

Pupil premium strategy statement – St Mary & St Michael'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	96
Proportion (%) of pupil premium eligible pupils	17%
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)	September 2025 to July 2028
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Luena Archibald
Pupil premium lead	Luena Archibald
Governor / Trustee lead	Paul McCann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515
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>	£24,240

Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium funding is to ensure that all pupils irrespective of their background or the challenges they face make good progress and achieve high attainment across all subjects. The main focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve their goals.

At St Mary & St Michael's Catholic School our strategy for using Pupil Premium Funding is as follows:

1. The responsibility of Pupil Premium is held by school's Headteacher.
2. The Senior Leadership team have a clear overview of how the funding is being allocated and what impact this allocation has on student outcomes.
3. The school ensures that all teachers know which pupils are eligible for pupil premium and that all teachers have shared responsibility for their progress and attainment.
4. The interventions within the strategy have a clear focus on developing /improving attendance, behaviour, progress and social development of our PP pupils.
5. The school analyses the performance and progress of PP students in all subject areas, with a particular focus on English and Maths. Regular monitoring meetings take place with regards to academic and pastoral support involving the class teacher, SEND lead and Head teacher.
6. The school ensures that children are given priority for extra- curricular activities and educational visits are subsidised.
7. The school insists that eligibility for Pupil Premium should not be considered to be coupled with low ability and supports students to achieve the highest levels possible regardless of their Pupil Premium status.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance & Inclusion · Reduce persistent absence for FSM/SEN</i>
2	Writing & EGPS · Raise outcomes to match reading
3	Maths Progress · Move from negative to positive
4	SEN Provision · Strengthen adaptive teaching and targeted support
5	

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
FSM persistent absence: 28.6% · <20% by July	<p>Sustained high attendance and punctuality by 2027/28-</p> <ul style="list-style-type: none"> -the overall unauthorised absence rate to be in-line with national data and have no significant changes -the attendance gap between disadvantaged and non-disadvantaged to be reduced -the percentage of all pupils who are persistently absent is to be in-line with national and the data among disadvantaged being no more than 3% lower than their peers.
Writing ES: 57% · 75% by next KS2	<p>By 2028 outcomes in R,W,M to be in-line with national expectations especially with our disadvantaged group of pupils.</p> <p>By 2028 outcomes in R,W,M higher standard to be in-line with national expectations with all our pupils and our disadvantage pupils to have an higher percentage of that in 2025</p>
Maths progress: -0.8 · 0.0	See above
SEN attendance: 91.5% · 94%; SEN RWM ES: 43% · 65%	As above

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Update handwriting policy inline with new DfE writing strategy.	New writing strategy by DfE Improving Literacy in Key Stage 2 EEF	2
Attend webinars hosted by English Hubs	Improving Mathematics in Key Stages 2 and 3 EEF	3
Discuss action plan for writing and implement		
Audit writing throughout school including EYFS		
Adaptive teaching training including questioning and inclusion ideas for staff	Special Educational Needs in Mainstream Schools EEF	4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement writing moderation cycles across year groups.	Improving Literacy in Key Stage 2 EEF	2
Embed grammar and spelling in all subjects.	Improving Mathematics in Key Stages 2 and 3 EEF	3
Use model texts and sentence-level interventions for low prior attainers.		
Introduce daily fluency sessions and		

problem-solving frameworks. Deploy Year 4 MTC prep earlier (Year 3).		
Audit SEN provision; ensure quality-first teaching and adaptive planning.	Special Educational Needs in Mainstream Schools EEF	4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Attend LCC attendance update briefings</p> <p>Regular updates with parents showing attendance data- termly.</p> <p>Close monitoring of unauthorised absences/holiday permissions</p> <p>Newsletter updates about attendance</p> <p>Work with pastoral support- school avoidance and support families. Work with other agencies eg attendance officer</p>	<p>The DfE guidance states that 'This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.'</p>	1

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary

School Size: Small (roll fluctuated between 102–122).
High SEN: SEN support well above average (24–30% vs ~12% nationally).
FSM: Below average (15–18%).
EAL: Very low (under 1%).
Stability: Dropped significantly in 2025 (68.9%, well below average).
Deprivation: Well below average (affluent context).

Attendance: Overall close to national, but FSM and SEN groups below. (88.6% national 92.6%) and SEN (91.5% national 92.5%)
Persistent Absence: FSM and SEN groups high (28–42%).(28.6% national 24.4% SEN 21.9% national 22.6%)

Attainment:
KS2 RWM expected standard: volatile (93% in 2024, 43% in 2025). Over 3 years 50% national 46% in RWM EXS.
EGPS 50% compared to national 59~% over 3 years

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils