



St Mary's Primary

Pupil Premium Strategy Statement

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 Catholic Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	61.9% (Get information schools service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Dates on which it will be reviewed	December 2026
Statement authorised by	Anna McClurey/ Nick Bennett
Pupil premium lead	Anna McClurey
Governor / Trustee lead	Jill Manders



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,010
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	£206,010



Part A: Pupil premium strategy plan

Statement of intent

At St Mary's, we provide a dynamic, inclusive and nurturing learning environment designed to inspire academic excellence and build confidence for life. Through our *i-Thrive* approach, we ensure that every pupil - regardless of background or barrier to learning - accesses a high-quality education underpinned by ambition, equity and strong pastoral care.

Pupil Premium funding is deployed strategically to improve attainment, enrichment and wellbeing for our disadvantaged pupils, ensuring they experience a curriculum that is rich, sequenced and empowering.

Our intention is that all pupils, irrespective of background, acquire the knowledge, skills and cultural capital required to thrive in their next phase of education. Our Pupil Premium strategy is sharply focused on securing strong progress and sustained attainment for disadvantaged pupils, including those who are already high attainers. We aim for outcomes that are increasingly in line with, and ultimately exceed, those of non-disadvantaged pupils.

We recognise that disadvantage presents differently for each child, and we recognise that not all pupils who receive free school meals are socially disadvantaged, and not all socially disadvantaged pupils are registered or qualify for free school meals. Funding decisions are based on evidence of need, not eligibility alone. Throughout this strategy, we respond directly to the challenges faced by our pupils, including:

- social, emotional and mental health (SEMH) needs
- exposure to trauma or adverse childhood experiences
- limited cultural capital and reduced access to enrichment
- underdeveloped oral language and vocabulary
- variations in aspirations and expectations
- reduced access to literacy and early reading opportunities

Reading remains a whole-school priority. It is our expectation that every pupil becomes a confident, fluent reader with strong receptive and expressive language. This is essential both for accessing the full breadth of the curriculum and for developing lifelong learning habits.

High-quality teaching is central to our approach. St Mary's maintains a culture of collective responsibility - governance, senior leadership, subject leadership, class teachers and pastoral teams all play a critical role in securing strong outcomes for disadvantaged pupils. We focus our efforts where the evidence shows



disadvantaged pupils benefit most: early reading, vocabulary development, high expectations, targeted early intervention and strong pastoral support.

Our strategy is also aligned with wider school priorities for education recovery following the COVID-19 pandemic.

Principles:

Our Pupil Premium strategy is built around the following principles:

- Remove barriers to learning caused by poverty, family circumstances, or background.
- Narrow attainment gaps between disadvantaged and non-disadvantaged pupils both within school and nationally.
- Ensure all pupils read fluently and with understanding, enabling full access to the curriculum.
- Develop pupils' oral fluency, vocabulary and communication so they can express ideas with clarity and confidence.
- Strengthen pupils' social and emotional wellbeing, self-regulation and resilience.
- Ensure pupils with SEMH needs receive high-quality, timely support from appropriately trained adults

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within school.
- For all disadvantaged pupils to make strong or accelerated progress, enabling them to reach age-related expectations by the end of Year 6 and ultimately achieve GCSE success in English and Maths.

Our approach is informed by:

- ✓ robust diagnostic assessment
- ✓ evidence from the Education Endowment Foundation (EEF)
- ✓ DfE guidance (2025–2026)
- ✓ best practice from our Catholic MAT
- ✓ professional judgement and contextual knowledge of our community

We aim to address both common barriers and individual needs, using complementary strategies to help pupils excel.

Achieving These Objectives



To achieve our objectives, we will:

- **High Quality Teaching:** Provide all teachers with high-quality, evidence-based CPD, ensuring consistent, effective Quality First Teaching across the school.
- Strengthen early reading and vocabulary development through systematic phonics, language-rich classrooms, and responsive teaching.
- **Targeted Academic Support:** Deliver timely, evidence-informed interventions through small group tuition, 1:1 support, precision teaching and targeted feedback.
- Use diagnostic tools to identify gaps early and adapt teaching accordingly.
- **Pastoral Support:** Ensure all pupils can access trips, residentials, sport, music and broader enrichment, developing cultural capital and aspiration.
- Provide structured nurture support to enable pupils to regulate emotions, build resilience, and access learning.
- Deploy pastoral staff to work with families and pupils to improve attendance to 97% and remove external barriers to learning.

