Pupil premium strategy statement 25-26 REVIEW

School overview

Metric	**Data**
School name	St Mary's Catholic Primary School
Pupils in school	79
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	(14 PP 2 ES)
Catch up Premium Grant	£0.00
Total:	**£21,210**
Academic year or years covered by statement	2025 to 2026
Publish date	September 2025
Review date	September 20261
Statement authorised by	Laura Concannon
Pupil premium lead	Laura Concannon
Governor lead	Debbie Brimson

Rationale

The Pupil Premium is an additional allocation of funding to schools to support specific groups of children who are vulnerable to possible under achievement.
It is allocated to the following pupils:

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

Pupil premium funding is allocated to local authorities based on the number of:

- looked-after children, supported by the local authority
- pupils who meet any of the eligibility criteria and who attend an independent setting, where the local authority pays full tuition fees

For pupils who are looked-after children, funding should be managed by the local authority's virtual school head (VSH) in consultation with the child's school.

All children are offered free school meals and milk.

The Department for Education also states that, Pupil premium is not a personal budget for individual pupils and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. Pupil premium can be used to support other pupils with identified needs, or used for whole class interventions that will benefit all pupils.

The level of the premium in 2025-26 is:

Pupils who are recorded as LAC/PLAC and FSM Ever 6 will attract the LAC/PLAC per pupil amount only. Eligible service children will attract the SPP rate in addition to any other pupil premium grant eligibility rate.

Disadvantaged pupils	*per pupil rate*
Pupils in year groups reception to year 6 recorded as FSM Ever 6	*£1,515*
Pupils in years 7 to 11 recorded as FSM Ever 6	*£1,075*
Looked-after children (LAC)	*£2,630*
Previously looked-after children (PLAC)	*£2,630*
Service children	*per pupil rate*
Eligible service children in year groups reception to year 11	*£350*

Where national curriculum year groups do not apply to a pupil, the pupil will attract pupil premium grant if aged 4 to 15 as recorded in the October 2024 school census for mainstream and special schools, and in the January 2025 school census for PRUs and AP academies. These pupils will attract the same amount of funding as if they were in the year-group that corresponds to their age.

Allocation and expenditure REVIEW

Intent

All the work will be aimed at offering learning support and nurturing positive attitudes to learning, alongside accelerating pupil progress. The aim is to enable pupils to move to at least age related expectations unless the child has a clearly identified special educational need. The prime focus will be on Reading, Writing and Numeracy and Personal Well Being. Using the school curriculum approach we use the Golden threads to drive the child forward and create a culturally aware, resilient, independent, child with endless possibilities for the future.

Disadvantaged pupil progress scores for last academic year: (14 pupil Premium pupils)

Measure	**Score** 7.1%= 1 child
Meeting expected standard in Reading	49.1%
Meeting expected standard in Writing	35.5%
Meeting expected standard in Maths	42.6%

Disadvantaged pupil progress scores for last academic year for children at the end of KS2

Two PP children in Key Stage 2 Year 6.

Year 6 pupil 1:

Progress

Summer 2025- SEND register, 'Cognition and learning'

- Reading: Working towards developing Year 5
- Maths: Working towards beginning
- Writing: Year 4 Working towards beginning

Autumn	***Spring***	***Summer***
Reading: Expected Year 5 Writing: Working towards beginning Year 4 Maths: Year 5 Working towards developing	Reading: Working towards beginning Year 6 Writing: Working towards beginning Year 4+ Maths: Year 5+ Working towards developing	***SATS*** Reading: Did not meet the standard. Scaled score 92. Writing: Working towards developing Year 4+ Maths: Did not meet the standard. Scaled score 91.

Year 6 pupil 2:

Progress

Summer 2025

- Reading- Year 5 working towards developing
- Writing- Year 4 working towards developing +
- Maths- Expected Year 5

Autumn	**Spring**	**Summer**
Reading- Year 6 working towards beginning Writing- Year 4 working towards developing + Maths- Year 6 working towards beginning	Reading- Year 6 working towards developing Writing- Year 4 working towards developing + Maths- Year 6 working towards beginning	***SATS*** Reading- Did not meet the expected standard. Scaled score 99. Writing- Year 5 working towards beginning Maths- Did not meet the expected standard. Scaled score 96.

