

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's Catholic Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25-2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Colette Bland, Headteacher
Pupil premium lead	Jayne Miley
Governor	Suzanne Lewis-Dale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,475
Recovery premium funding allocation this academic year	£0
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	£37,475

Part A: Pupil Premium Strategy Plan

Statement of intent

Our vision at St Mary's is to create a vibrant, caring school community in which every child can achieve their learning potential, develop their unique talents and become the very best they can be in preparation for the next stage in their education/lives.

St Mary's is a school in which pupils, irrespective of their background or the challenges they face, make good progress and secure attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maximising progress for those who are already working at expected standard or above.

We will consider the various challenges faced by vulnerable pupils and through our broad and engaging curriculum, we will strive to create an environment and culture where all children can flourish, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the root of our approach, with a focus on areas in which disadvantaged pupils require the most support. Carefully planned and sequenced lessons ensure that prior learning is embedded and then built upon. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils 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.

Our approach will be responsive to common challenges as well as individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged through an exciting, broad and balanced curriculum
- provide those who work directly alongside pupils with the skills to help them reach their full potential through appropriately tailored CPD
- quickly identify pupils who need extra intervention and support
- continue our whole school approach in which all staff take responsibility for disadvantaged and SEND pupils' outcomes and set high 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	Some disadvantaged pupil's language and communication development is delayed and not at the expected standard when they enter school based provision. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many children including disadvantaged pupils. These are evident from Reception through to KS2.
2	Basic and essential skills associated with communication, reading, writing and maths are not as well developed as they need to be to allow pupils to engage with their year group curriculum. This has resulted in gaps in knowledge and skills amongst disadvantaged pupils resulting in them falling below age-related expectations.
3	A significant proportion, 38% of our PP disadvantaged pupils are also pupils with identified SEND.
4	Many disadvantaged pupils have access to a narrower breadth of books outside of school compared to their non-disadvantaged peers. This limited exposure to reading results in poorer fluency, comprehension and enjoyment for disadvantaged pupils.
5	Attendance data indicates that attendance at school for our disadvantaged pupils has been lower and persistent absence has been higher than for their non-disadvantaged peers.
6	A significant number of our disadvantaged pupils struggle with confidence and have displayed difficulties with SEMH. 40% of disadvantaged pupils currently require additional support with their social and emotional needs.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Basic and essential skills in number, reading and writing are securely embedded following intervention and targeted support.	The majority of pupils will reach at least age-related expectations by the end of each key stage and will have the appropriate knowledge and skills to prepare them for the next phase of their learning.
<p>All pupils with SEND have action plans in place which follow the Plan, Action, Do & Review model.</p> <p>The curriculum is successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding of all pupils.</p>	<p>A greater number of disadvantaged pupils with SEND reach age related expectations in reading writing and maths so that outcomes are in line with non-disadvantaged peers. Progress for all pupils with SEND is evident from their IEPs, they are accessing the full curriculum with increasing success and independence. Where an individualised timetable and modified curriculum is required, pupils achieve very well from their starting points.</p>
Disadvantaged pupils have access to a wide variety of books which will result in full engagement across the curriculum and foster a culture of reading for pleasure that will prepare them for their next academic step.	<p>Disadvantaged pupils read a wide range of texts/genres which improves their reading fluency and comprehension resulting in them achieving at least age-related expectations.</p> <p>Pupils will develop a love of reading and be able to flourish in other curricular areas as a result of their exposure to an increased breadth of knowledge and vocabulary.</p>
To achieve and sustain improved attendance for all pupils, particularly the disadvantaged.	<p>The overall attendance rate for all pupils is above the national average with the proportion for disadvantaged being in line with their non-disadvantaged peers.</p> <p>The percentage of all pupils who are classed as 'persistent absentees' is below the national average with the number for disadvantaged pupils being in line with their non-disadvantaged peers.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£18,725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain quality first teaching through providing staff with relevant CPD opportunities: funding release time to attend courses: purchasing relevant resources to support planning and delivery of lessons; providing opportunities for observing best practice; funding monitoring time for subject leaders.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Through setting high expectations, monitoring performance and tailoring teaching and support to suit the needs of their pupils, they (the school) create a supportive learning environment for all learners but particularly for our disadvantaged learners. High Quality Teaching - EEF Teaching and Learning Toolkit - EEF	1,2,3,4
Delivery of high quality communication and language approaches within Early Years.	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. Early Years Communication and Language Approaches - EEF	1,2

Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training.	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 Teaching and Learning Toolkit EEF	1,2,3,4
Use of standardised YARC diagnostic assessments. Use of WellComm assessment Training for staff to ensure assessments are administered and interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. EEF Diagnostic Assessment Tool	1, 2
Subscription to new Systematic Synthetic Phonics programme(Monster Phonics) to secure strong phonics teaching for all pupils. Training for staff in uses of new scheme. We will provide teacher release time to monitor delivery of phonics and share good practice.	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	2, 3
Enhance and improve the quality of basic skills teaching handwriting, spelling and punctuation to raise the quality of writing.	Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,3

<p>Enhancement of our maths teaching and curriculum planning to support greater % of girls to achieve GDS.</p> <p>Continue to work with our Maths Hub to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p> <p>We will train new teaching staff in KS1 in Mastering Number and continue to monitor delivery and impact</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 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>Improving Mathematics in Key Stages 2 and 3</p>	2, 3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Working with the Connect Mental Health Team our Mental Health Lead we will ensure SEL approaches are 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>	6

