Pupil Premium Strategy Plan 2024-2027

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. Our strategy works towards a three tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies.**

Pupils at St Mary's RC Primary School, will make targeted progress in reading, writing a maths based on their individual starting points, through quality first teaching and targeted support.

We aim for disadvantaged pupils to have access to a wide range of support in school to meet their individual needs.

We will provide pastoral support for pupils and parents/carers, identified by school as vulnerable or in need.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

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

Challenge number	Detail of challenge
1	The attainment gap for pupils with dual disadvantage (PP and SEND) remains persistent, with these pupils often achieving below age-related expectations and often making less consistent progress than non-PP peers
2	PP Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
3	PP Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry, therefore meaning of the world and vocabulary acquisition is limited.
4	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
5	Attendance is a barrier to learning for some pupil premium students- a small number of parents/carers carry low aspirations for their children and are less motivated to ensure that their children have their educational entitlement.

Intended outcomes 2024-2027and review of progress towards outcomes for 2025/2026 : 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.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th>Review End of 2025/2026</th></tr>
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<td>1. Improved reading, writing and maths attainment among disadvantaged pupils.

School Development Plan:

Inclusion: Improve outcomes for pupils with the greatest needs.

Curriculum and Teaching: Ensure a high quality and adaptive curriculum secures strong foundations and positive outcomes for all pupils.

Achievement: Enhance achievement of all pupils through targeted support through retention of knowledge and skills.</td>
<td>• Appropriate academic support in place.
• Accelerated progress from individual starting points and gaps diminished between PP and Non PP pupils, in particular maths.
• X2 Additional Teacher employed in order to accelerate progress.
• Embedded Home Learning Resources: Times Table Rock stars, Spelling shed
• Intervention Provision Plan identifying interventions for pupils working below ARE.
• Systematic Synthetic Phonics embedded and literacy levels improved by high quality phonics teaching. All staff across the school to understand systematic phonics. School to be a Little Wandle Champion School. Fidelity to the scheme to be in place from Rec- Y3 2025/2026.

New Literacy Scheme to commence September 2025. Initial pilot demonstrates good progress for vulnerable learners.</td>
<td>WHOLE SCHOOL

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<tr><th></th><th>NON PP</th><th>PP ALL</th><th>GAP</th><th>PP SEND</th><th>PP Not SEND</th></tr>
<tr><td>R</td><td>79</td><td>58</td><td>21%</td><td>21</td><td>85</td></tr>
<tr><td>SPAG</td><td>72</td><td>56</td><td>16%</td><td>24</td><td>79</td></tr>
<tr><td>W</td><td>65</td><td>46</td><td>19%</td><td>12</td><td>71</td></tr>
<tr><td>M</td><td>75</td><td>48</td><td>27%</td><td>21</td><td>69</td></tr>
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Current attainment data shows that disadvantaged pupils are achieving below their non-disadvantaged peers in all four areas.

The largest gap is in maths, at 27 percentage points, followed by reading at 21 points, writing at 19 points and SPaG at 16 points.

Writing is the weakest area for disadvantaged pupils overall, with 46% achieving the expected standard.

The data also highlights a significant difference between disadvantaged pupils with SEND and those without SEND.

Outcomes for PP pupils with SEND range from 12% in writing to 24% in SPaG, compared with 69%–85% for PP pupils without SEND.

For 2026–27, the school will aim to improve disadvantaged pupils' outcomes to 68% in reading, 66% in SPaG, 56% in writing and 60% in maths.

Within this, outcomes for PP pupils with SEND will be targeted to reach 31% in reading, 34% in SPaG, 22% in writing and 36% in maths. Progress towards these targets will be reviewed termly, with results considered alongside cohort sizes and individual pupil progress.

OTHER:

Profile of TT Rock stars raised through enrichment challenge day. High levels of engagement boosted.

Disadvantaged groups progress scrutinised regularly. 3 weekly progress meeting for Y4/Y5/Y6 where strong foundations not secure.

School now part of EEF Maths Champions.

