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

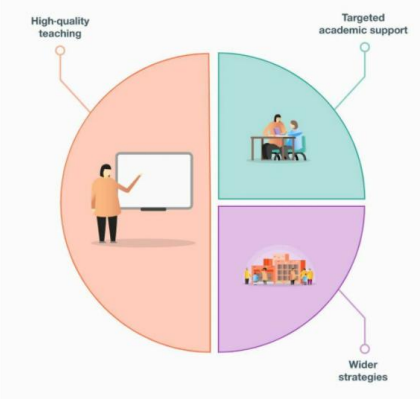
PUPIL PREMIUM STRATEGY STATEMENT 2026/2027

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**	**2026/2027** **396**
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**	**2026/2027** **PP 17% Targeted and Ever 6** **Total: PP 68 (pupils)** **LAC: 3** **PLAC:5 (PPG+)** **SPP:5**
				£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	**November 2026**					
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 2026/2027

Detail		Amount
Pupil Premium funding allocation this academic year 2026/2027 **NUM 68 x £1550 = £108,400** **LAC 3 x £2690 = £8070** **PLAC 5 x£2690 =£13,450** **SPP 5 x £360= £1800**		**£131,720**
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		**£131,720**
Distribution of spending 2022/2023  https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	**High Quality Teaching**	**£65,860**
	Targeted Academic Support	**£32,930**
	Wider Strategies	**£32,930**

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 2026/2027: 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	Review End of 2026/2027
1. Improved reading, writing and maths attainment among disadvantaged pupils by 10%. **School Development Plan 2026/2027:** **Inclusion:** **PRIORITY 2: Enable all teachers to adapt teaching in classrooms for vulnerable groups (including but not exclusive to EAL, SEND, PP, LAC, PLAC) who are NOT at ARE using the EEF 5 a Day Model** **Curriculum and Teaching:** **PRIORITY 1: To embed the recent changes to the curriculum so that teaching is consistently effective across the school and pupils build secure knowledge. (Ofsted Action June 2026)** **PRIORITY 2: All pupils use a rich and wide range of vocabulary: Tier 2 and 3 (using 3-year approach from Voice 21 approach)** **Achievement** **PRIORITY 1:Disadvantaged, with a focus on PP pupils, achieve as well as their peers, particularly in reading.(OFSTED TARGET)** **PRIORITY 2: Difference between reading and writing for all pupil groups diminishing**	• For 2026/27 improve disadvantaged pupils' outcomes by 10% to **68% in reading, 66% in SPaG, 56% in writing and 60% in maths**. • **Primary Focus:** FOCUS: WT PP. In particular SEND and EAL. READING • **Secondary Focus:** WT PP. In particular Reading • **100% PP Pupils pass Y1 Phonics screening.** • 100% of PP pupils pass Y2 Phonics Screening Retake • 88% of Y4 PP Pupils pass MTC • 80% Y6 PP pupils achieve ARE R/W/M	

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 2026/2027:** **INCLUSION** **PRIORITY 2: Enable all teachers to adapt teaching in classrooms for vulnerable groups (including but not exclusive to EAL, SEND, PP, LAC, PLAC) who are NOT at ARE using the EEF 5 a Day Model** **Curriculum and Teaching** **PRIORITY 1: To embed the recent changes to the curriculum so that teaching is consistently effective across the school and pupils build secure knowledge. (Ofsted Action June 2026)** **Achievement:** **PRIORITY 1:Disadvantaged, with a focus on PP pupils, achieve as well as their peers, particularly in reading.(OFSTED TARGET)**	Lesson observations, book monitoring shows evidence of sustained, deliberate practice to support memory recall. Robust scaffolding and adaptive approaches clearly linked to EEF 5 a Day research. Class Teachers planning reflects inclusion by design so that key knowledge is accessible for all. Curriculum to be fine tuned and embedded 2026/2027 Cycle of CPD with a focus on scaffolding, use of technology, explicit instruction, visuals and flexible groupings to ensure high quality adaptive teaching across the school. Consistent progress monitoring of all groups of pupils through robust Pupil Progress, monitoring cycle (Book looks, learning walks, drop ins). Actionable targets set and reviewed at each meeting. Frequency of meetings dependent on vulnerability of cohort.	
3. To develop the Oracy skills of disadvantaged pupils to diminish the difference. **School Development Plan 2026/2027:** **Curriculum and Teaching:** **PRIORITY 2: All pupils use a rich and wide range of vocabulary: Tier 2 and 3 (using 3-year approach from Voice 21 approach)**	Voice 21 Oracy Approach to be embedded across the whole school – N- Y6. Launch September 2025. Embed 2026/2027 Strategic approach to language development in place in EYFs and Y1 linking to child development and SALT research. Disadvantaged groups in EYFS to make better than expected progress from baseline, particularly in Communication and language. 10% increase of PP pupils working at age related expectations in R and W	
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils **School Development Plan 2026/2027 :** **Personal Development and Wellbeing:** **PRIORITY 2: To Implement the 8 Enrichment benchmark of the Enrichment**	**Access tracked:** Participation in extra-curricular clubs is recorded and monitored for all identified pupil premium pupils throughout the academic year. **Participation: 100% of pupil premium pupils attend at least one extra-curricular club** during the 2026–27 academic year. **Pupil voice:** Pupil voice gathered during the academic year shows that pupil premium pupils can identify enrichment experiences they have taken part in and describe how	

