

# Pupil premium strategy statement – St Mary’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 (25-26)	Data (26-27)	Data (27-28)
Number of pupils in school	194		
Proportion (%) of pupil premium eligible pupils	40.7%		
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028		
Date this statement was published	September 2025		
Date on which it will be reviewed	September 2026		
Statement authorised by	Governing Body		
Pupil premium lead	Alison Ternan		
Governor / Trustee lead	Alex Cartwright		

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,655
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£121,655</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Catholic Primary School, our mission is clear and unwavering:  
"For every child to flourish and achieve great things."

We believe that every child, regardless of their background or starting point, deserves the opportunity to thrive academically, socially, and emotionally. The Pupil Premium funding is a vital resource that enables us to remove barriers to learning and provide targeted support to ensure equity and excellence for all.

Our strategy is rooted in our Catholic values, placing the dignity and potential of each child at the heart of everything we do. We are committed to using this funding effectively to:

- Narrow the attainment gap between disadvantaged pupils and their peers.
- Provide high-quality teaching and evidence-based interventions.
- Support the whole child, including their wellbeing, aspirations, and personal development.
- Develop oracy and communication skills, empowering pupils to express themselves confidently and effectively across the curriculum.
- Engage families and the wider community in supporting children's learning journeys.

Through careful analysis of our pupils' needs and ongoing evaluation of our approaches, we aim to ensure that every child at St Mary's is empowered to flourish and achieve great things—today and in the future.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication and Language:</b>  EYFS baseline assessment, observations, discussions with pupils and their families indicate underdeveloped oral language skills and vocabulary gaps among many children. The school welcomes pupils

	<p>across the school who are new to the country and are assessed at early language acquisition.</p> <p>27.3% of pupils are EAL</p> <p>2.5%% of pupils are EAL and PP</p> <p>6.19% of pupils are SEND (Communication)</p> <p>11.8% of pupils are PP and SEND (Communication)</p>
2	<p><b>Social, Emotional and Mental Health:</b></p> <p>Disadvantaged children are overrepresented in reporting of pupil incidences (CPOMS), which includes negative behaviours. They also represent most of the demographic of children/families in which referrals are made to internal (ELSA) and external agencies (MHST, CAMHS, PBS). Kit Messenger's Empowerment Approach has been adopted to support and the headteacher is now trained as a Senior Mental Health Lead.</p>
3	<p><b>Reading:</b></p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have reading and language comprehension difficulties than non-disadvantaged pupils in our school. EYFS baseline assessment (September 2025) shows low number of children are secure in word reading and are meeting the expected standard (Disadvantaged). Some pupils have recently joined the school, who are new to the country, and do not have foundations in phonics or early reading.</p> <p><b>PSC Results (2024-2025):</b></p> <p>Achieved Pass – 52%, PP Pass – 56%, NPP Pass – 50%</p> <p><b>KS2 Results (2024-2025):</b></p> <p>Achieved Pass – 54.9%, PP Pass - 56%, NPP Pass - 60%</p>
4	<p><b>Writing:</b></p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to be less secure in their writing than non-disadvantaged pupils in our school. Some pupils have</p>

	<p>recently joined the school, who are new to the country, and do not have foundations in early writing.</p> <p><b>KS2 Results (2024-2025):</b></p> <p>Achieved Pass – 30.3%, PP Pass - 44%, NPP Pass - 67%</p>
5	<p><b>Maths:</b></p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to be less secure in their understanding of number than non-disadvantaged pupils in our school. Some pupils have recently joined the school, who are new to the country, and do not have foundations in early number.</p> <p><b>KS2 Results (2024-2025):</b></p> <p>Achieved Pass – 45.5%, PP Pass - 33%, NPP Pass - 60%</p>
6	<p><b>Parental Engagement:</b></p> <p>Attendance for Disadvantaged Children: 91.75%</p> <p>Attendance for Non-Disadvantaged Children: 96.2%</p> <p>Workshop attendance directed towards families of children who are disadvantaged has less uptake (Behaviour, Neurodiversity, etc.). Fewer parents attend parent and teacher consultations to receive updates on their child’s progress compared to non-disadvantaged children. Fewer disadvantaged children complete home learning compared to non-disadvantaged children.</p>