SEN Tracker 25-26: Demonstrates good progress of all SEN/Pupil Premium children this shows the strategies in place are clearly working:

SEN Data

This table shows the percentage of children at St. Mary's Catholic Primary School who require SEN support or who have an EHCP. This data is based on having 97 children on roll. The school figures are compared to the National data available at: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Currently 11 children on SEND Register

	St Mary's Catholic Primary School July 2026	National Data June 2026
SEN Support	9.3%	14.8%
EHCP	2.1%	6%

Standardised Assessments

Pupil	Year Group	Chronological age on assessment date	Autumn 2 2025									
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling			PhAB Assessment
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
A	1	-	-	-	-	-	-	-	-	-	-	
B												
C	3	7:6	73	107	8:1	22	115	9:1	13	83	<5:0	
D	4	8:10	81	97	8:7	23	106	9:4*	19	85	6:4	
E	4	8:9	91	108	9:3*	24	109	9:8*	12	70	<5:0	
F	4	9:2	91	102	9:3*	25	108	9:11*	20	83	6:7	
G	5	9:5	112	128	11:1*	33	130+	12:4*	17	78	5:10	

H	5		-	-	-	-	-	-	-	-	-	
I	5	9:6	81	90	8:7	18	86	7:11	18	78	6:1	
J												
K	6	10:5	112	118	11:1*	32	128	12:0*	34	101	9:10	

Pupil	Year Group	Chronological age on assessment date	Summer 2 2026									PhAB Assessment
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling			
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
A	1	6:2	27	89	5:1	9	92	5:5	7	83	<5:0	
B	2	-	-	-	-	-	-	-	-	-	-	
C	3	8:1	81	107	8:8	22	110	9:1	24	96	7:7	
D	4	9:5	87	95	9:1	22	96	9:1	26	92	8:1	
E	4	9:5	86	94	9:0	23	99	9:4	16	76	5:7	
F	4	9:9	108	114	10:5	27	109	10:7*	20	80	6:7	
G	5	10:0	114	130+	11:3+*	34	130+	12:7+*	16	70-	5:7	
H	5		-	-	-	-	-	-	-	-	-	
I	5	10:1	72	83	8:1	17	81	7:7	19	76	6:4	
J	5	-	-	-	-	-	-	-	-	-	-	
K	6	11:0	114	105	11:3+*	34	130+	12:7+	34	93	9:10	
L	6	11:2	112	99	11:1	27	93	10:7	27	83	8:4	

Yellow highlight shows children who have joined our school this term with no Previous data

Green highlight shows progress made since previous assessment.

Blue highlight shows children who have been added to the SEND that term.

Grey Highlight shows children who are no longer on the SEND register due to progress made.

Purple highlight shows children who do not require tracking due to consistently achieving well in these areas.

Red highlight shows children who were not able to be assessed this term.

*These children have reading/ spelling ages above their chronological age

Child H has a reading and spelling score well above their chronological age so no longer requires tracking.

Children C, F, G and K have a reading age above their chronological age.

The following children have made significant progress in spelling; Child C has made 2 years and 7 months+ progress, Child D has made 19 months progress.

An application for an Education, Health and Care Needs Assessment (EHCNA) was made for child G last year; the application for assessment was rejected, however parents and school went to mediation, following this meeting the LA agreed to issue a plan and the application for the EHCP was successful- September 2025.

The tables above show that all children, have made good progress from the Autumn to the Summer Term in Reading Accuracy, Comprehension and spelling. Child A has not made progress in spelling; however, they are now receiving regular Speech and Language support to support with phoneme pronunciation. Children E, F and L have not made progress in reading comprehension; however, their reading age is close to or above their chronological age. Child K has not made progress in spelling; however, they have previously made significant progress from their starting point last year.

What has been achieved?

