St Mary's Roman Catholic Primary School

St Mary's RC Primary School – Pupil Premium Strategy 2026-2029

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 Roman Catholic Primary School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	10 children are targeted 19 children are expanded
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	December 2029
Statement authorised by	Mrs Helen Armstrong
Pupil premium lead	Mrs Abigail Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845
LAC funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,845

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

St Mary's Roman Catholic Primary School

Part A: Pupil premium strategy plan

Statement of intent

In St Mary's Roman Catholic Primary School all adults have high expectations of all pupils. We believe that all children can achieve well and that they deserve the best education. All adults working in St Mary's are trusted and all believe in the continuous CPD in order to perfect their expertise to better pass the knowledge to pupils.

Our main objectives for the PP children are for them to be confident learners, overcoming barriers to learning and 'being the best they can be for themselves and for others.' We want all PP pupils to be fluent readers, reading a wide range of text types, exposing them to a high-quality vocabulary and experience those through cultural enrichment activities. Vocabulary and comprehension skills are vital for understanding of mathematics, therefore we put an extra effort in ensuring that all PP pupils are exposed to high quality teaching of mathematics and most up to date resources. All pupils are exposed to high quality texts and develop their oracy skills which are so important in adult life.

It is our aim that pupils will receive a curriculum which is broad and balanced and promotes their spiritual, moral, cultural, mental and physical development, as well as preparing them for the opportunities, responsibilities and experiences of adult life. Our pupil premium strategy aims to address the challenges facing our students in order to enable them to fulfill their potentials. A range of strategies will be used to work towards achieving these objectives, including the use of personalized learning support, pastoral care and subsidizing extra-curricular activities, in order to provide each child with the support they need to flourish. The strategy will be reviewed regularly, considering the changing needs of the pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils, particularly in literacy, maths and personal, social and emotional development.
2	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Some PP pupils are also on the SEN register
4	Our observations show that some PP children and families find it harder to maintain regular attendance at school and need support with mental health, financial assistance or social skills in order to improve this.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Some parents find it harder than others to engage with the school for a number of reasons. Supporting family units will help to improve relations, communication, attendance and well-being.

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 in writing and maths across all year groups	Writing and maths outcomes show that disadvantaged pupils have made accelerated progress from their starting points. Success is measured through regular testing and feedback at pupil progress meetings.
We will see phonics strategies used effectively in reading and spelling	Phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. Progress in reading evident over time and in phonics screening as well as improved spelling strategies across the school
Improve pupils' emotional well-being and attitudes to learning.	To sustain high levels of well-being demonstrated by: Qualitative data from pupil voice A significant reduction in behaviour incidents for these pupils Improved levels of concentration and self- regulation leading to improved progress (self-efficacy)
To reduce the effect of the local socio-economic gaps, e.g. through increasing parental engagement	The parents of disadvantaged pupils will engage in school workshops, cafes and curriculum events in a low threat and nurturing environment alongside their child(ren). Parents are supported in their own understanding of how to help their child with their learning at home (phonics support and maths fluency)
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. They develop cultural capital through curriculum enrichment supported by a wide variety of opportunities and experiences.	Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of the class, with some representing the school or attaining a

	leadership role. Further curriculum enrichment through: Visits Field Trips Speakers Residentials, etc.
For all disadvantaged pupils to attend school regularly and on time, reducing persistent absence.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance in line with non-PP children and national

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: £17,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching intervention using PiXL therapies enables all children, and particularly PP to excel in learning and close the gap with the national levels for attainment for PP pupils.	First quality teaching as a form of early intervention in class CPD based on and supported by most up to date pedagogical approaches to teaching/ learning process and based on extensive and documented researches Developing culture of research and improvement across the school.	1, 2
SEND implementation plan and MBUTA Robust half-termly analysis of phonics attainment and results by English and Reading Lead to ensure progress.	Making the curriculum Accessible – cognition and learning The Rose Report DFE reading framework Phonics Toolkit EEF Teaching and Learning Policy DFE accredited phonics program https://educationendowmentfoundation.org.uk/education-evidence/teaching	1,2, 3

