

# Pupil premium strategy statement - St. Mary's Catholic 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	233
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2026 2026 to 2027 2027 to 2028
Date this statement was published	16/12/25
Date on which it will be reviewed	16/12/26
Statement authorised by	Ann Shevlin
Pupil premium lead	Ann Shevlin
Governor / Trustee lead	Maureen Thorpe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£45,450</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their social and economic circumstances. Our intention is to create a level playing field so that all pupils, irrespective of their background or the challenges they face, achieve their full potential academically, socially and emotionally. We believe that all children are entitled to an education that enables them to make progress so that they achieve their best, become confident and independent learners and that they make a successful transition to their secondary schools.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy and reading.

Effective quality first teaching is at the heart of what we do. We believe that lessons should motivate pupils, support pupil independence, resilience and include appropriate adaptions that enable all pupils to succeed.

### We will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Adapt lessons to ensure that all pupils, including disadvantaged, can access tasks.
- Use ongoing assessments to identify misconceptions and act early to put effective support in place.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through staff performance management, pupil progress meetings and regular supportive monitoring that informs staff development.

## Challenges

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

Challenge number	Detail of challenge
1	<b>End of KS2 teacher Writing assessments</b> indicate that attainment and progress in Writing is lower than in other core subjects. This is particularly true for those pupils who have been targeted to achieve the 'higher standard'.
2	<b>Learning walks</b> have indicated that although our teachers are planning a range of adaptions (including visuals, concrete apparatus and scaffolding), our disadvantaged pupils are not always using these adaptions independently in lessons and they are sometimes too reliant on staff support.
3	<b>Our assessments, observations and discussions with pupils and their families</b> have identified an increase in social and emotional issues for many pupils. These challenges particularly affect many of our disadvantaged pupils. Staff observations show that a high proportion of disadvantaged pupils struggle to identify their emotions and when they are feeling anxious or overwhelmed. Not all of these pupils are able to identify, and use, strategies if they are feeling dysregulated.
4	<b>Observations and Language Link assessments</b> have shown that many of our disadvantaged pupils have speech and language difficulties and they are often struggling with the language of the classroom.
5	<b>Analysis of data</b> has shown: The overall attendance, for disadvantaged pupils, last term was 93% which was above the National percentage. This is still below our overall school percentage, of 95%, and we need to target (and support) key pupils this academic year.

## 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
Increased Writing progress by the end of KS2 and a greater percentage of pupils achieving the higher standard.	<b>2025-27 evidence of high writing levels to include:</b> - Disadvantaged pupil progress is in-line with non-disadvantaged by the end of KS2. -Higher percentage of pupils achieving the higher standard in Writing (this will be above 7% in 2026).
All pupils are supported in lessons through a range of adaptions and pupils are showing more independence in using these.	<b>2025-27 Termly lesson observations and learning walks:</b> -Lesson adaptions, and staff interactions with pupils, are facilitating higher levels of independence and resilience. -All pupils are actively participating in lessons through the use of cold calling, partner talk, quizzing and instant formative assessment including use of mini whiteboards.
Pupils are able to indicate if they are feeling anxious or overwhelmed and choose a strategy that may help.	<b>2025-27 Teacher and SMT observations:</b> All pupils are able to indicate if they are starting to feel dysregulated and suggest a strategy that may help them to regulate.
All pupils with receptive and expressive language difficulties are getting the help they need so that their language skills are progressing.	<b>2025-27 Language Link assessments:</b> -All pupils, except those with SEND, pass the end of Reception and KS1 Language Link assessments. -Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum (consistently at or above London averages). This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
High level of attendance – all pupils.	<b>2025-27 attendance data:</b> Analysis of data shows that disadvantaged absence and persistent absence is in line with non-disadvantaged.

