

St Mary's Voluntary Academy Catholic Primary School



Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2028 academic year funding to help improve the attainment of our disadvantaged pupils. It is a three year plan- reviewed after each year.

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	Saint Mary's Voluntary Academy Catholic Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Mr Joseph O'Connor (HT)
Pupil premium lead	Mr Joseph O'Connor and Mrs Lisa Ballard Mrs Stacie Barnsley
Governor / Trustee lead	Mrs Donna Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,165.09
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	£134,165.09

Part A: Pupil premium strategy plan

Statement of intent – at the heart of our Mission Statement

“We value all in the name of Jesus the Christ”

St Mary's is a happy and vibrant school with a hard- working, enthusiastic and dedicated staff team. We have an established, experienced and outward thinking senior leadership team with a Catholic school ethos which places children at the forefront of our vision.

Our intent is focused on raising the attainment and aspirations of all our pupils, including our most vulnerable. This includes the progress and attainment of our higher achieve disadvantaged learners which form the intents for our 2024-2025 school development plan and subject implementation plans across the curriculum, for this academic year. It is our intent to use a tiered approach to ensure that all PP children achieve their full potential through quality first teaching, targeted academic support and wider strategies (EEF Guide to Pupil Premium September 2024).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, including our higher achieve pupil premium learners.

Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. 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 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 well-being to enable them to access learning at an appropriate level.*

The approaches we have adopted will complement each other to help children excel. To ensure they are effective we will:

- *Ensure disadvantaged pupils are challenged in the work that they are set.*
- *Act early to intervene at the point need is identified.*
- *Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	Low levels of Literacy – phonics, spelling, reading fluency and comprehension, writing composition. Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted due to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling behind age- related expectations, especially in reading and writing
2	Language barriers – through limited vocabulary. Assessments, observations and discussions with pupils and families indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in EYFS/KS1. Phonics decoding skills in school are improving however there is a big gap between decoding and fluency in reading. A focus needs to be on improving fluency across the school EYFS Focus – communication and language due to limited vocabulary and long waits for SALT assessments. Children are meeting GLD in communication and language however the needs are limiting writing outcomes. In house expertise is required to meet children’s communication and language needs.
3	Internal and External assessments that KS1 and 2 Reading, Writing and Maths attainment among disadvantaged pupils is lower than that of their non-disadvantaged peers.
4	Due to the catchment area, children may have missed vital experiences around well-being, socialisation, sharing personal care and independence. This leads to a challenge to achieve and sustain improved well-being for all pupils in our school, particularly for our disadvantaged pupils; with a specific focus on links to Catholic Social Teaching and our school Virtues
5	To continue to improve attendance and persistent absenteeism

Challenge number	Detail of challenge – External Barriers
1	Home conditions – traumatic life experiences encountered regularly
2	Attendance and punctuality-due to troubled and unsettled home situations.
3	Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders

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. Improved oral language skills and vocabulary amongst disadvantaged pupils. Increase in pupils making expected progress in Phonics. Improved oral language skills and vocabulary amongst disadvantaged pupils. For PP pupils to attain at least age-related expectations across the curriculum. Improved speech and language skills, with pupils having an increased vocabulary. To improve phonic levels of PP children in EYFS/KS1 (using progress from baseline July 2025).	• Narrowing the gap to reach expected National standard in Phonics screening • 85% pass rate in phonics for Year 1 and Year 2 PP children. • PP Pupils attain at least age-related expectations across the curriculum and make comparable progress to their peers • Pupils improved comprehension skills. • Pupils able to be more creative with their use of language in their writing. • Pupils able to communicate more effectively between each other and adults. • KS2 reading outcomes show that all disadvantaged pupils met the expected standard. • Progress of PP readers matches or exceeds progress of non-PP readers • KS2 reading outcomes show that all disadvantaged pupils met the expected standard. • Progress of PP readers matches or exceeds progress of on-PP readers • Implementation and staff training for Little Wandle (25-26) possibly 26-27)

