# Pupil premium strategy statement – St Mary's

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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.

ST MARY'S
VC ACADEMY

## School overview

| Detail | Data |
|---|---|
| School name | St Mary's |
| Number of pupils in school | 102 ( + Nursery) |
| Proportion (%) of pupil premium eligible pupils | 16.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024 - 2027 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | R McKenna |
| Pupil premium lead | R McKenna |
| Governor / Trustee lead | |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 23,836 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | **£ 23,836** |

# Part A: Pupil premium strategy plan

## Statement of intent

***Key Principles***

The key principles of our Pupil Premium Strategy Plan is to spend Pupil Premium Grant and Catch-Up funding for the school to;

- provide quality teaching to narrow gaps and ensure barriers to learning are removed
- ensure that every child is given the opportunities to engage and achieve
- ensure that every child meets their full potential

***Key Objectives***

- To ensure children access the curriculum and make progress to the best of their ability.
- To ensure all children have access to google classroom to support individual learning
- To support and develop pupils' experiences within school and to access the wider curriculum
- To support in small group and in whole class enabling continued access to the curriculum and learning.
- To provide resources staff and physical to support learning and progress

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | *To ensure that pupils in need of support access the appropriate age related curriculum. This requires understanding of pupils abilities and gaps in learning to ensure that any support delivered matches the needs of the child.* |
| 2 | *Support pupils with additional curriculum activities, music lessons, visits and residentials heightened due to current cost of living issues.* |
| 3 | *Pastoral needs are increasing across the school ensure appropriate training is in place for staff to meet pupil requirements including ELSA and pastoral time* |
| 4 | *Providing accurate support to fill the gaps, training staff to use specific programmes and identify and fill gaps alongside the teaching staff.*<br>*Identify appropriate programmes and training for staff* |

## 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 |
|---|---|
| Provision of specific support to meet needs of individuals | Individuals access support and make at least expected progress in year through delivery of a well-planned, sequential and progressive curriculum. |
| Provide additional opportunities to support wider education for pupils | Individuals supported to access wider experiences to enhance learning alongside peers. |
| Provide an engaging, broad, balanced, progressive curriculum meeting needs for all individuals ensuring good progress | Learning walks, book looks pupil voice and assessments (data capture) show pupils have accessed the core and wider curriculum and are making expected progress. |
| Support with specific programmes Educational and Pastoral | Staff engage with individuals through a range of strategies, children learn, enjoy and are nurtured. |

## 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: £11,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Provide high quality teaching for all pupils* | High quality teaching with high expectation increases attainment and progress | 1<br>4 |
| *Small group support for catch up and intervention* | HLTA and SEN Hub access<br>Reading recovery TA Training (CPD)<br>Phonic Awareness – updates and fidelity to RWI scheme<br>Teacher led small groups impacts on rapid catch up | 1<br><br>4 |
| *Daily Maths Meetings*<br>*White Rose*<br>*Times Tables Rockstars*<br>*Maths Shed*<br>*Ed Shed*<br>*IDL subscription* | SL supporting staff with specific training<br>RM – (CPD) | 1<br>4 |
| *Data analysis and pupil progress meetings* | Identifies gaps closing and need for specific intervention | 4 |

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

Budgeted cost: £ 7,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *1:1 and small group support*<br>*IDL* | Small group, quality time,<br>Plan, Do, Review – short number of sessions. | 1<br>4 |
| *Read Write Inc,*<br>*Ed shed*<br>*1:1 resources* | Reading priority nationally, purchases support learning to read in school and at home. | 1<br>4 |
| *Numbersense* | Builds fluency in addition & subtraction facts, and confidence and flexibility with number | 1<br>4 |
| *Drawing Club* | Enriching language skills and developing fine motor skills | 1<br>4 |
| *Nuffield Early Language Intervention* | EYFS staff research project and trained to deliver. | 1<br>4 |

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

Budgeted cost: £ 5,366

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Pastoral Support HLTA allocated time* | HLTA as named adult supporting wellbeing of children who have been identified | 3 |
| *Good morning support of TA* | Children identified with wellbeing anxieties, support on entry supports transition from home to school | 3 |
| *Access to wider opportunities* | All children have the opportunity to take part in wider curricular activity,<br>Educational Visits<br>Residential<br>Music lessons | 2 |
| *Access to technology supporting learning* | All children will have access to chrome book enabling continuity of learning. | 2 |
| *Headteacher & SENDCo time to liaise, plan, attend multiagency meetings, supporting pastoral and nurturing of pupils* | Support of school leader in the delivery of appropriate strategies to meet the need. | 3 |

## Total budgeted cost: £ 23,836

# 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.

*There is impact on learners wider than those in receipt of pupil premium through the work undertaken in this plan. Learners access wellbeing activities supporting pastoral and nurturing needs across the school in our SEND hub 'The Nest'*

2024 performance of pupils receiving Pupil Premium Grant –

***KS2 Standard Assessment Tests – 2025***
*1 learners in the 2025 cohort end KS2*
100% pupils achieving ARE in Reading, Writing and Maths
100% pupils making expected progress in Reading
100% pupils making expected progress in Writing
100% pupils making expected progress in Maths
100% pupils making expected progress in GPAS

***Expected Progress KS1-KS2***
Reading = 100%
Writing = 100%
Maths = 100%

***Expected + progress*** % Reading, % Writing, % Maths 0%

***KS2 Teacher Assessment - 2024***
*1 learners in the 2025 cohort end KS2*
100% pupils achieving ARE in Reading, Writing and Maths =
100% pupils making expected progress in Reading =
100% pupils making expected progress in Writing =
100% pupils making expected progress in Maths =
100% pupils making expected progress in GPAS =

***KS1 Teacher Assessment***
*4 learners in the 2024-2025 cohort*
ARE in Reading, Writing and Maths (Teacher Assessment)
25% pupils making expected progress in Reading
25% pupils making expected progress in Writing
25% pupils making expected progress in Maths

***Year 1 Phonics Screening – 2025***
*2 learners in the 2024-25 Y1 cohort*
0% pupils making expected progress in phonics.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| **Programme / Resources** | **Provider** |
| --- | --- |
| Spelling Shed | Ed Shed |
| Maths Shed | Ed Shed |
| Numbersense | Numbersense |
| White Rose Maths | Trinity Family Academies Schools & Initiatives |
| Times Table Rockstars | Maths Circle Ltd |
| IDL | IDL Lancaster |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| **Measure** | **Details** |
| --- | --- |
| How did you spend your service pupil premium allocation last academic year? | service pupils<br>GTA supporting in class<br>Provided online programme access and device |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupils supported to meet ARE and in year expected progress |

## Further information (optional)

| |
|---|
| To provide high quality teaching and learning experiences for all pupils<br>Virtual Platform, online learning resources and access for all<br>Age related curriculum access, intervention, 1:1 focused on overcoming gaps and achieving full potential.<br>Providing small group work with an experienced staff focused on overcoming gaps in learning and achieving potential, catch up provision.<br>Catch up / intervention time, implementing strategies and pastoral groups.<br>Emotional support implemented for vulnerable children – ELSA<br>Acquiring effective materials aimed at raising standards including online resources.<br>Excellence and enjoyment enhancing curriculum – instrument tuition, access to clubs.<br>SLT & SENDCo time for preparing and implementing support for individuals and leading meetings. |