NCTEM Mastery approach now in place Y1-Y6

Tracking evidences that PP pupils making good progress in phonics and applying to Readin</td>
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2. Improved quality of teaching and learning through developing staff understanding of metacognition and memory recall and adaptive Teaching approaches (staff development) **School Development Plan:** **Inclusion:** Improve outcomes for pupils with the greatest needs. **Curriculum and Teaching:** Ensure a high quality and adaptive curriculum secures strong foundations and positive outcomes for all pupils. Achievement: **Enhance achievement of all pupils through targeted support through retention of knowledge and skills.**	Lesson observations, book monitoring shows evidence of sustained, deliberate practice to support memory recall. 2025/2026: LTP and MTP Review. Built on work commenced 2024/2025. Knowledge and skills based curriculum to be fine tuned and embedded 2026/2027 An annual cycle of CPD for all staff in relation to Adaptive Teaching and Metacognition: Linked to EEF.	Whole-school INSET focused on improving classroom provision for disadvantaged pupils. The programme drew on EEF guidance on metacognition and the "five-a-day" approach, alongside oracy, marking and feedback, handwriting and phonics. Learning walks and book scrutiny provided evidence that metacognitive approaches are secure in classes. These approaches support pupils to plan, monitor and evaluate their learning. The review also considered how the wider INSET focus is reflected in classroom practice and pupils' work.
3. To develop the Oracy skills of disadvantaged pupils to diminish the difference. **School Development Plan:** **Curriculum and Teaching:** Ensure a high quality and adaptive curriculum secures strong foundations and positive outcomes for all pupils	• Voice 21 Oracy Approach to be embedded across the whole school – N- Y6. Launch September 2025 • EEF Early Years Tool Kit embedded: Communication and Early Language • Speech and Language Therapist deployed appropriately and impacting positively on pupils outcomes. • Language rich curriculum in place across the school. • Ongoing CPD to support specific teaching of vocabulary. • A cultural capital rich curriculum embedded which includes a graduated response to life experiences. Bloom and Grow launch September 2025.	This year, three INSET sessions focused on developing oracy and early language provision for disadvantaged pupils. Tiered vocabulary is in place across all subjects, with evidence in pupils' books and curriculum knowledge organisers. This supports pupils to encounter, understand and use subject-specific language across the curriculum. The Early Language Support package, together with Welcomm screening and interventions, supports staff to identify pupils' needs and provide targeted support within the universal offer. The Bloom and Grow Persona Development Record has been launched and is becoming embedded in practice. The impact is that staff have clearer ways to identify and respond to pupils' language needs, while pupils have more purposeful opportunities to build vocabulary, communicate and participate in learning. These approaches support disadvantaged pupils to access curriculum content and express their understanding across subjects.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils **School Development Plan:** **Inclusion:** Improve outcomes for pupils with the greatest needs. **Personal Development and Wellbeing: Ensure our programme of personal development and wellbeing is tailored to school context and pupils aspirations**	• Pastoral support Team in place rigorously monitoring emotional well being of pupils, signposting to external support and matching our provision to need through well being interventions. • Messy Play embedded within EYFS and KS1. • EHA Support • Forest School Practice embedded beyond Forest School Sessions.	The **Relational Inclusion Policy** was launched in September 2026, supported by staff development. For disadvantaged pupils, this strengthens the consistency of adult responses and helps staff consider the needs behind behaviour, supporting pupils to feel included and ready to learn. Speech and Language Therapy (SaLT) continues to support staff development, helping staff identify communication needs earlier and provide appropriate support. This is particularly important for disadvantaged pupils who may need additional help to access classroom learning, express their needs and make progress. Specialist intervention is focused on pupils with the greatest needs. The pastoral support team monitors pupils' emotional wellbeing, signposts families to external support where appropriate, and matches school-based wellbeing interventions to identified needs. Early Help Assessment (EHA) support and a package for parents of children who were previously looked after strengthen the support available to families, helping disadvantaged pupils access support at school and at home. Impact is that an ocreased number of Young carers have been identified.

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- 2025/2026: Develop enhanced offer to support increasing number of LAC and PLAC pupils across the school.
- 2025/2026: Relational Inclusion Approach to behaviour Cycle of CPD ahead of implementation and policy change.

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A bespoke package of support is in place for parents of children previously looked after, including a series of parent workshops and meetings with the Inclusion Lead every half term. This helps families access tailored guidance and strengthens communication between home and school in support of disadvantaged pupils.