	-learning-toolkit/phonics https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf	
Implementation of Literacy Tree – to support the progression of skills in writing. Dedicated interventions and support (small group, 1-2-1 and whole class) to close the gap between non-PP and PP pupils and	The EEF's guidance on primary literacy highlights evidence-backed methods that successfully narrow the gap for disadvantaged learners. Literacy Tree builds these exact strategies directly into its daily modules: **Reduction of Cognitive Load:** For struggling or low-attaining writers, writing can be overwhelming. Literacy Tree scaffolds tasks using sentence stems, modelled writing, and contextualized grammar instruction. This prevents the working memory from becoming overloaded, a strategy highly recommended for closing attainment gaps. **Built-in Oral Composition:** Disadvantaged learners frequently enter school with lower oral language levels. The curriculum prioritizes "talking the text" and dramatic rehearsal before asking children to put pen to paper, providing the structural foundations needed for fluent writing	1,2,3
To further improve the progress in Reading between non- PP and PP pupils by using a government approved Phonics Scheme, RWInc.	Teaching and support for reading is central to progress across subjects. High quality books and Library will support teaching EEF research suggests that *"A key issue for teachers is identifying the level of difficulty for comprehension activities that is required to extend pupils' reading capabilities."*	1, 2
Part-time non-teaching SENCO (2 days a week) to support pupils who are PP and also SEN. SENDCO to co-ordinate and monitor impact of interventions.	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a non-teaching SENDCO will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCO will be to narrow the gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	1, 2, 3, 5

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

Budgeted cost: *£7,174*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in training, e.g.: Maths Mastery Precision Teaching Effective leadership of primary writing	**Supportive research, evidence and argument (NCETM)** **https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/** **EEF research and five-a-day** **https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet** **Trust-led writing focus and continued writing moderation support and CPD**	1, 2

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

Budgeted cost £ *10,590*

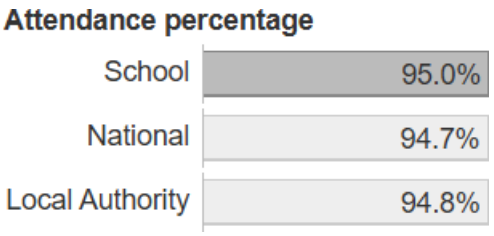
Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good attendance set out in the DFE's Improving School Attendance advice. Attendance Lead to monitor and challenge attendance of PP children. Time to work with Suffolk Attendance Services and CME. Training with CME. Regular attendance meetings with the local network. Early Intervention meetings.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Disadvantaged pupils given access to extracurricular provision which will support both attendance and well-being. Access to Breakfast and After school Clubs fully funded by the school.	Institute for Fiscal Studies - *By reducing the stress of the morning routine for families and children, breakfast clubs can help improve behaviour and attendance. Children have up to an hour before school starts so they can relax, play, eat, exercise and socialise, all without the rush of getting to school.*	4, 6
Disadvantaged children to have part funded trips and visit places, including residential trips. To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Build self-esteem, confidence and positive and behavioural attitudes through school initiatives	*EEF says 'The case studies reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. However, there are several challenges to positioning pupil premium*	5

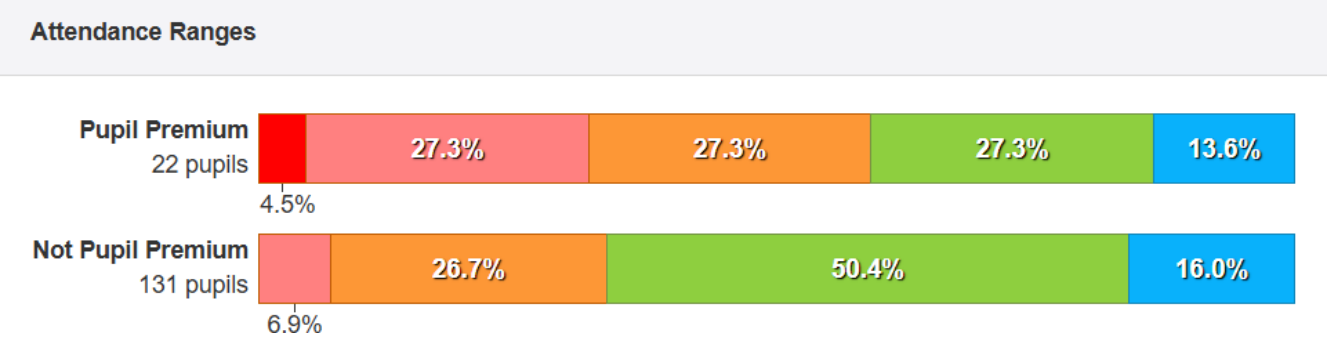
and ethos. Access for PP children to on-line learning platforms, e.g. TT Rockstars	*funded activities as a holistic set of interventions.'*	
Instrumental Tuition and Music Lessons ('I Rock' band)	Music improves cognitive and noncognitive skills more than twice as much as sports, theatre or dance. From How Learning a Musical Instrument Affects the Development of Skills, German Institute for Economic Research (2013)	5
Regular workshops for parents to engage with the teaching and learning process- Math's and Reading cafés as a way of supporting parents with teaching reading and mathematics. Wellbeing cafés for parents- lead by our Pastoral Lead with the focus on supporting with routines, healthy habits and positive behavior management at home. Review of the behaviour policy to show how the school adopts positive behaviour models to support children. All stakeholders involved in review, input and formulation of the new policy.	https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement#:~:text=What%20is%20it%3F,in%20the%20early%20years%20setting. EEF – lack of parental engagement in learning is a key indicator in underachievement of young people. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://my.chartered.college/wp-content/uploads/2021/10/DOC-46-Improving-Behaviour-in-Schools-Evidence-Review.pdf	5 and 6
Total budgeted cost: £34,845		

St Mary's Roman Catholic Primary School

Part B: Review of outcomes in the previous academic year

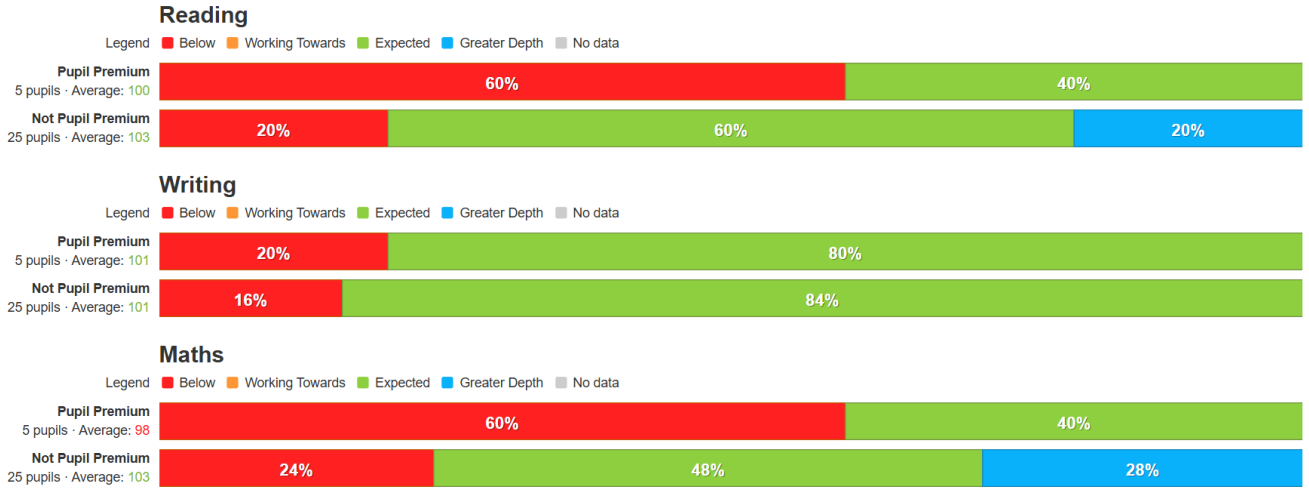
Pupil premium strategy outcomes





Attendance remains a primary area of vulnerability and a major focus for our Pupil Premium funding. Analysis of the attendance bands reveals a stark equity gap between our disadvantaged cohort (22 pupils) and their non-disadvantaged peers (131 pupils). Positively, extreme persistent absenteeism is closely managed, with only 4.5% (1 pupil) falling into the most critical red band. However, a significant 54.6% of Pupil Premium pupils occupy the low-to-borderline tracking categories (the pink and orange bands combined), compared to just **33.6%** of non-disadvantaged children. Furthermore, while 66.4% of non-PP pupils enjoy secure or excellent attendance (green and blue bands), only 40.9% of our Pupil Premium cohort achieve this baseline. Because regular attendance is the primary prerequisite for academic progress, our Pupil Premium strategy must prioritize shifting this "middle" group of 12 PP children upward. Moving forward, the school will deploy evidence-backed wider strategies—such as prioritized breakfast club provisions, targeted family outreach, and early-alert monitoring—to break down attendance barriers before they further impact reading, writing, and mathematics outcomes.