2. To foster a love of reading throughout the school. Increase in pupils making expected progress in fluency of reading and comprehension skills.	• Developed oral language skills and to minimise vocabulary gaps among many disadvantaged pupils, particularly in EYFS/KS1. • Pupils engaging with books and reading for pleasure; pupils using consistent reading strategies to improve retrieval and vocabulary knowledge. • Pupils reading frequency, and thus reading attainment improves significantly • Pupils reading is tracked through the reading levels • Pupils read regularly and widely • Pupils are taught to master foundational reading skills efficiently and effectively • Pupils have access to a wide choice of developmentally appropriate texts • Pupils have time to peruse and choose books that interest them • Pupils have the opportunity to discuss what they have read and their book choices with an adult. Parents/carers take an active interest in their child's reading habits and promote reading at home • Story, poetry, rhyme and song are used in school to promote a love of reading
3. Whole school writing attainment is above national and local averages Increase in pupils making expected progress in Maths.. Increase in pupils making expected progress in Writing Increase in pupils making expected progress in Reading	Maths • Pupils narrowing the gap to reach expected National standard in number and place value in Maths (in each year group) • Progress of PP mathematicians in FS2/KS1/KS2 matches or exceeds progress of non-PP mathematicians. • KS1 and KS2 math's outcomes show that all disadvantaged pupils meet the expected standard. Writing • Improved writing attainment for disadvantaged pupils • Progress of PP Writing in FS2/KS1/KS2 matches or exceeds progress of non-PP Writing. • Writing outcomes in 2024-25 show the gap is below national Reading • Reading (in each year group) • Progress of PP Readers in FS2/KS1/KS2 matches or exceeds progress of non-PP Readers. • KS1 and KS2 Reading outcomes show that all disadvantaged pupils meet the expected standard. Action • Analysis of vulnerable groups e.g.: SEN, PP enables staff to easily identify children at risk of not making enough progress. • Termly pupil progress meetings with staff have enabled gaps to be addressed and interventions to be put in place. • Interventions take place throughout the week for pupils, focusing on precision teaching, have had an impact on gaps in learning being narrowed. • Learning environment in classroom is now supporting pupils in terms of retrieval, scaffolds, modelling. • Pupil voice have said that they like the classrooms and working walls, and pupils are engaged in producing work for a real-life audience and display boards. • Contextual data mapping documents help staff to see where their pupils have come from and where they

	need to get to
4. To achieve and sustain improved well-being for all pupils in our school, particularly for our disadvantaged pupils; with a specific focus on links to Catholic Social Teaching and our school Virtues	• Pupils using calming techniques to help them to remain in class to learn. Behaviours for learning improves attainment and progress • All staff to have accessed well-being practice training • Sustained high levels demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Vulnerable families identified have access to required emotional and well-being support • Sustained high levels demonstrated by: • Pupils have the opportunity to engage in a wide range of curriculum enrichment activities: Forest Schools, IntoUniversity and Children Challenging Industry • Uptake of after school clubs is high, amongst those in receipt of PPF • Attendance of visits and curriculum enrichment opportunities are high • Children see the links between this aspect and Catholic Social Teaching and the Common Good
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Raised awareness of attendance and the impact of low attendance on outcomes for children • Improved rates of attendance • There will be a consistently sharp focus by attendance leads on the attendance and punctuality of disadvantaged pupils • Attendance and punctuality of targeted pupils will improve

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: £

Activity	Evidence that supports this approach	Challenge addressed	number(s)
To implement a sustained program of CPD for staff in order to support high quality teaching. Including: - Phonics (RWI) - Phonics – Introduction of Little Wandle - Book Talk - Vocabulary - Love of Reading - Assessment Subject Leadership - Network Meetings - Cross school moderation - Forest Schools - Well-being - Provide support for children with autism - De-escalation of a child in crisis - Behaviour strategies (Tom Bennett)	‘The most effective way to improve pupil outcomes is to improve the quality of teaching. At the heart of raising standards of pupil attainment at St Mary’s is quality first teaching – ensuring that all children receive the highest standards of instruction consistently. Therefore, we are committed to providing all of our staff with a sustained program of CPD, linked to school improvement goals, to support their professional development. The focus for CPD is directly informed by pupil progress data in order to ensure that CPD is targeted to meet the identified needs of target groups of children. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF. Forest Schools program to develop myelinisation, which provides the foundation for brain connectivity and supports the emergence of cognitive and behavioural functions. In addition to this: life skills and real-life experiences.	1,2,3,4 & 5	

Whole school training on Jason Wade continues to be implemented with consistency in writing scheme	Whole school approach to develop the writing in all age groups- development of language. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £

Activity	Evidence that supports this approach	Challenge addressed	number(s)
Phonics Tutoring – All pupils who are below track phonics will receive daily 1-1 catch up tutoring sessions Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance. We will draw on the fund release form the OLOL Trust for teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD After school booster club.	The DfE approved phonics scheme, Read Write INC., that the school implements promote 1-1 tutoring as one of the most effective strategies to support children whose reading is below track to make accelerated progress. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF The EEF guidance is based on a range of the best available evidence: educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2 educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,3,4	