(This is not an exhaustive list; strategies will adapt over time in response to pupils' needs.)

Our context:

- 61.9% of children are eligible for pupil premium funding within school compared to the national figure of 25.7% of children eligible for free school meals.
- A very large majority of pupils (85%) reside in wards ranked within the 10% most deprived areas in England. Furthermore, a substantial proportion (72%) live in wards classified within the 0–2% most deprived nationally. The school itself is located within deprivation quintile 5, indicating that it serves one of the most disadvantaged communities in the country.

This context underscores the significant challenges faced by our community and the importance of a strategic, evidence-informed, and ambitious Pupil Premium plan.



Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>Many pupils at St Mary's face complex external barriers that impact their readiness to learn, engagement and attainment. These include socioeconomic hardship such as insecure or overcrowded housing, food and fuel insecurity, limited access to financial or social support and additional family pressures including debt, addiction or domestic violence. Many pupils are also affected by trauma, bereavement, loss and adverse childhood experiences (ACEs), which have been intensified by the COVID-19 pandemic. These circumstances contribute to higher levels of anxiety, reduced resilience, emotional dysregulation and difficulty forming positive relationships, all of which can hinder progress in learning and social development.</p> <p>In addition, there is a significant rise in social, emotional and mental health (SEMH) needs, with increased referrals for specialist support and social care involvement. Disadvantaged pupils often have limited access to enrichment, cultural experiences and language-rich environments, which restricts vocabulary development, broader knowledge and aspirations. Combined, these factors mean that pupils require targeted academic interventions, pastoral care and access to enrichment opportunities to ensure they can fully engage with the curriculum, narrow attainment gaps and achieve their full potential.</p>
2	<p>Oracy & Speech, language and communication</p> <p>A significant number of pupils in EYFS enter school lacking fundamental literacy and numeracy skills, which is reflected in lower proportions achieving the expected standard in Literacy and Maths. The COVID-19 pandemic further disrupted early learning, and recovery remains challenging as pupils progress through the school. This has had a notable impact on Good Level of Development (GLD), requiring targeted support to ensure pupils develop the foundational skills needed to access the wider curriculum.</p> <p>Throughout Key Stage 1 and 2, assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps, which are more pronounced among disadvantaged pupils than their peers. These limitations affect reading comprehension, writing quality, confidence in communication and overall engagement with learning, highlighting the need for structured interventions in vocabulary development, oracy and early literacy to close attainment gaps and support long-term academic progress.</p>



3	<p>Attainment of reading, writing, maths and phonics</p> <p>Many pupils have limited or no access to age-appropriate reading, writing and maths materials outside of school, which restricts their opportunities to consolidate and extend learning independently. Assessments, observations and pupil discussions indicate that disadvantaged pupils face greater challenges in these core areas compared with their peers, making it harder for them to achieve age-related expectations without targeted support.</p> <p>This gap is particularly evident in phonic knowledge, where disadvantaged pupils typically struggle more with decoding and applying phonics skills. Difficulties in phonics acquisition have a direct impact on reading fluency and comprehension, limiting pupils' ability to access the wider curriculum and develop confidence as independent learners. Ensuring pupils have structured, high-quality phonics instruction and access to learning resources is therefore essential to support progress and narrow attainment gaps.</p>
4	<p>Attendance and punctuality</p> <p>Ensuring high attendance remains a strategic priority across the school, particularly for pupils who are persistently absent. Poor attendance limits pupils' access to the full curriculum, reduces opportunities for engagement in school-based support and enrichment, and contributes to widening attainment gaps. Irregular attendance also affects pupils' social, emotional and mental wellbeing, making it harder for them to thrive academically and socially. Our attendance data from 2018–2019 (the last recorded data not affected by Covid) indicates that attendance across the school was 94.8%.</p>
5	<p>Enrichment - Cultural Capital/Social Mobility</p> <p>Many pupils have limited experiences beyond their home and immediate community, reflecting the significant socioeconomic deprivation within the area. A very large majority of pupils (85%) reside in wards ranked within the 10% most deprived areas in England and a substantial proportion (72%) live in wards classified within the 0 to 2% most deprived nationally. The school itself is located within deprivation quintile 5 which places it among the most disadvantaged communities in the country. Low household income and financial constraints frequently restrict pupils' access to enrichment opportunities including cultural, artistic and extracurricular activities. As a result, many pupils have fewer opportunities to explore their talents, develop wider interests or experience the broader world beyond their immediate surroundings.</p> <p>This limited exposure can negatively affect pupils' social, emotional and mental health (SEMH), reduce resilience and narrow future aspirations. Evidence shows that children who lack access to enriching experiences are at increased risk of reduced confidence, lower engagement and missed opportunities to develop the wider skills and networks that support long-term success. Without access to a broad range of experiences, pupils may also face challenges in applying knowledge in new contexts and preparing for future education or employment.</p>