## 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
Improved oracy and vocabulary skills among disadvantaged pupils	<ul style="list-style-type: none"> <li>➤ Pupils demonstrate increased use of subject-specific and tiered vocabulary in both spoken and written work</li> <li>➤ Regular pupil voice activities show improved confidence in speaking and listening.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Assessment data (e.g. reading comprehension, writing outcomes) shows accelerated progress for disadvantaged pupils.</li> <li>➤ Teachers report increased pupil engagement and participation in class discussions</li> </ul>
Improved emotional regulation, resilience, and wellbeing among disadvantaged pupils.	<ul style="list-style-type: none"> <li>➤ Reduction in behaviour incidents, exclusions, and time out of class for targeted pupils.</li> <li>➤ Increased attendance and punctuality for pupils with SEMH needs.</li> <li>➤ Pupils can identify and use strategies to manage their emotions and behaviour (ELSA support where needed)</li> <li>➤ Staff report improved relationships and engagement with pupils through the empowerment approach and those receiving SEMH support.</li> </ul>
Improved outcomes among disadvantaged pupils in reading.	<ul style="list-style-type: none"> <li>➤ Diminishing attainment gap in reading compared with non-disadvantaged pupils.</li> <li>➤ Achieve the expected standard in reading in line with national.</li> <li>➤ Disadvantaged pupils develop strong reading fluency, comprehension, and a love of reading.</li> <li>➤ Pupils make accelerated progress to close the attainment gap with their peers.</li> </ul>
Improved outcomes among disadvantaged pupils in writing.	<ul style="list-style-type: none"> <li>➤ Diminishing attainment gap in writing compared with non-disadvantaged pupils.</li> <li>➤ Achieve the expected standard in writing in line with national.</li> <li>➤ Disadvantaged pupils improve sentence structure, vocabulary and coherence in independent writing</li> <li>➤ Pupils make accelerated progress to close the attainment gap with their peers.</li> </ul>
Improved outcomes among disadvantaged pupils in Maths	<ul style="list-style-type: none"> <li>➤ Diminishing attainment gap in maths compared with non-disadvantaged pupils.</li> <li>➤ Achieve the expected standard in maths in line with national.</li> <li>➤ Improved outcomes in arithmetic and reasoning assessments</li> <li>➤ Pupils make accelerated progress to close the attainment gap with their peers.</li> </ul>

Increase in parental engagement for pupils who are disadvantaged	<ul style="list-style-type: none"> <li>➤ Attendance for disadvantaged pupils is at or above 95%, with a reduction in persistent absenteeism.</li> <li>➤ Increased participation in parent workshops, learning events, and parent-teacher meetings.</li> <li>➤ Positive feedback from parents on communication and support from school.</li> </ul>
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## 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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Voice 21:</b> Purchase Development Days for Oracy support	Oracy is fundamental for children to articulate and understand what they learn. To be able to speak confidently and coherently is a skills that all children should have opportunity to refine develop	1,6
<b>HIAS Training – Writing:</b>	Developing high quality teaching and learning which is indicated to be one of the most effective approaches to supporting pupils.  EEF Effective Professional Development	4
<b>HIAS Training – Maths:</b>	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 approaches:  <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	5

<b>Number Fluency:</b>	EEF guidance reports – EYFS/KS1 and KS2  EEF Guidance Reports – Improving Mathematics in Key Stages 2 and 3	5
<b>Maths Mastery:</b>	EEF guidance reports – EYFS/KS1 and KS2	5
<b>Pupil Progress Meetings:</b>	Developing high quality teaching and learning which responds to the needs of the children is fundamental in supporting pupils. Pupil progress meetings interrogates this information and ensures the correct support and teaching is in place.	3,4,5
<b>Empowerment Approach:</b>	EEF Improving Behaviour in Schools	2,6
<b>RWI Phonics:</b>  Purchase RWI Phonics Development Day and Access to Training Portal	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	3

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Booster Tutoring (Reading and Maths)	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	3,5

Year 4 Booster Tutoring (Times Tables)	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	5
Year 1 and 2 Booster (Phonics)	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	3
Fast Track Tutoring (FTT – Phonics)	<a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	3
Pre-teaching Vocabulary	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>	4
Precision Teaching (Spelling)	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>	4
ELSA sessions that are available everyday	ELSA support is a recognised behaviour intervention, EEF – Behaviour interventions +4 months progress Social and emotional learning +4 months progress We acknowledge that before we can accelerate progress there are other barriers that need to be addressed.	2

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and After School Club Subsidy	EEF research shows that extended school time can support improved attendance and engagement. Internal data shows improved attendance and punctuality for disadvantaged pupils accessing these clubs.	2, 6

