

Pupil premium strategy statement – St Mary’s Catholic Primary School and Nursery, Chorley

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
School name	St Mary’s Catholic Primary School and Nursery, Chorley.
Number of pupils in school	206 (22 in nursery class)
Proportion (%) of pupil premium eligible pupils	8.7% (November 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/ 2025 to 2027/2028
Date this statement was published	31.12.2025
Date on which it will be reviewed	30 November 2026
Statement authorised by	Mr P Smyth
Pupil premium lead	Mr P Smyth
Governor lead	Mrs A St John

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23 390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 23 390

Part A: Pupil premium strategy plan

Statement of intent

School vision

From their first day to their last at St Mary's, we support our children on a journey of learning and faith.

In learning, by the time they leave our school, we want our children regardless of their background or the challenges that they face: to be numerate and literate, to have received their full entitlement in all areas of learning, to have the opportunities to succeed in areas of particular interest to them. We want all children to make good progress and achieve as highly as possible. We want the children to be active and healthy.

On their journey of faith, we want to support our children to develop into well-rounded citizens of the future. We want the children to be thoughtful, loving, caring and considerate members of society. We want the children's attitudes, choices, decision-making and relationships to be underpinned and informed by Christian values with Christ at the centre of all we do at school.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the goals set out in our vision.

We aim to ensure every child, no matter their background, can achieve and thrive. We aim to improve the educational outcomes of our disadvantaged pupils and narrow the gap between their attainment and that of their peers. We will consider the challenges faced by all vulnerable pupils and the activities in this statement are also intended to support their needs regardless of whether they are disadvantaged or not.

Our approach in achieving these goals is informed by research carried out on effective use of pupil premium funding. It involves:

- high quality teaching at its core, as this is proven to have the greatest impact on closing the disadvantage attainment gap. At the same time, it will benefit the non-disadvantaged pupils in our school.
- the use of targeted academic support such as small group interventions to support those not making good academic progress.
- the use of wider strategies relating to the most significant non-academic challenges to success in school which may impact negatively upon academic attainment e.g. behaviour, attendance and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Our observations and assessments show that in some cases, there is a gap in attainment between disadvantaged pupils and their peers early on in their education e.g. in the EYFS/ Y1.
2	Our assessments and records show that in some cases, disadvantaged pupils have additional or special educational needs.
3	Our assessments, observations and discussions with pupils, families and staff have identified social and emotional issues for some disadvantaged pupils. They may have worries, concerns or experience other social and emotional issues, which may present barriers to their learning or might negatively influence their behaviour.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. In some cases, financial pressures may limit pupil participation in school activities e.g. educational visits, extra-curricular activities.
5	In some cases, family pressures or specific family circumstances impact on a pupil's punctuality and attendance.

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
The gap in attainment identified early on in disadvantaged pupils' education decreases.	The gap in attainment between disadvantaged and non-disadvantaged pupils across the curriculum narrows to the point where it is no longer significant, especially by the end of key stage 2. End of KS2 assessments in reading, writing, mathematics and grammar punctuation and spelling show that outcomes for disadvantaged pupils are improving and that the gap to their peers has narrowed. Outcomes in the phonics screening check and multiplication tables check show gap in attainment has narrowed.
The pupils who are disadvantaged and also have additional or special educational needs are well supported to make good progress across the curriculum.	The pupils who are disadvantaged and also have additional or special educational needs make good progress given their starting points across all areas of the curriculum. Analysis of progress of disadvantaged pupils across curriculum shows pupils have made good progress given starting points.

Disadvantaged pupils with worries or concerns, which could get in the way of their learning or might impact on their behaviour are supported through means such as regular access to a counsellor.	<p>Disadvantaged pupils with worries or concerns are identified and monitored regularly, (at a minimum of termly meetings). Some pupils access a school counsellor and are supported in concerns or worries. Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupils and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
All disadvantaged pupils are able to access trips, music lessons, clubs and so on.	<p>Disadvantaged pupils access to wider school activities e.g. trips, music lessons and clubs is not limited by financial constraints.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
Disadvantaged pupils' punctuality and attendance is broadly in line with the school average taken as a whole.	<p>The gap between attendance and punctuality of disadvantaged and non-disadvantaged pupils is reduced to a point where there is not a significant difference. This is monitored at least termly and reported to Governing Board.</p> <p>Sustained high attendance demonstrated by: the overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2 %.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthen the effectiveness of teaching and learning by developing a consistency of practice informed by cognitive science and current pedagogy.</p> <p>Staff training using <i>Walkthrus</i></p>	<p>Research indicates that consistent, evidence-based instructional methods improve student engagement, knowledge retention, and understanding. By aligning teaching practices with principles from cognitive science and current pedagogical models, teachers can foster deeper learning so that learners will know and remember more.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom?utm_source=/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom&utm_medium=search&utm_campaign=site_search&search_term=cognitive</p>	<p>1, 2</p> <p>£600 p.a.</p>
<p>Professional development to support implementation of <i>Read Write Inc.</i> phonics programme, a DfE validated systematic synthetic phonics programme.</p> <p>Blended Training Package</p> <p>Annual subscription to all online training films: one day face-to-face. One Development Day. Remote termly pupil progress meetings</p> <p>This will sustain and maintain positive momentum.</p>	<p>Very strong results in phonics screening check in last 4-5 years in school and for disadvantaged pupils.</p> <p>High impact for very low cost based on very extensive evidence</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</p>	<p>1,2</p> <p>RWI subscription cost £1410 inc training</p>
<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based</p>	<p>1,2</p> <p>Cost of teacher release 3-4</p>

<p>We will part-fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) including embedding mastery approach and Number Sense for EYFS/ KS1.</p>	<p>approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>days approx £600</p>
<p>Improve the quality of social and emotional (SEL) learning through delivery of PSHE.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p> <p>Cost of subject leader release for PSHE day and courses approx. 2 days total £400</p>
<p>Early literacy approach to improve young children's skills, knowledge or understanding related to reading or writing.</p> <p>Identify high value literacy learning objectives in the Nursery and Reception classes</p> <ul style="list-style-type: none"> • Explore effective teaching approaches • Share strategies to narrow the gap in attainment • Facilitate networking opportunities for delegates to share good practice 	<p>Moderate impact for very low cost based on extensive evidence.</p> <p>Engage with EY2P consultancy for developing literacy in both nursery and reception classes.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p>	<p>1,2</p> <p>£200</p>

<p>Introduce <i>Learning by Questions</i> EdTech programme in Y6 in 2025 for formative assessment. Use of engaging question sets in mathematics, English reading comprehension and grammar punctuation and spelling. Aim is to to boost student confidence and motivation and to reduce teacher workload through instant, personalised feedback.</p>	<p>Colleagues in other schools have recommended the programme as it has raised attainment in their settings. Not currently an EEF evaluated project.</p> <p>Trial period in our school autumn 2025, showed high levels of pupil engagement and motivation. Pupils find the instant feedback motivating. Teacher has more accurate and more immediate assessment information and can shape learning to respond to pupils' needs more quickly.</p> <p><i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p><i>Feedback can be effective during, immediately after and some time after learning. (EEF Key Findings)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>£750 per annum (three years)</p>
<p>Introduce Reading Plus as an intervention to raise standards in reading in KS2.</p>	<p>Similar schools to St Mary's have used this intervention to great effect.</p> <p>An EEF efficacy trial is currently in progress.</p> <p>https://www.readingplus.co.uk/research-and-results/efficacy/</p>	<p>1</p> <p>In future when finances allow.</p>

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

Budgeted cost: £14,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use the Nuffield Early Language Intervention . It is delivered by specially trained teaching assistant, working with children in reception (4–5 year olds) individually and in small groups.</p>	<p>The Nuffield Early Language Intervention (NELI), a language support programme designed to improve children's vocabulary, listening and narrative skills, had a positive impact on the language skills of children in the Education Endowment Foundation (EEF) trial.</p>	<p>1</p> <p>£4370</p>

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	
Provide teaching assistant (TA) support to deliver phonics programme to small groups - this allows pupils to receive phonics lessons in smaller, more personalised and more effective groupings with well-trained staff.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p> <p>Approx. £14,500 total (£7,000 from school budget and £7,500 from pupil premium grant)</p>
Additional TA to support disadvantaged pupils and disadvantaged children with additional learning needs in class, to enable pupils those pupils to narrow gaps in achievement with their peers.	<p>TAs deployed to groups to provide catch up or pre-learning opportunities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2
Additional 1:1 TA support for Read Write Inc phonics	<p>TA deployed to groups to provide 1:1 catch up or pre-learning opportunities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2 approx. £3000

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

Budgeted cost: £ 4,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupil counselling opportunities with a fully qualified pupil counsellor to support wellbeing of identified disadvantaged children.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p> <p>Approx. £3500</p>

Encourage punctuality and good attendance through regular promotion, engagement with parents and engagement with local authority attendance support officer.	Research shows that pupils who miss more school have lower attainment on average. <i>DfE – Using pupil premium: guidance for school leaders.</i> https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3 £0
Engage with Mental Health and Wellbeing offer provided through Compass Bloom – school year 2025/ 2026.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3 £0
Provide additional staffing and activities at lunchtimes to support pupils who may have worries or behavioural difficulties to help develop social and emotional skills.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3 £0 2 x welfare staff (met through school budget)
Fund appropriate enrichment opportunities for eligible pupils to meet their social and pastoral needs e.g. extra-curricular activities for children in school and in school holidays and contributions to the cost of school trips etc.	guide to the pupil premium	4 Approx. £1200
Fund attendance at Breakfast Club to ensure pupils have breakfast and arrive in school on time.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	5

Total budgeted cost: £ 23 470

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.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The progress of disadvantaged pupils as a group is tracked closely. The headteacher meets with class teachers termly to analyse this data. The headteacher reports the progress of the disadvantaged group to the relevant committee of the Governing Board termly.

The data demonstrated that:

In 2024/ 2025 six children accessed the NELI language intervention in reception class. Of these, four children made good progress given starting points.

Attainment at the end of the reception class as measured by the EYFSP was broadly in line with national average in terms of 'Good Level of Development (GLD).' Of the two children identified as disadvantaged, one attained a GLD. The other is being supported for their special educational needs (SEND).

The additional support from teaching assistants in phonics groups in reception, year one and year two has made a significant contribution to very strong attainment of 93%+ in the phonics screening check in the last five years (96.6, 92.9, 96.6, 93.1 and 96.6%).

Six of the eight children, who undertook the phonics screening check and were eligible for pupil premium in that period, met the expected standard in the Y1 phonics screening check. One of the other two children met it in Y2. The remaining child who did not attain the threshold in 2025 is on track to attain it in 2026.

The 2025 Y4 Multiplication Check results show both the mean score and the proportion of children attaining full marks improved significantly. Both are above the national average. There were two disadvantaged pupils in the cohort one attained a score above the national average and broadly in line with the school average. The other scored highly given their SEND needs and within one mark of the national average score.

End of KS2 national curriculum tests (SATs) results, in terms of children attaining the expected standard were broadly in line with national average in reading and maths and

slightly above in writing. Of the three disadvantaged children, one attained the expected standard in each of reading, writing and maths. One did so in reading and writing but narrowly missed out in mathematics. The other child did not access the assessments due to SEND.

The data from last year shows that the majority the group of disadvantaged pupils made expected or better progress given their starting points in reading, writing and maths. A small number made less than expected progress in either one or two of those subjects.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

As a result of the use of additional welfare staff on the playground at lunchtimes, children feel supported by staff and there were very few incidents of bullying or bad behaviour.

The pupil premium was used to fund children in Year 6 to attend the residential outdoor and adventurous activity visit to the Isle of Man. Observation by the staff in attendance and feedback from children and parents demonstrated the value of this experience in developing social and emotional skills, independence and readiness for high school.

A number of identified disadvantaged children received counselling support from a fully qualified child counsellor and many other children have benefited as a result.

Offers are made to families with children eligible for pupil premium to attend breakfast or after-school clubs.

Promoting high quality of teaching and retention of great teachers improved through two teachers accessing NPQSL CPD and achieving qualification in the summer term 2024. The DHT has accessed NPQH CPD and achieved that qualification in the autumn term 2024.

The attendance of all our children improved in 2024/2025 (from 96.4% to 97.5%). The attendance of children eligible for free school meals improved over the year 2024/ 2025 (from 91.6% to 94.4%) and although still below, is now closer to the whole school average. We aim to narrow the gap still further.