	<p>Targeted school-based enrichment is therefore essential to address these barriers. By providing structured opportunities that broaden horizons, build confidence and nurture potential, the school plays a vital role in ensuring that every pupil, regardless of background, can thrive academically, socially and personally.</p>
6	<p>Parental engagement</p> <p>Many pupils face complex home circumstances including caring for dependents, managing their own physical and mental health, financial insecurity, food poverty and experiences of trauma. While parents were generally supportive during the pandemic, engagement with school and community links has weakened, limiting their capacity to support learning at home. Evidence shows that active parental involvement can significantly improve outcomes, particularly for disadvantaged pupils. Targeted, flexible and supportive strategies are essential to strengthen home-school links, enable meaningful parental participation and help pupils achieve their full potential.</p>



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	Impact
Accelerate progress in Reading, Writing, Maths and Phonics	<p>Closing the attainment gap: Disadvantaged pupils achieve outcomes closer to national averages across key measures, including GLD (EYFS), Phonics Screening Check, Multiplication Tables Check and end-of-Key Stage 2 assessments.</p> <p>Accelerated progress for targeted pupils: Tailored interventions enable pupils at risk of underachievement to make rapid progress, ensuring they reach or exceed age-related expectations.</p> <p>Evidence of impact: Progress is monitored termly through assessment data, observations, Pupil Progress Meetings and pupil discussions, with outcomes reported to senior leaders, governors and the Trust to ensure accountability and continuous improvement.</p>
Raise overall statutory school attendance so that all pupils achieve an attendance rate of 97% or above.	<ul style="list-style-type: none"> ● The number of pupils whose attendance falls below the persistent absence (PA) threshold is reduced. ● Year-to-date (YtD) whole-school attendance shows clear improvement compared with the previous academic year. ● Attendance improvements are evident across all pupil groups, including disadvantaged pupils and other demographic groups. ● Attendance is embedded in a whole-school culture of high expectations, with effective monitoring, early intervention and support mechanisms in place, including use of data to identify and support pupils at risk of absence, in line with statutory guidance. <p>There is evidence of increased parental engagement and communication around attendance, supporting shared responsibility between the school and families to maintain high attendance.</p>
Pupils are confident, resilient and able to express their views and feelings articulately, demonstrating strong personal and social development.	<ul style="list-style-type: none"> ● Pupils are confident, resilient and able to express their views and feelings articulately. They feel safe, supported and able to focus fully on learning without being inhibited by personal experiences. ● Throughout the year, pupils make consistent academic and social progress, underpinned by strategies that promote emotional wellbeing, resilience and self-regulation.



	<ul style="list-style-type: none"> • Pupils are encouraged to take on meaningful roles and responsibilities, including House Captains, Stewards of Creation, School Councillors, Digital Leaders, Rights Respecting Rangers and Mini Vinnies, fostering autonomy, leadership, collaboration and a sense of accountability. • Pupils demonstrate the ability to articulate opinions, make considered decisions and act as proactive responsible members of the school community
<p>All pupils have equitable access to enrichment opportunities that broaden experiences, develop skills, enhance engagement and support personal, social and emotional growth.</p>	<ul style="list-style-type: none"> • Pupils have sustained access to high-quality enrichment opportunities that broaden experiences, develop skills and enhance engagement. Disadvantaged pupils increasingly participate in trips, visits, excursions and extracurricular clubs, accessing experiences they may not otherwise encounter. • Cultural capital is planned and embedded across the curriculum and a range of extracurricular activities is available to all pupils at no cost. These opportunities support personal development, social and emotional growth and aspiration, enabling pupils to engage fully with learning and develop skills, knowledge and experiences beyond the classroom.
<p>To raise the standards of oracy, language development and vocabulary.</p>	<p>Modelling and correcting language: Staff actively model correct grammar and syntax during interactions, providing positive, constructive feedback to support language development.</p> <p>Running commentary in play: Staff provide quality, contextual language during children’s play, supporting vocabulary acquisition and communication skills.</p> <p>Contextualised vocabulary instruction: Children are exposed to meaningful, curriculum-linked vocabulary, helping them understand and apply new words in authentic contexts.</p> <p>Explicit teaching of vocabulary: Within the CUSP curriculum, staff deliver targeted instruction in Tier 2 and Tier 3 vocabulary, ensuring pupils develop a rich, age-appropriate vocabulary that supports comprehension and confident oral expression.</p>



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: £6261.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure all relevant staff (including new staff) have received official DFE endorsed training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve knowledge of GPC and reading attainment.</i></p>	<p>Phonics instruction: Systematic phonics approaches have a strong evidence base, showing a positive impact on word reading accuracy, particularly for disadvantaged pupils, though effects on comprehension are less direct. EEF: Phonics</p> <p>EEF impact estimate: According to the Education Endowment Foundation (EEF) Toolkit, high-quality phonics teaching can lead to approximately +5 months progress.</p> <p>Staff development: High-quality CPD for staff is essential to implement phonics instruction effectively, in line with EEF principles. Training is reinforced through INSET, staff meetings, and ongoing school improvement activities to ensure consistency and fidelity of practice. EEF Professional Development</p>	<p>Challenge number 3</p>
<p><i>Professional develop prog: Walkthrus, mastery teaching, CUSP, adaptive/responsive teaching</i></p>	<p>Great teaching as a lever for improvement: The Education Endowment Foundation (EEF) states that <i>“the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i></p>	<p>Challenge numbers 2, 3 & 5</p>



	<p>Mastery approaches: EEF research on mastery learning suggests that structured, high-quality teaching can lead to approximately +5 months' progress.</p> <p>Implication for practice: Providing ongoing CPD, coaching, and support for staff is critical to ensure consistent delivery of high-quality teaching, thereby accelerating progress for disadvantaged pupils across the curriculum.</p> <p>EEF Mastery learning</p>	
<p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p>	<p>Oracy within the curriculum: Research shows that high-quality oracy and dialogic activities, such as structured classroom discussions, significantly enhance reading and writing outcomes.</p> <p>EEF impact estimate: According to the EEF Toolkit, explicit oracy-focused approaches can lead to approximately +6 months' progress.</p> <p>Cost-effectiveness: These strategies are inexpensive to implement yet deliver high impact, making them a highly efficient lever for improving attainment, particularly for disadvantaged pupils.</p> <p>EEF Oral Language</p>	<p>Challenge numbers 2 & 3</p>
<p><i>Further develop and refine our curriculum offer so that is sequenced, connected and ambitious for all children: allowing them to know and remember more</i></p>	<p>Evidence-informed and research-based: The CUSP curriculum is underpinned by evidence, educational research and cognitive science, ensuring that teaching approaches are grounded in what works best for learning.</p> <p>Structured progression: Modules are deliberately sequenced to build knowledge and skills systematically, supporting robust progression across year groups.</p> <p>Teacher focus and consistency: The curriculum design allows teachers to focus on delivering high-quality lessons, reducing planning burden and ensuring consistency in pedagogy and outcomes.</p> <p>EEF High-quality teaching</p>	<p>Challenge numbers 2 & 3</p>



<p><i>Use of standardised diagnostic assessments .</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>Diagnostic insight: Standardised tests, including PiXL assessments, provide reliable, objective data on pupils' specific strengths and weaknesses.</p> <p>Targeted support: This information enables teachers to tailor instruction and interventions to meet individual needs, ensuring disadvantaged pupils receive the most appropriate and effective support. When used systematically, PiXL assessments help accelerate progress, close attainment gaps and inform ongoing monitoring and evaluation of Pupil Premium strategies.</p> <p>EEF Assessing Learning Blog</p>	<p>Challenge number 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £125083.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Effective deployment of Teaching Assistants</i></p>	<p>Targeted support by TAs: Research indicates that well-deployed Teaching Assistants (TAs) can have a positive impact on pupil outcomes, particularly when they provide structured, evidence-informed support.</p> <p>EEF impact estimate: According to the EEF Toolkit, effective use of TAs can lead to approximately +4 months' progress.</p> <p>EEF Teaching Assistant Interventions</p>	<p>Challenge numbers 1,2 & 3</p>
<p><i>Participation in interventions targeted at disadvantaged pupils who require further support to acquire phonics knowledge.</i></p>	<p>Strong evidence base: Systematic phonics approaches have a proven positive impact on reading outcomes, particularly for disadvantaged pupils.</p> <p>Targeted interventions: Phonics interventions are most effective when delivered as regular, structured sessions over a sustained period (up to 12 weeks), enabling pupils to consolidate learning and accelerate progress.</p> <p>EEF impact estimate: According to the EEF Toolkit, high-quality phonics teaching can lead to approximately +5</p>	<p>Challenge numbers 3</p>



	months' progress. Phonics Toolkit Strand Education Endowment Foundation EEF	
<i>Structured interventions - Small group & 1:1 tuition</i>	<p>Targeted, evidence-informed support: Well-evidenced TA interventions can be strategically targeted at pupils requiring additional support, helping previously low-attaining pupils overcome barriers to learning.</p> <p>Impact on attainment: These interventions enable pupils to catch up with previously higher-attaining peers, accelerating progress and narrowing attainment gaps.</p> <p>EEF impact estimate: The EEF Toolkit indicates that effective use of TAs can contribute to approximately +4 months' progress. EEF Small group tuition</p>	Challenge numbers 1,2 & 3
<i>Breakfast Club</i>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) 2016</p> <p>EEF Breakfast Clubs</p>	Challenge 4 & 6

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

Budgeted cost: £74664.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Rainbows Bereavement support for children	<p>Provision of <i>Rainbows Bereavement Support</i> for children experiencing loss, alongside whole-staff training on identifying and supporting pupils affected by trauma. This ensures that children receive tailored emotional support and that staff are equipped to recognise and respond to bereavement and trauma-related needs.</p> <p>EEF Toolkit Maximising Learning "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year."</p> <p>EEF social-and-emotional-learning</p>	Challenge number 1



	<p>The summary report shows findings from a structured evaluation of the Rainbows programme with pupils, parents/carers and headteachers, highlighting benefits in self-esteem, emotional development, relationships and inclusion for children affected by loss.</p> <p>AN EVALUATION OF THE DIRECT IMPACT OF THE RAINBOWS PROGRAMME IN SUPPORTING CHILDREN AND YOUNG PEOPLE IN SCHOOLS</p>	
Provision of Emotional Literacy Support for pupils	<p>In order for children to become effective learners, Maslow (1970) suggested that it is first necessary to ensure that children's physiological and emotional needs are met. The ELSA programme is designed to improve pupils' ability to recognise, understand, manage and appropriately express their emotions</p> <p>University of Southampton: The Emotional Literacy Support Assistant (ELSA) Programme:</p>	Challenge Number 1 & 6
Implement My Happy Mind to build positive mental wellbeing by helping children understand how their brain works and create a culture that helps to build children's confidence, resilience and self esteem.	<p>The My Happy Mind programme is a science-informed whole-school wellbeing curriculum that helps pupils understand how their brains work and build confidence, resilience and self-esteem. According to the My Happy Mind 2024 National Impact Report, schools implementing the programme have seen a 67% decrease in children requiring SENCo support and a 43% reduction in CAMHS referrals.</p> <p>My Happy Mind National Impact Report 2024</p>	Challenge number 1
Employ a trained Child Counsellor to support SEMH needs of children in school, oversee therapeutic support for all children in their capacity as mental health lead and help to engage families in their child's education.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p> <p>UK Government review of school-based counselling services report improved psychological well-being, reductions in emotional/behavioural difficulties, and positive effects on relationships and engagement with learning following counselling support.</p>	Challenge number 1