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
In writing, continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of children's writing skills. Training for all teachers with a focus on the end of KS2 writing criteria (including higher level) and also the importance of high-quality teacher modelling of how to write effective pieces particularly at the higher levels. Opportunities for in-house moderation of Year 6 Writing including at greater depth.	The EEF's <a href="#">Writing Practice Review</a> describes the value of oracy-led approaches, particularly when working with struggling writers and those with EAL. Oracy can support vocabulary development, planning of Writing and help pupils to assess their own and each other's drafts through discussion. It also describes using effective step-by-step approaches, such as giving a scaffold and model of what 'good' Writing looks like.	1
Continue to develop Teaching Assistants, and teachers, knowledge of supporting pupil independence. Staff training with a focus on scaffolding supported by the use of visuals. This will include LA Inclusion Team Training focusing on Ordinarily Available Provision (OAP) and adaptions in Writing lessons. Embed use of our newly develop self-scaffolding triangle based on EEF (MITA) research. Further LA training and support as a part of the PINS project.	The EEF's <a href="#">Deployment of Teaching Assistants</a> report recommends that TAs scaffold learning and develop pupils' independence. Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. Evidence for adaptive teaching comes from a range of different sources, including the <a href="#">SEND Guidance Report</a> and the <a href="#">Five a Day</a> strategies, such as explicit instruction and scaffolding.	2
Teacher professional development with a focus on effective formative assessment, live marking and addressing misconceptions as they occur.	Providing feedback is well-evidenced and has a high impact on learning outcomes (+6 months progress on average). The EEF's <a href="#">Feedback</a> research how effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1, 2
Continue to develop teachers' ability to ensure ALL pupils are actively participating in their learning in lessons, such as through partner talk activities.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF's guidance report on <a href="#">Effective Professional Development</a> .	1, 2

Training to enhance inclusive practice and participation for all in lessons – cold calling, think-pair-share, questioning and explicit vocabulary teaching. Show me on whiteboards to gain instant assessment.		
Develop teacher and TA knowledge of supporting emotional literacy. Training for key staff looking at the implementation of the new Zones of Regulation Digital curriculum that will be implemented from Year 2 upwards.	EEF research found that <a href="#">Social and Emotional Learning</a> resulted in +3 months progress. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3
Language Link training for key staff carrying out assessments and implementing weekly language groups (Reception, Year 1 and KS2 lead).	EEF Classroom strategies for vocabulary and language. This includes evidence based strategies for developing <a href="#">Vocabulary</a> through Reading comprehension and the value of oracy in developing Writing ( <a href="#">EEF Writing Practice Review</a> ).	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed use of Widgit visuals to support modelling, scaffolding and use of vocabulary.	The EEF's <a href="#">Deployment of Teaching Assistants</a> report recommends that TAs scaffold learning and develop pupils' independence. Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. Evidence for adaptive teaching comes from a range of different sources, including the <a href="#">SEND Guidance Report</a> and the <a href="#">Five a Day</a> strategies, such as explicit instruction and scaffolding.	1, 2 and 4
Targeted speech and language groups for disadvantaged pupils who need further language support. Weekly Speech link, Infant and Junior Language Link groups to be led by a teaching assistant.	Evidence consistently shows that communication and language approaches benefit young children's learning. EEF research has found that using multiple approaches will support the development of children's communication and language. Teaching and modelling vocabulary and language through targeted interventions. The <a href="#">EEF Communication and Language report</a> also highlights the importance of collaborative talk and	4

	social communication skills which are an importance aspect of the Speech Link interventions.	
Targeted pre-teaching before school for disadvantaged pupils who need further support across the curriculum. These TA led groups will include Reading comprehension, Maths, Writing and phonics/spelling support.	Research which focuses on teaching assistants who provide one to <a href="#">one or small group targeted interventions</a> shows a stronger positive benefit of between four and six additional months on average.	1 and 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the use of a wellbeing pupil survey (ImpactEd) to help identify disadvantaged pupils who may need more targeted support for social and emotional issues including self-esteem and a sense of belonging and to identify possible reasons for low attendance amongst some pupils.	<a href="#">The SEND Code of Practice (2015):</a> The Assess, Plan, Do, Review cycle (graduated approach) involves identifying needs through clear assessment, planning SEMH interventions and then reviewing their effectiveness in a systematic way.	3 and 5
To appoint a school ELSA to lead targeted interventions with disadvantaged pupils who have been identified as needing SEMH support (they may also have lower attendance). These interventions will include weekly Draw and Talk therapy. Weekly Social Skills (Talkabout) groups with a focus on pupil interactions.	Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. The <a href="#">EEF evidence</a> indicates that there is particular promise for approaches that focus on improving social interaction between pupils. The EEF recommends that SEL skills are taught explicitly.	3 and 5
Targeted Zones of Regulation weekly Social Skills group for targeted group of pupils including disadvantaged. Zones Digital Curriculum training for KS1 lead.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which	3

	may subsequently increase academic attainment.	
Organise termly class visits, trips and workshops to ensure all pupils enrich their experience of the curriculum through extra-curricular activities. Time for teachers to plan these opportunities and to record on a Visits and Visitors overview. The Year 6 residential trip will be partly funded for struggling families.	As well as being valuable in itself, wider participation can have a positive impact on wellbeing. The <a href="#">EEF Arts Participation</a> review highlights how extra-curricular activity increases a sense of belonging.	3
Meet the Teacher talks, at the start of the academic year, to reinforce the importance of good attendance and when pupils should (and should not) take time off in school. Regular reminders in Weekly Newsletter.	The Education Endowment Foundation (EEF) highlights the significant impact of good attendance on academic achievement and the important role of parents in supporting this.	5

**Total budgeted cost: £45,450**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils – July 2025

#### **High levels of Reading comprehension by the end of KS2**

100% of disadvantaged pupils met the 'higher standard' by the end of KS2. The average scaled score for Free School Meals (FSM6) pupils was 114.3 which was above the score for non-disadvantaged. We need to consolidate and build on the work we have done this year.

#### **Improved Writing progress by the end of KS2.**

100% of disadvantaged pupils met the 'expected' standard by the end of KS2. We now need to target more pupils to meet the higher standard and support these children through support and high-quality teacher/TA modelling of writing.

#### **Pupils show high levels of independence, resilience and active participation.**

Post PINS lesson observations have shown that TAs (and teachers) are encouraging more pupils to be independent through the use of scaffolding, adaptions and adult prompts. We have purchased a wider range of concrete apparatus and visual resources (including Widgit). Termly learning walks have shown that teachers are using strategies to include active participation including cold calling and partner talk. School staff are encouraging 100% pupil participation through the use of quizzing and 'show me' questioning using mini whiteboards. We need to consolidate this work, during the next academic year, and have planned further Widgit training and support from our LA Inclusion Team with a focus on Ordinarily Available Provision to support writing across the curriculum.

#### **Pupils are able to indicate if they are feeling anxious or overwhelmed and choose a strategy that may help.**

All teachers and TAs have attended Zones of Regulation training and have adopted strategies in class. Targeted pupils (Years 2 to 6) have attended a Zones weekly intervention group and assessments have shown that they could confidently explain each zone and strategies that may help them if they feel dysregulated. A new Zones Digital Curriculum has just been published and we plan to use this in Year 2 from September. We have planned training for the Year 2 teaching assistant. 97% of our Reception pupils achieved the 'Self-regulation' ELG (2025) which is an increase on last year and above the LA and National percentages.

#### **High levels of language skills in disadvantaged pupils.**

All disadvantaged pupils passed the Language Link retests at the end of both Reception and Year 1. Overall the percentage of pupils achieving the ELGs, for listening, attention and understanding as well as speaking, were above the Local Authority and National averages. We will continue with the Nursery Chatty Bats and Language Link interventions next year.

#### **High level of attendance – all pupils.**

The overall attendance, for disadvantaged pupils, last term was 93% which was above the National percentage. This is still below our overall school percentage, of 95%, and we need to target (and support) key pupils this academic year.

## 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
NA	