



Pupil premium strategy statement: St Mary and St Andrew'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 | 137 |
| Proportion (%) of pupil premium eligible pupils | 8 children |
| 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) | 2025-26 2026-27 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Simon Waywell |
| Pupil premium lead | Simon Waywell |
| Governor / Trustee lead | Christine Davies |

Funding overview

| Detail | Amount |
|--|--------------------------|
| Pupil premium funding allocation this academic year | £10,605 £7, 890 (PP+) |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £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> | £18,495 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. In response to the premium funding received by our school, it is our ultimate aim that all our disadvantaged children are supported in their wellbeing, emotional and mental health so that they can develop the tools to fully access the curriculum. We intend to provide layers of support (emotional, practical and academic) which will allow them to close the academic gap with their peers locally and nationally. Our current pupil premium strategy plan focuses on the creation of additional teaching and small group opportunities that we can provide through additional staff support, careful timetabling of group nurturing/learning sessions and individual work to contribute to the progress, wellness and achievement of all disadvantaged children. Children who are not recorded as disadvantaged but are identified within school as 'vulnerable' will be catered for within this funding

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Following analysis of our Summer assessments, we identified that most of the children in this group are lower in their writing abilities than peers. |
| 2 | Confidence in social interactions for a large proportion of the group needs development. Misunderstanding social cues or having the confidence to speak leads to lower self-esteem. |
| 3 | Low attendance and persistent absenteeism of some PP/disadvantaged children. |
| 4 | Poor Vocabulary acquisition compounded by lack of regular shared reading at home. The availability of quality texts in the home results in pupils having limited vocabulary rich experiences, and therefore language, beyond their home life and immediate community. |
| 5 | Some low attainment and slow progress rates made by pupil premium/disadvantaged children. Certain children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. |

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 |
|--|--|
| Improve the attainment of disadvantaged children in grammar (with a view to improve writing standards) | <ul style="list-style-type: none"> Grammar lessons to be taught discretely to all classes Scaffold in place to support children Adults trained to support children to bridge gaps |
| Support disadvantaged children to express their thoughts and feelings and understand social cues. | <ul style="list-style-type: none"> Weekly talk sessions – to share thoughts/feelings Daily sensory circuits |
| All disadvantaged pupils will meet/succeed national expectations for attendance/persistent absence. | <ul style="list-style-type: none"> Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (95+%). Monitoring of attendance by SMT brings about and increase in PP pupils' attendance and a decrease in persistent absence. Close work with the PWO to ensure attendance remains good. |
| <p>Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary across classes</p> <p>Collaborative learning activities where pupils can share their thought processes. Pupils articulating their ideas verbally before they start writing.</p> <p>EYFS to engage parents in development of reading/language skills.</p> <p>Books regularly updated</p> <p>Staff training on 'reading for pleasure'</p> <p>Implement new school library</p> | <ul style="list-style-type: none"> Improvements in the provision for speaking & listening and reading for PP pupils. Freds Fluency daily sessions until reading fluency is age-related Key vocabulary understood before guided reading sessions. Teacher and TA intervention for reading to be consistent across the whole school. Consistent implementation of excellent practice and high expectations across the school for reading. Increased % of PP pupils working at ARE or above across the school in reading. |
| Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum. Support will be in place to bridge the gaps and identify missing learning. | <ul style="list-style-type: none"> Data will show that disadvantaged children have made expected progress from the previous summer. End of summer data will also show that at least 10 – 20% of disadvantaged children will have made accelerated progress. Online homework schemes purchased and used to engage children with learning through online games |

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: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Additional teaching time</i> | Teachers CPD, coaching and mentoring as required. Need to pin-point gaps from assessments. Need to plan specifically for individuals and groups. | 1,4,5 |
| <i>Senco 3 hours per week to support pupils/families</i> | Pupil Premium with SEN are identified and receive support | All |
| <i>Specialist SEND teacher contracted to support/assess pupils</i> | External support for pupils. Advice for SENDCO. Recommendations for targets/interventions Staff/support staff learn from specialist | All |

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

Budgeted cost: £ 3,990

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Colourful Semantics</i> | Writing is also supported through staff using colourful semantics training. | 1 |
| <i>Fluency training will be accessed for all staff so that all children can be supported in developing their reading and oracy skills.</i> | https://educationendowmentfoundation.org.uk/reading-house/fluency#:~:text=It%20involves%20smoothly%20and%20effortlessly,deeper%20understanding%20of%20the%20content. | 4 |
| <i>TA catch-up 1:to:1 support work in afternoons</i> | Provision of interventions and challenge teaching for children identified as needing to catch-up – see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. | 1,4,5 |
| <i>Daily Sensory Circuits</i> | Sensory circuits for SEND children are structured activity sequences designed to help regulate their nervous system, improve focus, and prepare them for learning, typically | 2,3,4 |

| | | |
|--|---|--|
| | <p>involving three stages: Alerting, Organising, and Calming.</p> | |
|--|---|--|

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

Budgeted cost: £ 2,505

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>EYFS lead to run parenting workshop on how to understand phonics and read with children.</i></p> <p><i>Training on website for all parents to access</i></p> | | 4 |
| <p><i>Headteacher works to reduce or remove barriers to learning. As well as working alongside the PWO to improve attendance, he also liaises with families to develop good learning habits at home. He supports families in challenging circumstances ensuring that households are safe, warm and there is enough food.</i></p> | <p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning 2 6</p> | 3 |
| <p>Identified pupils to be given the opportunity to participate in enrichment activities- RockSteady, Mad Science, Sports clubs, one to one music tuition, Y5 and Y6 residential</p> | <p>Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education</p> | 2,3,4 |
| <p>The purchasing of technology and other resources that support high quality teaching,</p> | <p>https://www.risingstars-uk.com/subjects/assessment/snap/casestudies Snap B, Snap SPLD and Snap maths</p> | ALL |
| <p>Supporting families in parenting skills including online safety using Knowsley CC resources</p> | <p>https://www.knowsleyclcs.org.uk/online-safety/</p> | 2,5 |

Total budgeted cost: £ 18,495

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data and assessments suggest that the performance of some disadvantaged pupils was lower than their peers who are not in receipt of PP and when compared with performance in previous years. They have however made predicted progress.

Continued work on speech and language remains a priority, alongside improving the standard of written work. Staffing the support with skilled and trained professionals is necessary to facilitate this. The school has planned year of face to face experiences for pupils to ensure their full potential can be reached with quality support. Phonics is well above national average illustrating the success of the interventions and quality first teaching.

Support of children is good across the school, as is their relationship with staff. We will use this strength to support children in developing their emotional well-being and ability to share their thoughts and feelings.

The introduction of a new SENDCo has proved effective in the support school can offer. Relationships with families is good and our SENDCO has time to support both children and staff across the school.

Support for pupil premium children with school educational trips and extended visits. Very well received by parents, this support offer has meant a number of pupils have been able to attend. Continue this line of support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|------------------------|-------------------|
| Times Table Rockstars | TTRS |
| Spelling Interventions | Purple Mash |
| Purple Mash | Purple Mash |
| Grammasaurus | Grammasaurus Ltd |
| SNAP assessments | Hachette Learning |
| Edshed | Oxford Owl |
| My Maths | M Maths.co.uk |