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

School overview

Detail	Data
School name	St Mary and St Benedict Catholic Primary School
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Pauline MacDonald
Pupil premium lead	Sarah Sharman
Governor / Trustee lead	Elizabeth Hancock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,280
Pupil premium funding carried forward from previous years	-
Total budget for this academic year	£219,280

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.

We have identified the following barriers to attainment, all of which have disproportionately impacted disadvantaged pupils:

- Poor oracy skills and vocabulary gaps
- Poor social and emotional wellbeing
- Poor parental engagement with learning
- Lack of pupil engagement in enrichment activities

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all pupils in school to achieve or exceed nationally expected standards
- ✓ To support our children's health and wellbeing to enable them to access learning well.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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 in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils: high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.
- Implementing communication and language interventions in EYFS/KS1 e.g. School funded Speech and Language Therapist, NELI, ELKLAN.

- Developing a love of learning by ensuring disadvantaged pupils are supported to access enrichment activities
- Working with parents to raise the level of engagement and improve attendance

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly upon entry to school at whatever point that may be.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.
3	Our observations and discussions with pupils and families have identified poor parental engagement with learning during school closure; this was more prevalent for disadvantaged pupils. Some parents refused allocated school places during school closure.
4	Our discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure

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
Achievement in Reading	Achieve at least national expected in KS2 Reading
Achievement in Writing	Achieve at least national expected in KS2 Writing

Achievement in Mathematics	Achieve at least national expected in KS2 Maths
Greater Depth in writing	Achieve national average for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above national
Improved attitudes to learning and sense of belonging	Observed improvement in learning behaviours during observations, and a reduction in low level disruption.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *90,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and support for staff to assess pupils' oral skills and plan interventions to improve and address vocabulary gaps; specialist speech and language therapist support twice weekly in school. £28,000	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment	1,2
Teacher appointed to work within Year 5/6 phase to allow Maths to be taught in groups of 15 £62,000	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 5/6 cohort and have identified that teaching in groups of 15 children would allow teachers to increase the amount of attention each child will receive.	2,3

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

Budgeted cost: *£ 90,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of online PUMA maths tests and analysis to inform Spring term planning for KS1/2 £2000 Additional TA £21,000 to support additional KS2 phonics group with daily RWI session and follow up tutoring. Additional TA support KS1 for phonics support. £16,000 Writing tuition for Year 6 in small groups to address gaps and target key skills. 1.5 day a week. £20,000 Maths tuition in small groups for Year 6/5 to address gaps. 3 sessions a week. £30,000 Revision booklets for maths and GAPS provided free of charge to PP pupils in Year 6. £1500	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Tuition 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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	1,2,3

	to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance educational experiences through visiting speakers, enrichment activities, theatre companies and expert led activities. Participation for pupils in receipt of PP subsidised. £12000	Improved outcomes have been identified in English, mathematics and science through arts participation.	4
Provision of onsite parent workshops to support parents with reading at home, and engage parents in their child's education. Phonics at home and story book packs provided for parents. £4500	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	3
Money retained for emergency allocation for PP pupils to overcome any barriers and respond quickly. Eg bus passes to support attendance, uniform. £22,280		

Total budgeted cost: £219,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	116	94.4%	92.4%	Above	Relative improvement	-
2024/25 (3 term)	129	93.0%	92.3%	Close to average	Relative decline	High - FSM
2023/24 (3 term)	125	93.7%	92.0%	Above	Relative decline	-
2018/19 (3 term)	124	96.6%	94.4%	Above	Not available	High - FSM

Achievement

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	64	52%	47%	Close to average (non-sig)	69%	-17	Not applicable	59%	Below (non-sig)	Not applicable
2026	24	38%	49%	Close to average (non-sig)	70%	-33	Widening	59%	Below (non-sig)	High - FSM
2025	22	59%	47%	Close to average (non-sig)	69%	-10	No meaningful change	59%		High - FSM
2024	18	61%	46%	Above (non-sig)	67%	-6	Not available	54%		-