Positive Play Leader and Lunchtime Provision	Behaviour incidents are reduced when structured play is facilitated. Pupil voice indicates increased enjoyment and fewer conflicts during lunch.	2
ELSA Programme and Mental Health Support	EEF guidance on social and emotional learning shows positive impact on behaviour and wellbeing. Internal data shows reduced suspensions and improved emotional regulation.	2
Parental Engagement Workshops (MHST, Neurodiversity, Behaviour)	Increased attendance at workshops and improved home-school relationships. EEF evidence supports parental engagement as a key lever for pupil success.	6
Family Support and Referral Pathways	Targeted support for families improves attendance and engagement. Internal data shows improved outcomes for pupils receiving family support.	2, 6
Attendance Monitoring and Incentives	Regular tracking and personalised support for persistent absentees. Incentives and communication strategies have improved attendance figures.	6
Service Club and Communication Support for Military Families	Supports emotional wellbeing and continuity for service children. Feedback from families and pupils indicates positive impact.	2

**Total budgeted cost: £ 125,500**

## Milestones for 2025-2028

	2025-2026	2026-2027	2027-2028
Teaching: Oracy development	Voice 21 training delivered to all staff. Oracy routines (talk partners, sentence stems, vocabulary walls) established in every classroom. Baseline assessment shows 70% of PP pupils improving oral confidence.	Oracy strategies embedded across the school. 80% of PP pupils meet age-related expectations in speaking and listening. Pupil voice evidences improved confidence and engagement.	Oracy integral across the curriculum. 90% of PP pupils demonstrate secure oracy skills; gap between PP and non-PP reduced to <5%.
Teaching: Writing development	HIAS writing training completed. Shared writing and vocabulary scaffolds implemented. 70% of PP pupils show improved sentence structure and vocabulary in assessed work.	Consistent approach to writing across phases. 80% of PP pupils working at expected standard; gap to non-PP reduced by 10%.	Writing outcomes in line with national. 85% of PP pupils meet or exceed expectations; quality of extended writing improved across subjects.
Teaching: Maths development	Staff trained in mastery principles. Consistent lesson structure introduced using NCETM guidance. 70% of PP pupils achieve progress in arithmetic assessments.	Mastery approach embedded in all classes. 80% of PP pupils meet age-related expectations. Increased pupil confidence in reasoning tasks.	PP attainment in maths in line with peers; gap narrowed to <5%. End of KS2 results meet or exceed national averages.
Teaching: Number Fluency	Number fluency programme introduced in KS1 and lower KS2. 70% of PP pupils demonstrate improved recall of number facts.	Daily fluency sessions embedded. 80% of PP pupils meet age-related expectations for number.	Number fluency sustained across school; 90% of PP pupils confident with rapid recall and application.
Teaching: Maths Mastery	Teachers adopt small-step sequences with manipulatives and reasoning focus.	Lesson structure and CPA approach embedded; pupils confidently explain reasoning.	Maths Mastery sustained; attainment gap between PP and non-PP reduced to <5%.
Teaching: Pupil progress	Termly PPMs embedded to review PP data and provision. Clear tracking of interventions.	Use of data informs adaptive teaching; targeted support adjusted promptly.	PPMs drive continuous improvement; data shows sustained progress for all PP pupils.
Teaching: Empowerment Approach	Whole-school training completed. Staff apply consistent language of empowerment and regulation.	Reduced incidents and exclusions by 10%. Pupil surveys show improved relationships and self-regulation.	SEMH strategies embedded in culture; exclusions rare, pupil wellbeing rated highly by staff and parents.
Teaching: RWI Phonics	Development Day completed; fidelity to programme ensured. 75% of PP pupils pass PSC.	Phonics fully embedded; PP pupils pass PSC at national rates (80%+).	Early reading sustained; gap in reading fluency closed (<5%).
Targeted Support: Year 6 Booster (Reading and Maths)	Weekly booster sessions established. 70% of PP pupils make accelerated progress in mock SATs.	80% of PP pupils meet expected standard in reading and maths.	Outcomes sustained; PP pupils' attainment matches non-PP.
Targeted Support: Year 4 Booster (Times Tables)	Small-group tutoring introduced. 70% of PP pupils increase fluency on TT Rockstars baseline.	80% of PP pupils achieve expected score on MTC.	Gap in mathematical fluency closed; continued focus on reasoning and application.