Year 6 SATS Attainment



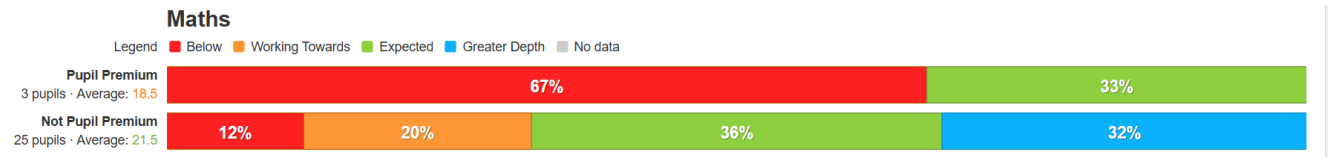
The final Key Stage 2 outcomes show an attainment gap between Pupil Premium (5 pupils) and non-Pupil Premium (25 pupils) cohorts in Reading and Mathematics, while Writing remains a relative area of strength. Because the disadvantaged cohort is very small, each child represents 20% of the data, meaning individual barriers drastically skew these percentages.

- Writing Alignment**:** Writing shows the closest equity between cohorts. 80% of PP pupils (4 out of 5) achieved the Expected Standard, performing almost exactly in line with their non-PP peers (84%). Both groups shared an identical average scaled score of 101.
- Reading Vulnerability: A stark gap is evident in Reading, where 60% of PP pupils (3 out of 5) finished Below the expected standard, compared to just 20% of non-PP pupils. Non-PP pupils also achieved 20% Greater Depth, while 0% of PP pupils reached the higher standard.
- Maths Underperformance: Mathematics presents the most critical academic risk. 60% of PP pupils (3 out of 5) tracking Below the standard, and the average scaled score dropped to 98 (below the national pass benchmark of 100). Conversely, 76% of non-PP pupils passed, with 28% reaching Greater Depth (compared to 0% for PP).

Addressing gaps

- High-Quality Classroom Teaching**:** We are refining our core classroom delivery to ensure daily instruction is sharply adapted to the needs of disadvantaged learners. In Reading, this involves introducing structured, daily vocabulary and comprehension-focused reading sessions across Key Stage 2 to ensure pupils are not capping out at decoding but are built up to meet the rigorous demands of the Key Stage 2 SATs. In Maths, we are embedding a mastery approach with integrated visual models to support conceptual fluency, particularly targeting the borderline pupils who currently track just below the Expected Standard.
  We will continue to use intensive, small-group and 1:1 precision interventions. Guided by EEF research on high-impact tutoring, these sessions will run alongside core lessons rather than replacing them, focusing on closing specific phonics gaps, reading fluency, and rapid arithmetic recovery.

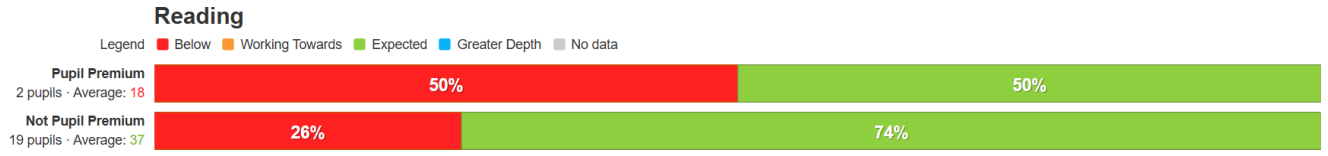
MTC Year 4



The end-of-year mathematics data demonstrates a highly encouraging foundation of learning