Messy Play is embedded in EYFS and Key Stage 1, providing opportunities for disadvantaged pupils to develop language, confidence and social interaction through practical experiences. Forest School continues to develop as a strength, with its approaches informing provision beyond Forest School sessions. An additional EYFS practitioner is being trained, so that two practitioners will be trained to deliver Forest School provision in EYFS. This will strengthen access to outdoor, practical learning and support pupils' communication, independence and engagement.

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5. Gap between the percentage of attendance for PP and Non PP children to be closed /narrowed

School Development Plan:

Attendance: Improve pupil premium, EBSA and SEND pupils' attendance

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- An Attendance Team in place to rigorously monitor attendance/punctuality.
- Attendance lead to also lead Early Help Assessments.
- A 'red flag' list will be used by the Pastoral Team for children who have historic attendance concerns and family support workers will complete home visits.
- Extremely poor attendance (below 90%) will continue to be challenged with communication (in the form of a letter initially) from the Head Teacher.
- Penalty warning letters and attendance fines are issued as appropriate.
- Attendance incorporated into EHAs as appropriate.
- Parental Engagement opportunities, lead by our Parent Liaison lead, to ensure engagement of our vulnerable families engagement in learning and improved attendance.
- New Manchester Attendance Framework embedded.
- Wide range of curriculum enrichment opportunities in place through After school clubs 2025/2026
- Enhanced offer of wraparound care 2025/2026

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Attendance for disadvantaged pupils is **92.2%**. This is above the national figure but remains below the school's desired level. Persistent absence among disadvantaged pupils is **15.4%** and remains a key focus in the School Development Plan (SDP) and Attendance Strategy and Review (ASR) for 2026–27.
The attendance monitoring system is robust and has been strengthened through increased senior leadership team (SLT) oversight. This supports closer tracking and earlier identification of pupils whose attendance is declining. The school is using the Manchester EBSA pathway, alongside strong inclusion support, to identify emotionally based school avoidance (EBSA) early and help pupils with EBSA attend school.
No penalty notices have been issued and **there have been no exclusions**. The school is using supportive approaches to encourage attendance, including enrichment days, high-profile recognition in classes and assemblies, a range of after-school clubs (ASCs), and increased wraparound provision. These approaches aim to strengthen pupils' connection to school and remove barriers to attendance.

2026/2027 continued focus to diminish difference in attendance between PP and Non PP pupils with a articular focus on PP PA

Attendance	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
NOT PP	95%	94%	94%	95.7%	95.5%
PP	92%	92%	93%	92%	92.2%
PP PA			23	28	27
NOT PP PA			13	9.4	12

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2025/2026: TOTAL BUDGET: £51,267.50Details of intended spend of our Pupil Premium

High Quality Teaching Budget £51,267.50		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Replenish resources of DfE validated Systematic Synthetic Phonics programme: Little Wandle to secure stronger phonics teaching for all pupils.	High Impact: Phonics | Toolkit Strand | Education Endowment Foundation | EEF **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1
Numeracy intervention (KS2) supported by Sandwell assessment and delivered by trained practitioner.	1stClass@Number | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,2
Online resources to support QFT and home learning:	High Impact: Homework | EEF(educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1
Ongoing CPD to support QFT development Adaptive Teaching approaches including metacognition strategies and collaborative learning approaches.	High Impact: Collaborative learning approaches EEF(educationendowmentfoundation.org.uk) Very High Impact: Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) Very High Impact: SEND 5 A Day: Adaptive Teaching Approaches: : https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,2
Introduce whole school Oracy Curriculum (N-Y6)to support and develop oracy skills	Very High Impact: Oral language interventions | EEF (educationendowmentfoundation.org.uk) Very High Impact: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,3

Additional teacher staff to support the development of using purposeful, curriculum focused, dialogue and interaction to develop oral language and to develop reading comprehension. 2 days per week.,	Very High Impact: Oral language interventions | EEF (educationendowmentfoundation.org.uk) Very High Impact: Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,2,3
Additional specialist teacher to deliver SEMH Curriculum:Relax kids	Emotion Coaching P14 SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement** **School Development Plan: Inclusion** **School Development Plan: Behaviour**	1, 4
Forest School Practitioners teaching a Forest school curriculum supporting enrichment and SEMH curriculum enrichment across the school.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Forest Schools: impact on young children in England and Wales - Forest Research **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement** **School Development Plan: Inclusion** **School Development Plan: Behaviour**	1,4
Specialist music tuition: 1 x teachers specialising in different instruments: Purchase of instruments and funding music lessons for disadvantaged pupils.	Arts participation | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement** **School Development Plan: Inclusion** **School Development Plan: Behaviour** **School Development Plant: Personal Development**	1.4

