



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	181 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Bernadette Nesbit
Pupil premium lead	Sarah McCall
Governor / Trustee lead	Paul McCay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77,265

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives at St Mary’s are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- High quality CPD to ensure quality first teaching
- Targeted interventions providing small group work focussed on overcoming gaps in learning before school, lunchtime and in an afternoon resulting in the percentage of disadvantaged pupils have the opportunity to catch up with their peers
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour support
- Attendance and punctuality support

Challenges

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

Challenge number	Detail of challenge
1	Only 14% of PP children (1/7) achieving Expected in writing at the end of KS1 compared to 67% of non-PP children
2	Poor GLD in EYFS achieved for Pupil Premium children (25%)
3	End of KS1 current cohort is showing a gap between PP and Non-PP children in Reading, Maths and Writing
4	Pupil premium children not achieving their phonics screening re-sit in Year 2
5	Attendance and Punctuality - overall absence for 2024-25 for disadvantaged pupils was 7% compared to non-disadvantaged at 2.5%. Persistent absence for disadvantaged children is 30% compared to non-disadvantaged at 10%.

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
1. Attainment in Reading, Writing and Maths at the end of KS2	Narrow the gap between PP and Non-PP attainment in KS2 Reading, Writing and Maths
2. Progress in Reading in KS2	Achieve national average progress scores in KS2 Reading
3. Progress in Reading, Writing and Maths through KS1	Achieve ARE at the end of KS1 and ready to access Year 3
4. Progress in Phonics Screening	Pass the phonics screening with 32/40 or above
5. Attendance and Punctuality	Ensure attendance of disadvantaged pupils is above 96%

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 (for example, CPD, recruitment and retention)

Budgeted cost: £30,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
New highly experienced EYFS leader and Reception teacher appointed £13,501 to top up budgeted salary	EEF - the best available evidence indicates that great teaching is the most important level schools have to improve pupil attainment.	2
Apprentice TA appointed for EYFS due to increase in pupil numbers and high number of PP chn £17,150	Increased numbers in EYFS - high proportion of needs and pupil premium plus high SEND needs across EYFS and KS1 - seeing effects of COVID now coming through - lack of social and communication issues. EEF guide to pupil premium - tiered approach - teaching is the top priority	1,2,3

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

Budgeted cost: £30,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>YARC: York Assessment of Reading for Comprehension</p> <p>£365 purchase of resources</p> <p>Group delivery cost - £3,031.83</p>	<p>After the success of the fluency project trial last year and the outstanding progress children made in Reading - the two PP children who were part of the fluency project both made huge progress in Reading and achieved Expected in Reading at the end of KS1, we have purchased the targeted intervention programme for children Year 2 and 3 who struggle with fluency.</p> <p>Target children receive 30 minutes, once a week intensive support</p>	3
<p>Phonics booster sessions £1,792.54 (daily, 15 mins, x4 days per week, 2 adults)</p> <p>Individual and small group interventions - Closing gaps HLTA - £8,804.25</p> <p>TAs - £4,548.38</p>	<p>EEF - small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	4 1,2,3,4
<p>Targeted reading and writing interventions for bottom 20%</p> <p>(30 mins x 3 per week) £11,554</p>	<p>8:30-9am before school phonics booster sessions for targeted pupils</p> <p>Individual and small group interventions for PP children to close specific gaps identified in their assessments with HLTA or teacher (lunchtime session and afternoons)</p> <p>Targeted reading or writing interventions for bottom 20% in KS1/lower KS2 with TAs in an afternoon to narrow the gap</p>	4 1,3,4 1,3

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

Budgeted cost: £16,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Health and safety officer out each morning to engage with parents</p> <p>Parent workshops</p>	<p>EEF - we define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> * approaches and programmes which aim to develop parental skills such as literacy or IT skills; * general approaches which encourage parents to support their children with, for example reading or homework; * the involvement of parents in their children's learning activities; and * more intensive programmes for families in crisis. <p>Build trust and communication with parents:</p> <p>Engaging parents in their child's learning to help them understand how they can support them at home with their learning. To encourage them to engage with school life. This results in better attendance, good behaviour and more focussed attitude which results in a higher standard academically.</p>	<p>1,2,3,4,5</p>
<p>Attendance support</p> <p>Parent meetings Weekly and half termly rewards £5,200</p> <p>Parental support and raise pupil self-esteem and confidence - uniform, Early Bird Club, Afterschool club, school trip supplements £2,500</p>	<p>Monitor PP children closely for attendance - set goals with the children and meet regularly to review and reward attendance</p> <p>Clear processes being followed, good reward system, high expectations, phone calls and home visits conducted to follow up absences.</p> <p>School dog incentive.</p> <p>EEF Improving behaviours in school EEF Pupil Premium</p>	<p>5</p> <p>5</p>

<p>Pastoral support to work with vulnerable families and improve parental engagement</p> <ul style="list-style-type: none"> - attendance support and meetings -emotional and well-being support - Rainbows -parent meetings -toddler coffee mornings 	<p>EEF Social and Emotional Learning - interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p>	<p>1,2,3,4,5</p>
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Total budgeted cost: £77,265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenges from last academic year 2023/24:

(Updated in red for 2024/25)

1. Non-Pupil Premium children out performed Pupil Premium children across Reading, Writing and Maths in KS1 and KS2

2023/24 - The gap between Non-Pupil Premium and Pupil Premium children has reduced in KS1, but continues to be a concern and focus in KS2 for the following academic year 2024/25.

2024/25 - a significant improvement in Pupil Premium children achieving Reading, Writing and Maths at the end of KS2 -

RWM Expected Standard

87.5% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 7 pupils out of 8.

This is 18.6% higher than the national Non-Disadvantaged cohort at 68.9%.

Your school's gap to Non-Disadvantaged pupils nationally has improved by 49.6% from -31.0% in 2023/24, to +18.6% in 2024/25.

Your Disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 51.1% from 36.4% in 2023/24, to 87.5% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 6 for Reading, Writing & Maths Expected Standard when compared to other schools.

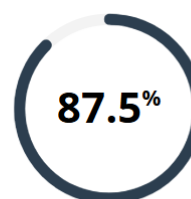
GAP TO:

National: Non-Disadvantaged +18.6%

National: Disadvantaged +40.1%

School: Non-Disadvantaged +25.0%

SCHOOL: VALUE



2. Only 33% of PP children achieving age related in KS1 for Reading compared to 69% Non PP children

2023/24 - A significant improvement in PP children achieving age related in KS1 for Reading.

2023/24	Achieving ARE for Reading
PP	75%
Non PP	73%

End of KS1 - Disadvantaged pupils achieved significantly above National Averages for Reading, Writing and Maths

2024/25 -

End of KS1	Reading	Writing	Maths
Disadvantaged	43% (National - 59%)	14% (National - 50%)	57% (National - 59%)
Non-disadvantaged	71% (National - 76%)	67% (National - 69%)	71% (National - 77%)

However, due to high mobility 3 PP children have left, the 4 PP chn that have moved into Y3 all achieved Expected in maths, and 3/4 chn achieved expected in Reading. The 2 PP chn who was part of the fluency project achieved Expected. We have now purchased this package with PP money to roll out with other pupils. The PP pupil who didn't achieve Expected for reading is ready to now access the fluency project.

Writing will be a focus for the 3 PP who are not at the expected standard.

3. Poor GLD in EYFS achieved for Pupil Premium children (25%)

2023/24 - 88% of Pupil Premium children (7/8) achieved GLD in EYFS at the end of 2023/24 (compared to Non-Pupil Premium children at 73%)

2024/25 - Only 25% (1/4) disadvantaged pupils achieved GLD compared to 65% (11/17) non-disadvantaged pupils achieving GLD. This is the main focus for this year - securing strong foundations for all pupils, closing the gap between PP and non-PP children.

4. Non Pupil Premium children out performed Pupil Premium children in phonics screening (Non PP - 91%, PP - 63%)

2023/24 - Non Pupil Premium children continued to outperform Pupil Premium children but the gap has narrowed. This continues to be a focus.

2023/24	Passed phonics screen
PP (7)	71%
Non PP (13)	85%

2024/25 - 100% (7/7) of our disadvantaged pupils passed their phonics screening check.

However, the 2 disadvantaged pupils who took the resit PSC in Year 2 did not pass - this is a focus.

5. Attendance and Punctuality:

Overall Attendance

Attendance (%)	2021/22	2022/23	2023/24	2024/25
PP	94.1	93.8	92.3 (National 89.3%) (Doncaster 89.3%)	93 (National 89.4%) (Doncaster %)
NON-PP	95.1	96	96.3 (National 94.2%) (Doncaster 94.4%)	97.5 (National 94.6%) (Doncaster %)

2024/25 - Attendance of PP children has increased from last academic year and remains significantly above National (Doncaster figures not released yet) Continue to work on closing the gap between PP and Non PP

Persistent Absentees

2024/25 - 14/47 PP children were PA pupils for 2024/25 - this is a focus for this academic year to reduce this percentage and close the gap between PP and Non-PP PA.

Attendance	2024/25
PP (47)	30% (14) (National %) (Doncaster %)
NON-PP (134)	10% (13) (National %) (Doncaster %)