SEND

- Governor Monitoring meeting took place Wednesday 26th November 2026- Report provided to SENCO
- LA SEND Support Teacher audit and school visits 20/11/25- Report provided (Charlie Vickers)
- Transition interventions set up for targeted YR 6 children (Following on from LA TaMHS training)
- SEND Ranges embedded across the school and staff are using them to inform and enhance quality first teaching in the classroom.
- SEND Ranges- range allocated to children on the SEND Register and recorded on Pupil Profiles
- SEND identification system in place and being updated by teachers throughout the year
- Summer term transition meetings July 2026- teachers use SEND identification documents as part of their hand over information.
- School works in partnership with a private Dyslexia assessor- *2 children assessed this year; both children diagnosed*
- 'Nessy' screening tool introduced by SENCo this year- 8 children screened; *5 children were then referred on for a full diagnostic assessment (2 completed this year and 3 due Autumn term 2026).*
- School continues to work in partnership with a private Educational Psychologist service- **Psychology4Learning-** *0 X children assessed this year*
- EHCNA application-Successful at mediation stage- *September 2025*
- Pupil Profiles have been used throughout the year and show targets and reviews for all children with SEND.
- Pupil Voice/ One Page profiles updated annually. These are kept in the class SEN folders for all staff to access.
- Intervention timetable in place to target needs of SEN and other children who have gaps in learning. This is updated half termly and informs the school provision map.

- Provision map detailing support, cost and outcomes is completed by the SENCO each half term and shared with the head teacher and staff.
- Standardised tests are being used across the school for pupils with SEND- Salford Reading and Vernon Spelling termly (See tracking data)
- Results from standardised tests are shared with parents during termly review meetings.
- 1:1 supporting adults provide excellent support for children with EHCP, focussing on encouraging independence in the classroom
- Termly Pupil Profile reviews have taken place for all SEN children. These have been completed by class teachers and/or the SENCO where required.
- Local Authority training has taken place this term for teachers and TA's, this was delivered by the school's SEN Support Teacher Charlie Vickers.

Mental Health/ Wellbeing

- Drawing and Talking therapy sessions have taken place to support children experiencing trauma or bereavement.
- Secure worry boxes continue to be used by pupils when needed. A confidential 'worry box' record is kept in school to record any concerns and follow up actions.
- Mental Health Support Team (MHST) continue to work with our school- 2 referrals made this year- both successful
- MHST consultations take place half termly with the Mental Health Lead- Denise Morgan
- MHST KS2 Strength and difficulties questionnaire completed
- MHST pupil workshops 'sleep' delivered March 2026
- MHST parent workshop 'anxiety' delivered March 2026
- Mental Health Awareness weeks have taken place each term. Each week has raised money for Mental Health charities; Young Minds, Place2Be and the Mental Health Foundation, Money has also been raised for school resources.
- Wellbeing champion team has been chosen. Fortnightly meetings have taken place each term (Please see meeting agendas)
- The 'Good Samaritan' award has been introduced to the school and given out during celebration assemblies.
- Targeted Mental Health Support (TaMHS) training has been booked and attended by TA's.

Training

- Promoting Positive Transitions (YR6) Wednesday 25th February (To support pupils' secondary transition/ additional SEND days) X1 TA
- ADHD and Emotional Wellbeing Wednesday 24th June X2 TA's
- Adaptive Teaching training for Teachers and TA's Wednesday 10th June- Delivered by SEN Support Teacher Charlie Vickers (LA).
- ADHD training was due to take place on 17th June with SEN Support Teacher Charlie Vickers (LA)- this was rearranged for the Autumn term due to staff absences.
- Ongoing review sessions and training given by the speech and language therapist so that the supporting TA can work 1:1 with the child who requires speech and language support
- Therapeutic Thinking Training completed by DM March 2026

Next steps

- Complete Inclusive mainstream funding form and display on the schools website (LC and DM)
- LC to complete Therapeutic Thinking training Autumn term 2026
- LC and DM to deliver Therapeutic Thinking training to staff Spring 2027
- Update the school SEND Information Report on the school website- By January 2027
- Continue to use standardised assessments to closely monitor progress for all SEN children
- Continue to use standardised assessments to closely monitor progress for children with specific needs/ concerns

- Update pupil One Page Profiles (Pupil Voice)- Autumn 2026 for new starters
- Dyslexia screeners to be purchased throughout the year as needed- allocate funding with headteacher
- Dyslexia assessment to be booked following screens- allocate funding with headteacher
- Educational Psychologist assessments to be booked- allocate funding with headteacher
- **Update SEN resource list**
- Monitor and observe interventions **annually** and offer support to TA's where needed
- Book TA training inline with performance management targets.