Maths Math's intervention programmes to close gap and increase progress/attainment of disadvantaged pupils. Pupil progress meetings to discuss attainment of disadvantaged children and to ensure they are challenged to reach their potential. Enhancement of our math's teaching and curriculum planning in line with DfE and EEF guidance. Math's training using the White Rose CPA approach. Trust network meetings for Math's lead Booster club.	The EEF guidance is based on a range of the best available evidence: educationendowmentfoundation.org.uk/education-evidence/guidance-reports/earlymaths 1:1 intervention of post teaching maths to target all children Toolkit Strand Education Endowment Foundation EEF Teaching and Learning Toolkit and mastery Toolkit. After school booster club to close the gaps in learning. Rigorous PP Meetings and data analysis	1,2,3,4
Writing Intervention – Children identified as below track in writing will receive specific 1-1 and small group intervention sessions to support their progress (in relation to Jason Wade training). Adherence to Jason Wade- Rainbow Grammar	Pupils will receive targeted intervention sessions, planned by their class teacher, to address writing targets resulting from diagnostic assessment. These sessions will include a broad use of vocabulary, to identify the language barriers and support their phonics and spelling. Recall and retention using precision teaching methods, to ensure over-learning is consistent. Rigorous PP Meetings and data analysis Strict adherence to Rainbow Grammar across the school	1, 2,3
Reading intervention programmes to close gap and increase progress/attainment of disadvantaged pupils. Pupil progress meetings to discuss attainment of disadvantaged children and to ensure they are challenged to reach their potential. Enhancement of our Reading teaching and curriculum planning in line with DfE and EEF guidance. Trust network meetings for Math's lead Booster club	Pupils will receive targeted intervention sessions, planned by their class teacher, to address writing targets resulting from diagnostic assessment. These sessions will include a broad use of vocabulary, to identify the language barriers and support their phonics and spelling. Recall and retention using precision teaching methods, to ensure over-learning is consistent. Rigorous PP Meetings and data analysis	

Wider strategies (for example, related to attendance, behaviour, wellbeing) £25,000

Activity	Evidence that supports this approach	Challenge addressed number(s)
Engagement with IntoUniversity, Children Challenging Industry and RWE Sofia Champs. Experiences are provided to broaden career prospects-linked to curriculum activities. Opportunities to include children of all abilities and disadvantaged.	This curriculum enrichment program is offered for no cost to all pupils in order to develop confidence, team work skills and independence. Over the past two year we have found that these skills then transfer to pupils learning behaviours in the classroom in turn supporting their attainment and progress. Increased offering of a range of high quality in school and extracurricular activities to boost wellbeing, attendance and aspiration. Activities will focus on building life skills such as confidence and resilience and socialising. Disadvantaged children will be encouraged and supported to attend breakfast club and extracurricular clubs. Increased confidence in children expressing their faith as a result of these lives out experiences and the links to the community they live and Catholic Social Teaching	5, 6
Subsidising visits and extra-curricular activities including: Additional experiences are provided to broaden first-hand language and knowledge. Funding contribution given for all PP disadvantaged children.	Subsidising the cost of visits and extra-curricular activities for pupils eligible for pupil premium increase uptake and access to these opportunities educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/extending-school-time https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions Children attend retreats and Religious events to enhance their moral spiritual and social life.	5,6

• Football club • Sports Club • Dance club • Gardening club • Gymnastics club • Basketball club • Booster club • Lego and Hama bead club • Debate club	This funding is also used to support pupils with attending higher cost, residential trips such as the Briars in Year 6 Religious Experience and faith development for all	5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures Attendance – Investing in reward systems to help promote high standards of attendance: • Attendance Trophy • Attendance Certificate • Half-termly prize draw • Parents Leaflets • Parent Letters • Parents invited to celebration assembly • Parent Meetings Contingency fund for acute issues.	High attendance is an essentially pre-requisite of high standards of attainment and progress The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. gov.uk/government/publications /school-attendance Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

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 to 2025 academic year.

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End of Key Stage Data Comparing School PP with LA and National Data

	National PP	North East Lincolnshire PP	St Mary's PP	Non-Pupil Premium	2024/2025 Gap (PP/NPP)
GLD	68	55	55	53	2
Phonics Yr 1	80	81	62	82	20
Phonics Yr 2	0	55	20	0	20
KS1 Reading	68	66	44	47	-3
KS1 Writing	55	53	43	50	7
KS1 Maths	56	57	50	50	0
KS2 Reading	60	54	47	75	-28
KS2 Writing	58	53	53	42	9
KS2 Maths	59	57	33	67	34
KS2 SPAG	59	65	40	75	-35
Year 4 MTC	21	48	0	54	-54

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

End of Key Stage Data Comparing School PP with LA and National Data

	National PP	North East Lincolnshire PP	St Mary's PP 2025	Non-Pupil Premium	2025-2026 Gap (PP/NPP)
GLD	68%	55%	55%	53%	+7.1
Phonics Yr 1	80%	81%	62%	82%	-20.9
Year 4 MTC	21%	48%	0%	54%	-53.8%
KS2 Reading	60%	66%	47%	75%	-28.3
KS2 Writing	58%	53%	53%	42%	-18.3
KS2 Maths	59%	57%	33%	67%	-33.3
KS2 SPAG	59%	65%	40%	75%	-35

ARE in most areas, increasing when comparing data July 2024 and July 2025.

Attendance of Pupil Premium Learners

There has also been a significant impact on attendance of PP learners during 2024-2025.

Academic Year	Pupil Premium Children	Non Pupil Premium	Gap between PP/NPP
2023-2024	95.32%	95.02%	0.3
2022-2023	93.3%	92..5%	0.8

PP attendance has remained consistent when comparing the two-year trend and has risen by +2.02.

The gap between PP and non-PP children has also reduced by 0.5.