Targeted Support: Year 1 and 2 Booster (Phonics)	75% of PP pupils pass PSC after booster.	85% achieve PSC pass; increased reading confidence evident in classroom.	PSC outcomes sustained; KS1 reading attainment in line with national.
Targeted Support: Fast Track Tutoring (Phonics)	FTT established for lowest 20%. Progress tracked fortnightly.	80% of participating PP pupils meet expected phonics standard.	Continued use for new pupils; early intervention prevents widening gaps.
Targeted Support: Pre-teaching vocabulary	Vocabulary groups trialled in KS2. Teachers report improved use of tiered vocabulary.	80% of PP pupils demonstrate improved comprehension scores.	Vocabulary instruction embedded across subjects; gap in reading comprehension closed.
Targeted Support: Precision Teaching (Spelling)	Staff trained in precision teaching. Pupils show 15% improvement in weekly assessments.	Approach embedded; 80% of PP pupils achieve age-related spelling outcomes.	Sustained progress; PP pupils demonstrate accurate spelling in extended writing.
Wider Strategies: Breakfast and After School Club Subsidy	Subsidy increases PP participation by 20%. Improved punctuality and attendance (target 94%).	Attendance for PP pupils reaches 95%. Parents report improved engagement.	Sustained attendance at or above 95%; positive impact on readiness to learn.
Wider Strategies: Positive Play Leader and Lunchtime Provision	Structured play zones introduced; lunchtime incidents reduced by 10%.	Continued decrease in incidents; improved social interactions noted.	PP pupils show sustained emotional regulation; lunchtime provision embedded.
Wider Strategies: ELSA Programme and Mental Health Support	ELSA caseload reviewed termly; targeted pupils show improved regulation.	SEMH pupils demonstrate reduced behaviour incidents by 20%.	ELSA provision embedded; emotional wellbeing integral to school culture.
Wider Strategies: Parental Engagement Workshops (MHST, Neurodiversity, Behaviour)	Workshop attendance by PP parents increases by 15%.	70% of PP families attend at least one school event/workshop.	Parental engagement embedded; PP attendance at consultations matches non-PP.
Wider Strategies: Family Support Worker and Referral Pathways	Family Support Worker caseload managed to prioritise PP families. 10% increase in engagement with external services.	Improved attendance and punctuality among supported pupils.	FSW support sustained; PP attendance $\geq$ 95%, strong family-school partnerships.
Wider Strategies: Attendance Monitoring and Incentives	Weekly monitoring and rewards in place. PP attendance improves by 1.5%.	Attendance for PP $\geq$ 95%, persistent absence reduced by 50%.	Sustained improvement; attendance gap closed to <1%.
Wider Strategies: Service Club and Communication Support for Military Families	Club established; 70% of service pupils attend weekly.	Positive feedback from families; improved wellbeing indicators.	Club embedded; emotional needs of service pupils well met and reflected in attainment data.

## Part B: Review of the previous academic year

### Review of impact against Milestones 2025-26

	2025-2026	Comments
Teaching: Oracy development	Voice 21 training delivered to all staff. Oracy routines (talk partners, sentence stems, vocabulary walls) established in every classroom. Baseline assessment shows 70% of PP pupils improving oral confidence.	
Teaching: Writing development	HIAS writing training completed. Shared writing and vocabulary scaffolds implemented. 70% of PP pupils show improved sentence structure and vocabulary in assessed work.	
Teaching: Maths development	Staff trained in mastery principles. Consistent lesson structure introduced using NCETM guidance. 70% of PP pupils achieve progress in arithmetic assessments.	
Teaching: Number Fluency	Number fluency programme introduced in KS1 and lower KS2. 70% of PP pupils demonstrate improved recall of number facts.	
Teaching: Maths Mastery	Teachers adopt small-step sequences with manipulatives and reasoning focus.	
Teaching: Pupil progress	Termly PPMs embedded to review PP data and provision. Clear tracking of interventions.	
Teaching: Empowerment Approach	Whole-school training completed. Staff apply consistent language of empowerment and regulation.	
Teaching: RWI Phonics	Development Day completed; fidelity to programme ensured. 75% of PP pupils pass PSC.	
Targeted Support: Year 6 Booster (Reading and Maths)	Weekly booster sessions established. 70% of PP pupils make accelerated progress in mock SATs.	
Targeted Support: Year 4 Booster (Times Tables)	Small-group tutoring introduced. 70% of PP pupils increase fluency on TT Rockstars baseline.	
Targeted Support: Year 1 and 2 Booster (Phonics)	75% of PP pupils pass PSC after booster.	
Targeted Support: Fast Track Tutoring (Phonics)	FTT established for lowest 20%. Progress tracked fortnightly.	
Targeted Support: Pre-teaching vocabulary	Vocabulary groups trialled in KS2. Teachers report improved use of tiered vocabulary.	