	Written evidence from the British Association for Counselling and Psychotherapy (CMH0148)	
Trips, experiences and extra-curricular clubs deepen knowledge, build aspiration and strengthen self-esteem and confidence.	<p>Our pupils have limited life experiences. Through our personal development curriculum, we will ensure that all pupils have access to a wide, rich set of experiences and increase their cultural capital.</p> <p>EEF research states, "Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds."</p> <p>EEF research arts-participation</p> <p>EEF: Life skills and enrichment</p>	Challenge number 5
<i>Family Action provides breakfast for all children to start their day</i>	<p>Food deprivation is high at St Mary's. Research from the 'National Schools Breakfast Programme' shows hungry children do not perform as well as their peers.</p> <p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</p>	Challenge numbers 1 & 5
<i>Thrive Practitioner</i>	<p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. The impact of the 'Thrive Approach' can be found</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> <p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p> <p>EEF: Five evidence based strategies to support</p>	Challenge numbers 1,2,3 & 4
<i>Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to</i>	<p>Evidence shows that embedding the principles of good practice outlined in the updated 2024 DfE guidance <i>Working Together to Improve School Attendance</i> which is effective in raising attendance and reducing persistent absence. The guidance draws on case studies and sector-wide learning from schools that have successfully reduced absence, highlighting that combining</p>	Challenge number 4



<p><u>Improve School Attendance</u></p>	<p>universal strategies with targeted support for vulnerable pupils, results in sustained increases in attendance and improved access to learning.</p>	
<p><i>Parent Support Advisor</i></p>	<p>With an increasing number of pupils requiring social care involvement, a designated safeguarding officer and Parent Support Advisor (PSA) in school provides targeted support for pupils with ongoing cases and those on the fringe of vulnerability. Evidence shows that early, school-based intervention from trained staff can mitigate risk, improve attendance, engagement and wellbeing, and reduce escalation of safeguarding concerns.</p> <p>By providing consistent liaison with families, monitoring wellbeing and coordinating external agency support, the PSA role ensures that pupils' social and emotional barriers are addressed promptly. This approach is aligned with national safeguarding guidance and supports disadvantaged pupils to access learning, develop resilience, and achieve their full potential.</p> <p><u>EEF social-and-emotional-learning</u></p>	<p>Challenge numbers 4 & 6</p>
<p><i>Fabulous Friday</i></p>	<p>According to <u>figures</u> from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>To mitigate this and as part of school Behaviour policy pupils are encouraged to learn to earn points which can be 'cashed in' to collect a reward/incentive. This is collaboratively as a class and individually. Information is shared with parents. Pupils can choose to accumulate their points and achieve a greater reward.</p> <p>Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance.</p> <p><u>EEF Improving Behaviour in Schools</u></p> <p><u>EEF Behaviour Interventions</u></p>	<p>Challenge numbers 4, 5 & 6</p>

Total budgeted cost: £ 206,010



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Intended outcome	Impact
<p>Accelerate progress in Reading, Writing, Maths and Phonics</p>	<p>Pupils receive an exceptional education. Leaders have paid meticulous attention to setting out the precise knowledge, skills and key vocabulary that pupils need to learn to achieve ambitious end points. Resulting in pupils who have the knowledge and skills to be well prepared for their next phase in education: every pupil, regardless of background or barrier to learning, reaches their full potential at St Mary's.</p> <p>Leaders, managers at all levels and governors take full responsibility for their roles and the impact they have on pupils' achievements. Improvements were seen in the following statutory assessments:</p> <ul style="list-style-type: none"> - Percentage of children achieving the passmark in Phonics Screening Check in Year 1 and Year 2 resits. - Percentage of children scoring 25 in the Multiplication Tables Check - Percentage of children achieving the expected standard in reading, writing and maths combined at the end of Key Stage 2.. <p>Please note: COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.</p>
<p>Improve attendance of all pupils to 97% or above</p>	<p>Whole school attendance (statutory age) was broadly the same as the previous year but has not yet returned to pre-pandemic levels. Improvements are evident across the following demographic groups: male pupil premium recipients, SEN Support, those with an EHCP, and children in the care of the local authority.</p> <p>Soft, informal data from parents suggests that, even post-pandemic, some remain over-cautious about sending children to school with minor ailments or illnesses. The school is aware that persistent absenteeism remains higher among disadvantaged pupils. Consequently, our funding targeted at wider strategies remains essential in addressing gaps in pupils' readiness to learn.</p>



<p>Confident and resilient pupils who can share views and feelings in an articulate way</p>	<p>Pupils have consistently positive attitudes towards their learning. They are polite and respectful learners. Pupils participate in lessons with enthusiasm. Pupils' behaviour is exemplary. There are clear and high expectations of behaviour in place. Pupils know, understand and abide by the school's behaviour routines. Every pupil at St Mary's has a leadership role when they are in key stage 2. They carry out roles as sports leaders, attendance ambassadors and house captains to name but a few. These leaders listen, support each other and have a voice to effect change in their school.</p> <p>The school ensures that pupils have an in-depth understanding of how to keep mentally healthy. Specific sessions equip pupils with tangible, positive coping strategies, such as breathing techniques. Pupils know the scientific names for the parts of the brain that affect their mental well-being.</p>
<p>To continue to provide enrichment opportunities for all pupils.</p>	<p>The school provides an extensive extra-curricular offer for pupils. There is a strong take-up by pupils for clubs: 68% of children (Y1 - Y6) attended an after school during 2024-2025. 59% of the children with a Special educational need and 75% of disadvantaged (pupil premium) children attended a club during 2024-25.</p> <p>The curriculum provided by the school ensures pupils are met with a wide, memorable range of experiences and provides opportunities for pupils' broader development.</p> <p>The school purposefully plans 33 stimulating events linked to the curriculum that pupils experience during their time at St Mary's. For example, in Year 1, pupils learn about the Great Fire of London and in Year 2, they visit York and use their knowledge to explain how fire spreads in narrow streets and across key stage 2 children learn French and in Year 6 they visit Paris to use their knowledge and language skills. These educational visits enable pupils to apply their learned knowledge in a new context. Leaders carefully balance academic rigour with rich life experiences.</p>
<p>To raise the standards of oracy, language development and vocabulary.</p>	<p>The school's curriculum is incredibly ambitious. Staff have a shared, deep understanding of how the curriculum builds over time. The curriculum is extremely well sequenced and supports the development of pupils' language and communication skills purposefully. Adults consistently encourage pupils to 'say it again and say it better' ensuring pupils constantly finesse and add detail to their responses, growing in confidence at the same time.</p> <p>In the EYFS staff expertly model language to question and support children sensitively to share their thoughts and ideas. School has achieved Communication Friendly Setting Status</p>



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
X Tables Rockstars	TTRockstars
Rainbows	Rainbows Bereavement Support GB
Bungalow Project	The Bungalow Partnership LTD
CUSP Curriculum	Curriculum with Unity Partnership
Thrive Approach	Thrive
Third Space Learning	Third Space Learning
Chess	Chess in Schools and Communities



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

CLL identified the biggest barrier in EY, on entry. Undertake Phonics Research Programme: What Comes Before Phonics with Dr Sally Neaum (Senior Lecturer: Early Childhood Development) Project fully funded by Teesside University. Successful application to the EEF's Early-Stage Programme Development Cycle through the SPH Programme nomination for the programme: *Stepping Back into Phonics* for the Development Cycle.

Partnership with Middlesbrough Institute of Modern Art (MIMA) and in conjunction with the National Gallery to deliver 'Take One Picture' to all pupils at St Mary's. The project: 'People Powered: Stories from the River Tees' achieved nationally recognised accreditation and artwork was displayed in the MIMA gallery and The National Portrait Gallery.