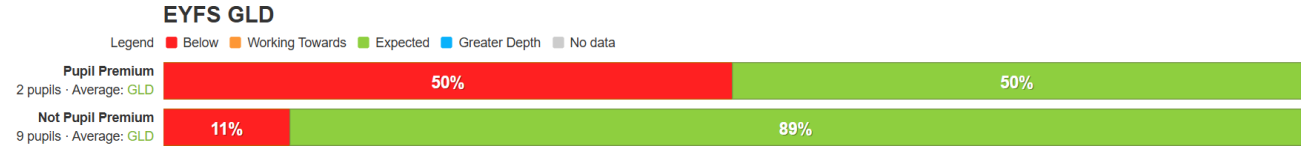
and significant upward trajectory compared with last year. 68% of non-disadvantaged pupils tracked securely at the Expected Standard or Greater Depth, leading to a strong average score of 21.5. Within our small cohort of Pupil Premium learners (only 3 pupils), individual profiling must take precedence over headline percentages, as a single child's result heavily shifts the data by 33.3%. On paper, the 67% tracking below standard masks profound individual progress from very low starting points. Both children in this bracket entered the academic year with substantial gaps in core numeracy but have made rapid, quantifiable gains in mathematical confidence and calculation fluency due to targeted classroom support and the introduction of the 99 club to improve recall and fluency. Additionally, 33% (1 pupil) has successfully secured the Expected Standard. This strong universal teaching framework has set an excellent benchmark, ensuring that the school is perfectly positioned to apply precision-focused arithmetic interventions next term to push our remaining vulnerable learners across the threshold.

Phonics Year 1



The latest early reading and phonics data demonstrates significant positive momentum and a clear upward trend in foundational literacy. Most notably, the school has achieved a substantial year-on-year improvement in the overall percentage of pupils passing, reflecting the successful embedding of our systematic synthetic phonics program. While the small Pupil Premium cohort size **(**2 pupils**)** means that a single child heavily distorts the percentage breakdown (creating a 50% pass rate on paper), this figure masks strong individual progress from low starting points. Both disadvantaged pupils have made rapid, quantifiable gains from their baseline entry assessments. One pupil has successfully secured the Expected Standard, while the second pupil, despite tracking below the threshold with a score of 18, has closed the gap rapidly due to targeted support. Rather than indicating challenges within the teaching of phonics, the data highlights a highly successful universal framework that is dramatically raising achievement class-wide, leaving the school perfectly positioned to deliver the final, precision-targeted interventions needed to push our remaining vulnerable learner across the finish line.

EYFS GLD



The end-of-year Early Years Foundation Stage data highlights an exceptionally strong profile of school readiness and excellent universal provision within the setting. Critically, the wider cohort has achieved a secure 89% pass rate for a Good Level of Development (GLD), demonstrating that our early learning environment is highly successful at embedding core developmental milestones. Within our micro-cohort of Pupil Premium learners (only 2 pupils), the headline statistics are easily distorted, with one child's profile placing the group pass rate at 50% on paper. However, this statistical baseline masks profound individual progress from exceptionally low starting points. Both disadvantaged children entered the setting with significant developmental delays and have made rapid, celebrated strides in their prime areas

of learning. One pupil has successfully crossed the threshold into GLD, while the second child—though technically tracking below the final benchmark—has closed massive learning and communication gaps. This leaves them structurally prepared for Year 1, where targeted phonics and early literacy support can be applied to continue their progress.

Communication, Leadership and Opportunity
The school delivers a vibrant, empowering framework for student leadership and pupil voice, ensuring that disadvantaged learners are actively supported to build confidence, communication skills, and a strong sense of school connectedness. Central to this strategy is a wide array of high-profile student groups, including the School Council and the Mini Vinnies group, which allows children to become active agents of change. This is further enriched by our pupil-led Eco Club, where children collaborate on environmental sustainability projects, and various whole-school fundraising initiatives that teach stewardship, project organization, and community advocacy. Spiritual development, self-expression, and public speaking are explicitly nurtured through active student participation in School Mass and class liturgies, giving pupils regular platforms to lead their peers. Locally within the classroom, universal leadership roles and daily organisational responsibilities foster early accountability and pride. Crucially, the school closes the feedback loop by regularly gathering pupil voice on lesson engagement and personal well-being. This comprehensive approach ensures that Pupil Premium children are not merely participants, but confident leaders who are given the vital communication tools, visibility, and emotional scaffolding needed to thrive.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics development day and training RWI	Ruth Miskin Phonics https://www.ruthmiskin.com/phonics/
Oxford Owl	Oxford University Press https://www.oxfordowl.co.uk/for-school/default
White Rose Maths	https://whiteroseeducation.com/resources?year=year-1-new&subject=maths
Times Table Rock Stars	https://ttrockstars.com/

Life to the Full	TenTen https://www.tentenresources.co.uk/primary/
NELI	Nuffield Early Language Intervention (NELI) | Project
Engaging, game-based learning platforms for primary school students, focusing on core subjects	EdShed https://www.edshed.com/en-us/About