Targeted Support: Precision Teaching (Spelling)	Staff trained in precision teaching. Pupils show 15% improvement in weekly assessments.	
Wider Strategies: Breakfast and After School Club Subsidy	Subsidy increases PP participation by 20%. Improved punctuality and attendance (target 94%).	
Wider Strategies: Positive Play Leader and Lunchtime Provision	Structured play zones introduced; lunchtime incidents reduced by 10%.	
Wider Strategies: ELSA Programme and Mental Health Support	ELSA caseload reviewed termly; targeted pupils show improved regulation.	
Wider Strategies: Parental Engagement Workshops (MHST, Neurodiversity, Behaviour)	Workshop attendance by PP parents increases by 15%.	
Wider Strategies: Family Support Worker and Referral Pathways	Family Support Worker caseload managed to prioritise PP families. 10% increase in engagement with external services.	
Wider Strategies: Attendance Monitoring and Incentives	Weekly monitoring and rewards in place. PP attendance improves by 1.5%.	
Wider Strategies: Service Club and Communication Support for Military Families	Club established; 70% of service pupils attend weekly.	

## Review of impact against Milestones 2026-27

	2026-2027	Comments
Teaching: Oracy development	Oracy strategies embedded across the school. 80% of PP pupils meet age-related expectations in speaking and listening. Pupil voice evidences improved confidence and engagement.	
Teaching: Writing development	Consistent approach to writing across phases. 80% of PP pupils working at expected standard; gap to non-PP reduced by 10%.	
Teaching: Maths development	Mastery approach embedded in all classes. 80% of PP pupils meet age-related expectations. Increased pupil confidence in reasoning tasks.	
Teaching: Number Fluency	Daily fluency sessions embedded. 80% of PP pupils meet age-related expectations for number.	
Teaching: Maths Mastery	Lesson structure and CPA approach embedded; pupils confidently explain reasoning.	
Teaching: Pupil progress	Use of data informs adaptive teaching; targeted support adjusted promptly.	
Teaching: Empowerment Approach	Reduced incidents and exclusions by 10%. Pupil surveys show improved relationships and self-regulation.	
Teaching: RWI Phonics	Phonics fully embedded; PP pupils pass PSC at national rates (80%+).	
Targeted Support: Year 6 Booster (Reading and Maths)	80% of PP pupils meet expected standard in reading and maths.	
Targeted Support: Year 4 Booster (Times Tables)	80% of PP pupils achieve expected score on MTC.	
Targeted Support: Year 1 and 2 Booster (Phonics)	85% achieve PSC pass; increased reading confidence evident in classroom.	
Targeted Support: Fast Track Tutoring (Phonics)	80% of participating PP pupils meet expected phonics standard.	
Targeted Support: Pre-teaching vocabulary	80% of PP pupils demonstrate improved comprehension scores.	
Targeted Support: Precision Teaching (Spelling)	Approach embedded; 80% of PP pupils achieve age-related spelling outcomes.	
Wider Strategies: Breakfast and After School Club Subsidy	Attendance for PP pupils reaches 95%. Parents report improved engagement.	
Wider Strategies: Positive Play Leader and Lunchtime Provision	Continued decrease in incidents; improved social interactions noted.	
Wider Strategies: ELSA Programme and Mental Health Support	SEMH pupils demonstrate reduced behaviour incidents by 20%.	
Wider Strategies: Parental Engagement Workshops (MHST, Neurodiversity, Behaviour)	70% of PP families attend at least one school event/workshop.	

Wider Strategies: Family Support Worker and Referral Pathways	Improved attendance and punctuality among supported pupils.	
Wider Strategies: Attendance Monitoring and Incentives	Attendance for PP ≥95%, persistent absence reduced by 50%.	
Wider Strategies: Service Club and Communication Support for Military Families	Positive feedback from families; improved wellbeing indicators.	

