Pupil premium strategy statement 26-27

School overview

Metric	Data
School name	St Mary's Catholic Primary School
Pupils in school	92
Proportion of disadvantaged pupils	10.8%
Pupil premium allocation this academic year	3- Targeted Free School Meals/ Pupil Premium 7-Expanded Free School Meals 1- Previously looked after child 1- Service Child
Catch up Premium Grant	£0.00
Carry Forward:	£0.00
Total: £7400 **Linked Funding streams** **Inclusion grant: £5547** **Sport grant: £8290** **Notional SEND budget: £21208** **EHCP income: £8800**	**£4650- PP Targeted** **£3431.40 FSM Expanded (used exclusively on meals)** **£360- Service Child** **£2,390- Previously Looked After** ***All Universal Credit families can now get free school meals, but only the lower-income "Targeted FSM" group generates Pupil Premium funding for schools.***
Academic year or years covered by statement	2026 to 2027
Publish date	September 2026
Review date	September 2027
Statement authorised by	Laura Concannon
Pupil premium lead	Laura Concannon
Governor lead	Debbie Brimson

Rationale

For 2026-27, pupil premium funding in England has increased, with allocations based on eligibility for free school meals, looked-after status, and service children.

Funding Rates

The Department for Education has confirmed the following pupil premium rates for 2026-27:

- **Primary pupils (FSM or Ever 6): £1,550 per pupil, up from £1,515**

- **Secondary pupils (FSM or Ever 6): £1,100 per pupil, up from £1,075**

- **Looked-after and previously looked-after children: £2,690 per pupil, up from £2,630**

- **Service children: £360 per pupil, up from £350**
  These increases represent a 2.23% rise in line with the GDP deflator measure of inflation, reflecting the government's commitment to closing attainment gaps and supporting disadvantaged pupils .

Eligibility and Allocation Criteria

Pupil premium funding is allocated based on the following categories:

- FSM Ever 6: Pupils recorded in the October 2025 school census who have been eligible for free school meals at any point since January 2020, as well as those first recorded as eligible in October 2025. For PRUs and AP academies, eligibility is based on the January 2026 census and FSM records since May 2020 .

- Looked-after children (LAC) and previously looked-after children (PLAC): Includes children in care or adopted from care, or those under special guardianship or child arrangements orders. Funding for LAC is allocated to local authorities, which decide how much to pass to schools www.gov.uk.

- Service children: Pupils with parents serving in the armed forces.

What are your ultimate objectives for your disadvantaged pupils?

Our ultimate objective is for disadvantaged pupils, including those eligible for Pupil Premium funding, to achieve outcomes that are at least in line with their peers both academically and personally. We aim to remove barriers to learning, ensure equitable access to the full curriculum, and provide the support necessary for every child to reach their potential.

We strive to:

- Close attainment and progress gaps between disadvantaged pupils and their peers.

- Improve attendance and punctuality so that pupils can fully access learning opportunities.

- Support pupils' emotional wellbeing, mental health and resilience.

- Ensure that safeguarding, SEND, and family-related barriers do not prevent children from succeeding.

- Provide rich cultural, sporting and enrichment experiences that broaden horizons and raise aspirations.

- Develop confident, independent learners who are ready for the next stage of their education.

How does your current Pupil Premium Strategy Plan work towards achieving those objectives?

Our strategy is designed to identify and address the specific barriers faced by disadvantaged pupils. Through careful assessment, tracking and monitoring, support is targeted where it will have the greatest impact.

Key actions include:

- Providing high-quality teaching supported by assessment analysis using PIRA, PUMA and Rising Stars data to identify gaps and target interventions quickly.

- Delivering evidence-based interventions such as Fresh Start English, Numicon, Vernon, Salford Reading, Breaking Barriers and Language for Thinking programmes.

- Supporting emotional wellbeing through intervention programmes including Anxiety Gremlins, Anger Gremlins, Lego Therapy, My Inner Chimp, ARC, Art Therapy and Music Therapy.