Framework Enriching provision beyond the classroom **The impact of our work will be seen in: Pupil Voice, evironment, books, curriculum.**	these have supported their engagement and development. Evidence is recorded in their Bloom and Grow Records	
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**	Data to evidence that PP PA is decreasing. By the end of the 2026–27 academic year, attendance for disadvantaged pupils will increase from **92.2% to at least 94%**. The proportion of disadvantaged pupils who are persistently absent will reduce from **15.4% to no more than 12%**. Attendance for all disadvantaged pupils will be reviewed regularly, with concerns identified promptly and follow-up support recorded. Progress will be reviewed termly through senior leadership oversight. Enrichment activities are strategically planned for days when attendance is typically lower, including days following school holidays. Attendance data is monitored on these days to assess the impact of the activities and identify any increase in attendance. Strengthened early identification and intervention for pupils approaching or exceeding the persistent absence threshold in place. Wide range of curriculum enrichment opportunities in place through After school clubs 2026/2027. 100% of PP pupils to be accessing at least one ASC per year.	

2026/2027 TOTAL BUDGET: £65,860 Details of intended spend of our Pupil Premium

High Quality Teaching Budget £65,860		
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, Inclusion, Achievement** **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** **School Development Plan: Inclusion**	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
Specific online Intervention supporting EAL and SEND PP pupils; Flash Academy and FFT Lightening Squad	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**	
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**	1,3

	School Development Plan: Achievement	
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
My Happy Mind Mental health and Well Being Curriculum. Launched Feb 2026	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** **School Development Plan: personal development and Wellbeing**	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 and wellbeing**	1.4
Sports Coaches lead targeted lunchtime activities to increase disadvantaged pupils access to enrichment and extra curricular opportunities. Coaches encourage participation and help them explore new interests and build confidence in joining groups.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity **School Development Plan: Inclusion** **School Development Plan: Behaviour** **School Development Plant: Personal Development and wellbeing**	

2026/2027 Targeted Academic Support: Budget £32,930		
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 SaLT-informed staff development and targeted support; strengthen early identification through Welcomm; provide time and resources to teach tiered vocabulary across subjects and connect enrichment to curriculum learning	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** **School Development Plan: Inclusion**	1,2,3
X2 Additional FT Learning Support Assistant trained to deliver Phonics interventions in line with the SPP programme Little Wandle, Y1 focus.	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 Lightening Squad) 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

2026/2027 Wider Strategies:		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Ongoing CPD of My Happy Mind, ACES approach, Messy Play includes purchasing of resources.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing 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** **School Development Plant: Personal Development and Wellbeing**	1,2,3,4,5
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**	1,2,3,4,5

	School Development Plant: Personal Development and Wellbeing	
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**	1,2,3,4,5,

Externally provided programmes

Non-DfE programmes purchased 2026/2027

Programme	Provider
FFT Lightening squad	FFT
EAL Flash Academy	https://flashacademy.com/contact-us/
Messy Play	Messy Play Matters: Mary Metcalfe Therapy
Play Therapy	Mary Metcalfe Therapy
Forest School	Jane Sabire Associates
My Happy Mind	https://myhappymind.org/
SALT	The Speech Bubble

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.