## Review of impact against Milestones 2027-28

	2027-2028	
Teaching: Oracy development	Oracy integral across the curriculum. 90% of PP pupils demonstrate secure oracy skills; gap between PP and non-PP reduced to <5%.	
Teaching: Writing development	Writing outcomes in line with national. 85% of PP pupils meet or exceed expectations; quality of extended writing improved across subjects.	
Teaching: Maths development	PP attainment in maths in line with peers; gap narrowed to <5%. End of KS2 results meet or exceed national averages.	
Teaching: Number Fluency	Number fluency sustained across school; 90% of PP pupils confident with rapid recall and application.	
Teaching: Maths Mastery	Maths Mastery sustained; attainment gap between PP and non-PP reduced to <5%.	
Teaching: Pupil progress	PPMs drive continuous improvement; data shows sustained progress for all PP pupils.	
Teaching: Empowerment Approach	SEMH strategies embedded in culture; exclusions rare, pupil wellbeing rated highly by staff and parents.	
Teaching: RWI Phonics	Early reading sustained; gap in reading fluency closed (<5%).	
Targeted Support: Year 6 Booster (Reading and Maths)	Outcomes sustained; PP pupils' attainment matches non-PP.	
Targeted Support: Year 4 Booster (Times Tables)	Gap in mathematical fluency closed; continued focus on reasoning and application.	
Targeted Support: Year 1 and 2 Booster (Phonics)	PSC outcomes sustained; KS1 reading attainment in line with national.	
Targeted Support: Fast Track Tutoring (Phonics)	Continued use for new pupils; early intervention prevents widening gaps.	
Targeted Support: Pre-teaching vocabulary	Vocabulary instruction embedded across subjects; gap in reading comprehension closed.	
Targeted Support: Precision Teaching (Spelling)	Sustained progress; PP pupils demonstrate accurate spelling in extended writing.	
Wider Strategies: Breakfast and After School Club Subsidy	Sustained attendance at or above 95%; positive impact on readiness to learn.	
Wider Strategies: Positive Play Leader and Lunchtime Provision	PP pupils show sustained emotional regulation; lunchtime provision embedded.	
Wider Strategies: ELSA Programme and Mental Health Support	ELSA provision embedded; emotional wellbeing integral to school culture.	
Wider Strategies: Parental Engagement Workshops (MHST, Neurodiversity, Behaviour)	Parental engagement embedded; PP attendance at consultations matches non-PP.	

Wider Strategies: Family Support Worker and Referral Pathways	FSW support sustained; PP attendance $\geq 95\%$ , strong family-school partnerships.	
Wider Strategies: Attendance Monitoring and Incentives	Sustained improvement; attendance gap closed to $< 1\%$ .	
Wider Strategies: Service Club and Communication Support for Military Families	Club embedded; emotional needs of service pupils well met and reflected in attainment data.	

## Outcomes for disadvantaged pupils from previous year

<u>Attainment</u>		
<b>Outcomes End of KS2 2023</b>	<b>All pupils</b>	<b>Pupil Premium</b>
Reading	62%	60%
Writing	56%	50%
Maths	56%	50%
Combined	31%	20%
<b>Outcomes End of KS2 2024</b>	<b>All pupils</b>	<b>Pupil Premium</b>
Reading	69%	64%
Writing	63%	67%
Maths	45%	36%
Combined	38%	36%
<b>Outcomes End of KS2 2025</b>	<b>All pupils</b>	<b>Pupil Premium</b>
Reading	54.9%	56%
Writing	30.3%	44%
Maths	45.5%	33%
Combined	30.3%	27%
<u>Attendance</u>		
<b>Attendance</b>	<b>Whole School</b>	<b>Pupil Premium</b>
2020-2021	96%	93%

2021-2022	94%	91%
2022-2023	95%	93.9%
2023-2024	93.8%	93.1%
2024-2025	93.06%	91.75%

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>8% of pupils receive the service premium.</p> <ul style="list-style-type: none"> <li>- ELSA support available in the school</li> <li>- Family support worker in school to work with service children</li> <li>- Service club running weekly</li> <li>- Support for pupils to communicate with their parents through secure online messaging for the military and/or see-saw (online learning platform)</li> </ul>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p> <ul style="list-style-type: none"> <li>- Emotional needs for the pupils with parents working away were met</li> <li>- Regular support in place for pupils who needed it.</li> <li>- Service club was used by some but not all of the children</li> <li>- Pupils knew where the support was when needed</li> <li>- Service pupils achieve well in school.</li> </ul>

## Further information

The % of pupil premium has increased over the last year. The school has worked a lot on simple strategies that were suggested by the EEF to support pupils that are in receipt of the pupil premium.

The use of pupil progress meetings is a key time for teachers to reflect on their strategies and how effective they are. It is also a time to look at whether pupils fall into other vulnerable groups and ensure all needs are being met by looking at the whole child.