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Strategy aims for disadvantaged pupils: REVIEWED RAGGED SYSTEM

Key challenges: *Attendance, access to technology, support at home and recorded behaviour incidences.*

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths.	Provide Teaching Assistant support to run interventions and same day support for children who are struggling in lessons. Pre teaching of White rose lessons to be introduced. Additional interventions added to support emotional well- being **(see Provision Map 2025).** To run Fresh start, RWINC and differentiated Literacy sessions in small groups to accelerate progress, to provide targeted RWINC 1:1 to those falling behind. Trained TA to deliver Fresh start and

	HT to monitor progress of KS2 children. Additional phonic session every day in the afternoon to pupils that would benefit.
Priority 2– Ensure all disadvantaged children have access to a wide range of extra-curricular activities. Outside Provider/s: NMPAT	Provide funding to ensure children can access all educational visits and access to the wider curriculum, such as music lessons fully funded. To provide first access music experiences to expand opportunities and possibilities offered to the disadvantaged pupils in school. To offer sessions in Rising Stars to complete homework and use school equipment.
Priority 3- Ensure the well- being of pupils. Outside Provider/s: NMPAT, Relax Kids, Art Therapist.	Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. Mental Health team support working with a focus group of pupils and providing training in school for staff, parent session included. Resources to be used in class. Internet safety workshops run by the local policing team and class teachers for children, parents and staff. Interventions supporting well- being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy, listening lunches and Music Therapy.
Barriers to learning these priorities addressed.	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital, this is supported by the school through financial support to families. This will include providing resources to use at home; Purple Mash, Laptop loan and the Library Loan bag scheme. Children will be provided with uniform where needed, school milk and free school meals.
Projected spending	**£22,000**

Teaching priorities for current academic year

Aim	**Target**	**Target date**
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 26
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 26
Progress in Mathematics	Achieve national average progress scores in KS2 Maths.	Sept 26
Phonics	Achieve national average expected standard in PSC	Sept 26

Other	Improve access to music for disadvantaged children (100% peripatetic music take up)	Sept 26

Targeted academic support for current academic year:

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress (targeted by class teachers using the end of year targets) in R, W, and Maths	The resources needed to support PP pupils purchased using the PP funding. Read Write Inc and Fresh start, creating small Literacy groups to ensure progress. Library Loan Scheme renewed to support families with books. School writing targeted for improvement and catch up, the ***School Development Plan*** links to the subject Action Plans. Training of staff ensures the delivery of a high quality curriculum. Monitoring from the senior team, subject leaders and SIPs evaluate progress. Development of the writing curriculum prioritised to raise the writing level of attainment. Termly writing moderation) whole school to be introduced to tackle falling standards quickly. SEND identification form used to ensure support is provided swiftly. Private assessors used for dyslexia and Educational psychologist support.
Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	***Support to provide:*** Music lessons Uniform Trips- including residential support After School Clubs-Homework can be completed in a supported environment. BGN- sporting events and Young Sports leader training Forest school sessions- including campfire building and wood witling.
Barriers to learning these priorities address	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. The new curriculum focuses on the re-teaching of the key concepts *(Golden Threads)* without re-teaching of topics. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital. Children tracked and interventions provided to close the gap. Provision map to offer a wide number of interventions assessible to SEND and non-SEND children.
Projected spending	**£15,000**

Wider strategies for current academic year:

Measure	Activity
Priority 1	More books purchased. Extra resources purchased to increase intervention group numbers and to provide resources to support children during lesson time: Numicon, Vernon, Salford,

	Breaking Barriers, Language for thinking, Art therapy etc *(See Provision Map)*
Priority 2	Musical opportunities offered. Whole class music opportunity offered through the first access programme. Singing tutoring offered during Christmas and Easter productions including songs in different languages. Science Week- Visitors and wide range of resources/equipment used. Whole school visitors and Topic trips planned.
Priority 3	Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. 'Relax kids' to run workshops in school, parent session and staff session included. Resources to be used in class. Internet safety workshops run by Target for children, parents and staff. Interventions supporting well-being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy and Music Therapy.
Barriers to learning these priorities address	Whole school analysis of results in reading and Maths using Rising Stars and the Pira and Puma tests. Children on PP closely monitored and areas of weakness quickly identified for swift interventions. Targeted teaching provided from these results. Foundation subject tracker tool used to identify gaps in learning. ***Reports printed in subject leader files.***
Projected spending	**£5,000**

Monitoring and Implementation:

Area	Challenge	Mitigating action
Teaching	Wide ability range within class. Difficult to address individual needs.	Read Write Inc and Fresh start provides lessons taught to set ability groups. Carefully tracked by English lead and class teacher. Interventions timetabled, children identified from tracking as needing support. Senco involved in the process.
Targeted support	Support staff time, interventions, resources and training.	Staff trained in how to deliver interventions. Interventions purchased with resources. Senco providing updates in training.
Wider strategies	• Cost • Time • Training	All staff receive inset training on targeting gaps in learning, developing the key concepts *(Golden Threads)* and focusing on relearning taught concepts across all year groups. Tracking reports sent to head teacher and SENCO

		to identify children in need of support and who are PP.

Review: Evaluation

Aim	Outcome
Priority 1 – Ensure all disadvantaged children make at least expected progress (targeted by class teachers) in R, W, and Maths.	The impact of this support has been positive overall. Of the pupil premium children, 94% made the expected progress targeted by class teachers. The majority have responded well to the additional provision, with improved participation in learning and enrichment activities. In Year 6, two pupil premium children made good progress, although they did not meet the expected standard. One of these pupils is also on the SEND register, and this has been taken into account when evaluating progress and planning future support.
Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	Each child eligible for pupil premium is allocated a personal budget of £150, which is used to cover the cost of educational visits and to support the purchase of school uniform where required. In addition, after-school SATS revision sessions and sports club have been provided free of charge. Further opportunities include Rising Stars wrap-around care, one fully funded Rock Steady place, and access to NMPAT music lessons. These provisions continue to support attendance, engagement, confidence, and access to a broad and balanced curriculum.
Barriers to learning these priorities addressed.	A range of barriers to learning have been identified and addressed for 17 children. Support has focused on safeguarding concerns, SEND needs, and ensuring that basic needs, including access to food, are met. Families have been offered parenting support where appropriate, alongside interventions to improve attendance. Financial barriers have been reduced through assistance with educational trip payments and school uniform support. In addition, the Mental Health Support Team (MHST) has worked directly with Pupil Premium children to provide targeted emotional wellbeing and mental health support, helping to improve engagement, resilience, and readiness to learn.

Wider School Priorities reviewed:

Additional books and intervention resources have been purchased to strengthen teaching and learning opportunities across the school. Resources including Numicon, Vernon, Salford Reading, Breaking Barriers, Language for Thinking, Art Therapy

materials and other intervention programmes have enabled increased intervention group capacity and provided targeted support for pupils during lessons (see Provision Map).

A range of enrichment opportunities has been offered to broaden pupils' experiences and raise aspirations. All children have accessed whole-class music provision through the First Access Programme. Singing tuition was provided for Christmas and Easter productions, including opportunities to learn songs in different languages. A fully funded place on the Rock Steady programme was provided by the school with more than 30 children attending Rock sessions, alongside access to NMPAT instrumental lessons.

To enhance curriculum engagement, pupils participated in Science Week activities supported by visitors and a wide range of specialist resources and equipment. Whole-school enrichment opportunities included visiting workshops, topic-based educational visits, Giant Journeys, a whole-school Virtual Reality day, sporting events such as cricket, and BGN Sports Partnership events, all fully funded by the school to ensure equal access for every child.

Children's wellbeing and personal development have remained a priority. Clear reporting systems are in place for pupils who may feel anxious or worried, including worry boxes, School Buddies, Prefects, class teachers and the senior leadership team. Internet safety workshops have been delivered by Target to children, parents and staff. A range of wellbeing interventions have been provided, including Anxiety Gremlins, Anger Gremlins, Lego Therapy, My Inner Chimp, ARC, Art Therapy and Music Therapy. In addition, all KS2 pupils participated in a certified First Aid training workshop, helping to develop confidence, resilience and life skills.

Academic progress has been closely monitored through whole-school analysis of reading and mathematics outcomes using Rising Stars, PIRA and PUMA assessments. Pupil Premium children have been tracked carefully, enabling areas of weakness to be identified quickly and addressed through timely interventions. Targeted support has included pre-teaching in mathematics and Fresh Start English sessions. Foundation subject tracking has also been used to identify gaps in learning and inform curriculum planning. Detailed reports are maintained within subject leader files to support ongoing monitoring and evaluation.

Total spend as planned: £5000