- Working closely with the Mental Health Support Team to support pupils with identified emotional and mental health needs.

- Addressing attendance concerns through early intervention and partnership working with families.

- Providing practical support including food provision, uniform assistance and financial support for educational visits and enrichment activities.

- Ensuring all pupils can access wider opportunities through fully funded sports events, curriculum visits, music provision, Science Week activities, VR experiences and specialist visitors.

- Working alongside families to provide parenting support, safeguarding assistance and signposting to external agencies where appropriate.

What are the key principles of your strategy plan?

The key principles underpinning our Pupil Premium Strategy are:

1. **High Expectations for All**
   We believe that all children can succeed and maintain high expectations for disadvantaged pupils in every aspect of school life.

2. **Quality First Teaching**
   The greatest impact on pupil outcomes comes from high-quality classroom teaching that is inclusive and responsive to individual needs.

3. **Early Identification and Intervention**
   Regular assessment and monitoring enable barriers to be identified quickly and addressed through timely, targeted support.

4. **Removing Barriers to Learning**
   We recognise that children may face a range of academic, social, emotional and financial challenges and seek to remove these proactively.

5. **Supporting Wellbeing and Mental Health**
   Children learn best when they feel safe, supported and emotionally secure; therefore wellbeing is central to our approach.

6. **Widening Opportunities and Raising Aspirations**
   We ensure disadvantaged pupils can access enrichment, cultural experiences, music, sport and educational visits that support personal development and future aspirations.

7. **Partnership with Families**
   Strong relationships between home and school are vital in supporting attendance, engagement and achievement.

8. **Evidence-Informed Practice and Accountability**
   Decisions are guided by assessment information, research evidence and ongoing evaluation to ensure funding has the greatest possible impact on pupil outcome

Challenges

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

Challenge	Detail
Attendance	Some disadvantaged pupils have lower attendance rates and are regularly late to school, leading to lost learning opportunities and reduced progress.
Basic Needs and Financial Hardship	A number of families require support with free school meals, food provision, uniform costs and educational visits. Financial pressures can impact pupils' readiness to learn and engagement with school life.
Mental Health and Wellbeing	Some pupils experience anxiety, low self-esteem, emotional regulation difficulties and other mental health concerns which can affect attendance, behaviour and academic achievement.
Limited Home Learning Support	Not all pupils receive regular support with homework, reading, spelling practice or times tables at home, resulting in gaps in learning and reduced confidence.
Literacy and Numeracy Gaps	Some disadvantaged pupils require additional support to develop reading fluency, comprehension, spelling, mathematical fluency and basic number skills in order to access the wider curriculum successfully.
SEND Needs	A significant proportion of disadvantaged pupils also have identified SEND needs, requiring targeted interventions, adapted teaching approaches and additional adult support.
Parental Engagement and Family Support	Some families require additional guidance and support to engage effectively with school, establish routines, promote attendance and support their children's learning and wellbeing.
Access to Enrichment Opportunities	Financial and social barriers can limit access to cultural, sporting and enrichment experiences that help build confidence, aspirations and wider life experiences.

These challenges are often interconnected and can create cumulative barriers to learning. Our Pupil Premium strategy is designed to address these barriers through high-quality teaching, targeted academic interventions, wellbeing support, family engagement and wider enrichment opportunities.

Strategy aims for disadvantaged pupils:

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 as assessed by the class teacher.	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 2026).** 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. **Specialist Art Provision.** A specialist art teacher was employed to provide **art therapy sessions**, **whole-class Art and Design Technology lessons**, and **three lunchtime Art Clubs each week**. A total of **£6,000** was allocated to support this provision. This initiative was designed to improve pupils' emotional wellbeing, confidence and engagement in school, particularly for children who find unstructured playtimes challenging or overwhelming. The lunchtime art clubs provided a safe, calm and creative environment for pupils who struggle to engage with outdoor activities, helping them to develop social skills, self-expression and positive relationships with their peers. The specialist teacher also delivered high-quality art and DT teaching across the school, ensuring all children could access a broad and enriching curriculum. Through creative activities, pupils were encouraged to develop resilience, problem-solving skills, independence and self-esteem, while targeted art therapy sessions supported individual pupils with emotional regulation, wellbeing and mental health needs. This provision contributed to both pupils' personal development and readiness to learn, helping to remove barriers associated with anxiety, emotional difficulties and social challenges
Priority 3- Ensure the well- being of pupils. Outside Provider/s: NMPAT, Rock Steady. Funded programmes: Happy Mind Funded teacher: Art Teacher	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. Training using Tahms in school and online to all staff- T**AMHS Training (Targeted Mental Health in Schools). TAMHS (Targeted Mental Health in Schools) Training** supports school staff in recognising, understanding and responding to children's mental health and emotional wellbeing needs. The training helps build staff confidence in identifying early signs of emotional difficulties and provides

	practical strategies to support pupils within the school environment. Through TAMHS training, staff develop knowledge and skills to: • Recognise signs of anxiety, low mood, emotional distress and behavioural difficulties. • Support children with emotional regulation and resilience. • Promote positive mental health and wellbeing across the school. • Implement early intervention strategies to prevent concerns from escalating. • Work effectively with families and external agencies to support children's needs. • Create a nurturing and inclusive environment where pupils feel safe, supported and ready to learn. The training complements whole-school wellbeing initiatives, including My Happy Mind, Mental Health Support Team (MHST) interventions, Anxiety Gremlins, Lego Therapy and other targeted support programmes. It strengthens the school's ability to identify barriers related to mental health and provide timely support, helping pupils to engage positively in learning and achieve their full potential. 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, Music Therapy, My Happy Mind. **My Happy Mind** is a whole-school mental health and wellbeing programme designed to help children understand how their brains work and develop positive habits that support good mental health, resilience and emotional wellbeing. The programme is based on research from psychology and neuroscience and teaches children practical strategies to manage their emotions, build confidence and develop positive relationships. Lessons are delivered regularly in school and are reinforced through assemblies, classroom activities and home learning opportunities. The programme is structured around five modules: • **Meet Your Brain** – helping children understand how their brain works and how emotions can influence thoughts, behaviours and decision-making. • **Celebrate** – encouraging children to recognise their strengths, achievements and positive qualities to build self-esteem and confidence. • **Appreciate** – developing gratitude and helping children focus on positive experiences and relationships. • **Relate** – supporting children to build healthy relationships, demonstrate empathy and communicate effectively with others.

	• **Engage** – teaching children strategies to set goals, develop resilience, persevere through challenges and maintain a positive mindset towards learning. Through My Happy Mind, pupils develop a greater understanding of their emotions and learn techniques to self-regulate, improve focus and increase resilience. The programme supports children's mental health, wellbeing and readiness to learn, contributing to a positive school culture and helping pupils to thrive both academically and personally.
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. Schemes such as White Rose Maths Pre Teach, Fresh Start and RWINC 1:1 will be on offer to those that need it. 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	**£10,000**

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 Improvement 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. Art Teacher- A specialist art teacher was employed to provide **art therapy sessions**, **whole-class Art and Design Technology lessons**, and **three lunchtime Art Clubs each week**. A total of **£100 per child for trips. Music lessons at £90 per term.**
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	**£10,000**

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, Music Therapy and My Happy Mind. **My Happy Mind** is a whole-school mental health and wellbeing programme designed to help children understand how their brains work and develop positive habits that support good mental health, resilience and emotional wellbeing. (Weekly sessions in all classes)
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	**£7,000**

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. Specialist Art Teacher delivering the following: Art and DT in KS2 classrooms weekly, May Happy Mind session to all classes weekly, RWINC 1:1 Sessions, 1:1 Art Therapy and Lego Therapy Sessions weekly.
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.

Outcome of previous Year- Please see reviewed PP document 2025-26