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

Budgeted cost: **£10,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of WellComm, Time to Talk and DCC bespoke programmes for children in Nursery and Reception to develop vocabulary and speaking and listening skills.</p>	<p>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)</p>	1

<p>Additional catch up interventions from Monster and Fast Track Phonics intervention sessions targeted at disadvantaged pupils who require further phonics support on a 1 to 1 or small group basis.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. 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>2</p>
<p>Disadvantaged pupils will read with an adult regularly in school. Books will be provided for disadvantaged to ensure they have access to a broad range of high quality texts that support their developing love of reading for pleasure and their reading fluency and comprehension skills.</p>	<p>Seven Stories has worked with BBCET to develop a literature spine for our schools. This will enable us to access high quality texts for all year groups in school termly. These will be made available to disadvantaged pupils for shared and independent reading to foster a love of reading and also improve fluency and comprehension.</p> <p>There is substantial evidence that shared reading with young children has a positive impact, from the development of language and literacy skills to the emotional relationship between parent and child (Bus and Ijzendoorn, 1995, Mol et al., 2008).</p> <p>https://www.tes.com/magazine/archive/what-teachers-need-know-about-shared-readingsion.</p>	<p>4</p>
<p>Teaching Assistant support to be deployed to deliver high quality interventions on a 1 to 1 or small group basis.</p> <p>Reading and Maths intervention programmes (First Class at Number, Success@Arithmetic and the Inference Programme) will be used to support pupils by reinforcing their understanding of basic concepts.</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Parental curriculum workshops and information to increase parental knowledge. Use of SeeSaw App to boost home involvement with children's learning and improve communication.	<p>Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p>	2
<p>Provide Counselling opportunities and expertise to develop programmes and allow time as required to discuss emotions and feelings to help relieve any anxieties and worries.</p> <p>Access to support/training for parents so they can manage anxiety and stress using strategies that compliment those used in school. Provision of regulation space in school.</p>	<p>Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/primary-sel</p>	6

Ensure children are provided with a variety of enriching experiences, linked to Spiritual, Moral, Social & Cultural (SMSC) development and the wider curriculum, with a focus on the promotion of effective collaborative learning and team- building skills.	Disadvantaged children should be as able to access and benefit from these experiences as their peers so no charges will be made for residential and after-school clubs that incur a cost. EEF toolkit acknowledges that collaborative learning which promotes interaction between learners is a highly effective way of improving outcomes. Residential experiences enable team building and promote confidence and self-esteem.	
Develop links with and use of Library Service SLA to ensure an extensive range of reading resources, fiction and non-fiction, are available for all pupils to access (at their level), which will improve overall reading progress and help foster a further love of reading.	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment: DfE - Research evidence on Reading for Pleasure	2, 4

Total budgeted cost: £37,475

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In 2025 Phonics Outcomes for disadvantaged pupils are below that of their disadvantaged peers nationally and their non-disadvantaged peers in school. It is important that we remember that there were 2 pupils in this group and that these numbers make the data weak in terms of their statistical significance. The pupil who did not achieve the pass mark is a SEND child with an EHCP.

Phonics Check	Disadvantaged pupils School	Non-disadvantaged pupils school	Disadvantaged pupils Nationally
End of Year 1	50%	88%	67%
End of Year 2	100%	96%	

Internal data Teacher Assessment Y1-Y6

Internal data shows that non-disadvantaged pupils are still outperforming their disadvantaged peers in all subjects but there is a significant gap in writing. This is reflected in the SDP for 2025-26 which identifies writing as a key priority with a range of actions to be implemented to drive improvement for all pupils.

	Disadvantaged pupils School	Non-disadvantaged pupils school
Reading	73%	87%
Writing	59%	77%
Maths	73%	84%
Combined RWM	55%	66%

At the end of KS2 outcomes for disadvantaged pupils were below their non-disadvantaged peers in school and disadvantaged pupils nationally in all areas apart from Reading.

End of KS2 2025	Disadvantaged pupils School	Non-disadvantaged pupils school	Disadvantaged pupils Nationally
Reading	100%	89%	63%
Writing	57%	68%	59%
Maths	57%	86%	61%
Combined RWM	43%	64%	47%

The focus on literacy in particular phonics and reading is having a very positive impact. Outcomes at the end of KS2 compare favourably with all groups. Outcomes at KS 1 show that there is a gap between them and non-disadvantaged peers in school remains. Therefore the support for literacy needs to continue with a real emphasis on improving writing outcomes.

Attendance

Pupil attendance at St Mary's is excellent and compares favourably with national figures ensuring the school is consistently in the top quartile. The figures for 2024-25 show a total attendance figure of 96.5% compared with a local North Tyneside figure of 95.2% and a national figure of 94.8% with persistent absence at 3.8% compared with 11.4% locally and a 13.3% nationally.

Attendance for dis-advantaged pupils at St Mary's is excellent at 98.2%. Their attendance is stronger than that of their non-disadvantaged peers at 96.5%. Their attendance compares favourably to dis-advantaged pupils nationally at which was 92.4%.

2024-25 was the first year in which disadvantaged pupils attendance was stronger than that of non-disadvantaged peers. This is a great achievement and something we must strive to maintain.

15 pupils were seen by our school counsellor or the Connect Mental Health team including a number of disadvantaged pupils, these pupils were struggling with poor self-esteem, anxiety and inability to recognise and regulate emotions. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to work closely with the Connect Team to deliver newly developed programmes to pupils and parents in school to support SEMH.