2025/2026 Targeted Academic Support: Budget **£25,633.75**		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Speech and language Therapist 1 day a week Supporting: 1.Oral language development in EYFS through targeted SALT Groups Interventions: Talk Boost and Little Magic Train 2.One to one interventions and group interventions to support comprehensions and vocabulary development	ttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,2,3
Additional FT Learning Support Assistant trained to deliver Phonics interventions in line with the SPP programme Little Wandle.	Phonics | EEF High Impact (educationendowmentfoundation.org.uk) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,2,3
X1 Specialist Leader Teachers delivering small group and 1:1 tuition within LKS2 (Total 2 days)	Small group tuition | EEF (educationendowmentfoundation.org.uk) One to one tuition | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,2,3
Additional FT Learning Support Assistant trained to deliver targeted 1:1 Literacy intervention (FFT Catch Up Literacy Reciprocal Reading Intervention: EEF Approved) across KS2.	One to one tuition | EEF (educationendowmentfoundation.org.uk) Reciprocal reading:https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,2,3
Homework club; 3 evenings per week: 3 x LSA's. Pupils have time to complete homework tasks if unable to at home. Clubs also provides access to ICT facilitate learning. Club ensures that collection from school is not a barrier to parents' ability to find work.	Homework | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement**	1,2,3,4,5

2025/2026 Wider Strategies: **£25,633.75**		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Ongoing CPD of The Zones of Regulation, includes purchasing of resources.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Very High Impact: Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement** **School Development Plan: Inclusion** **School Development Plan: Behaviour** **School Development Plant: Personal Development and Wellbeing**	1,2,3,4,5
CPD Attendance Team, including safeguarding L3 Training	Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance **School Development Plan: Safeguarding** **School Development Plan: Inclusion** **School Development Plan: Attendance**	5
Parental Engagement Coordinator to develop and strengthen our parent Forum, supporting engagement in learning and improved attendance.	Parental engagement | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Inclusion** **School Development Plan: Attendance**	1,2,3,4,5
X1 day a week Pastoral support by specialist LSA for pupils across the school. Targeted 1:1 and group interventions based on trauma informed approaches. Helps build pupils social and emotional development and improves the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. Additional support for Post LAC and Services children. Intervention to support Emational Based school avoidance.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Curriculum and Teaching** **School Development Plan: Achievement** **School Development Plan: Inclusion** **School Development Plan: Behaviour**	1,2,3,4,5

	School Development Plant: Personal Development and Wellbeing	
Play Therapist: Specialist support to help children process emotions based on trauma informed approaches.. Supports self regulation. Develops independent thinking, improves social skills, respect for others and stronger relationships with family members. Provided personalised support for parents of LAC pupils Intervention to support Emotional Based school avoidance.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) Benefits - PTI - Play Therapy International **School Development Plan: Inclusion** **School Development Plan: Behaviour** **School Development Plant: Personal Development and Wellbeing**	1,2,3,4,5
Biweekly half a day CPD to develop and embed Messy Play within KS1 and EYFS. Based on trauma informed approaches. Intervention to support Emotional based school avoidance.	Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Inclusion** **School Development Plan: Behaviour** **School Development Plant: Personal Development and Wellbeing**	1,2,3,4,5,
Forest School Nurture Support for identified pupils to support self regulation and emotional well being.	Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) **School Development Plan: Inclusion** **School Development Plan: Behaviour** **School Development Plant: Personal Development and Wellbeing**	

Externally provided programmes

Non-DfE programmes purchased 2025/2026

Programme	Provider
Catch Up Literacy	Catch Up Literacy - Catch Up
Messy Play	Messy Play Matters
Play Therapy	Mary Metcalfe Therapy
Forest School	Jane Sabire Associates
Relax Kids	Home - Relax Kids - Official Website

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Academic Interventions, Pastoral Interventions
What was the impact of that spending on service pupil premium eligible pupils?	Improved self confidence and engagement in learning. Progress in learning.