

# St Marys RC Primary

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2027 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.

### School overview

Detail	Data
School name	St Marys RC Primary Burnley
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	46% (94)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 – 2026 2026 – 2027 2027-2028
Date this statement was first published	November 2025
Date the statement was last reviewed	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	LBushell
Pupil premium lead	LBushell
Governor / Trustee lead	DFraser

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	125487.60
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	125487.60

# Part A: Pupil premium strategy plan

## Statement of intent

At St Marys RC Primary School our vision is that all pupils should be provided with the opportunity to achieve their full potential academically, personally and socially. Our overarching objective is to close the attainment gap between disadvantaged pupils and other pupils in the school. This will be achieved by ensuring all pupils receive high quality teaching and are provided with the most effective targeted support to achieve highly in all subjects and attend school on a daily basis.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF shows that common barriers to learning for disadvantaged children can be:

- less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles:

We ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

91% of the school population are classed as disadvantaged and receive the pupil premium funding. However there are a significant number of non-pupil premium children and families living in hardship who are not eligible for the grant.

### Ultimate Objectives:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and also nationally.

For disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations by the end of Year 6. Then for these children to continue to thrive at high school and achieve well -including attaining GCSEs in English and Mathematics.

To raise aspirations for socially disadvantaged children so they are able to reach their full potential and prosper in their chosen future career.

To promote a desire to engage in school life and attend every day. This plan supports the School's mission for all pupils, 'To Learn and grow together in Christ'

**In order to effectively create and implement the Pupil Premium Strategy we have made reference to the EEF Literacy, Numeracy, Metacognition and Pupil Premium research reports. Funding will be used to continue to enhance the skills of teaching staff and Teaching Assistants utilising available resources.**

**As a school we firmly believe that high quality teaching and learning is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students. With this in mind, our Pupil Premium strategy will strongly be rooted in professional development for all staff.**

## Challenges

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

Challenge number	Detail of challenge
1 'To Belong and support'	There are barriers to learning for some disadvantaged pupils due to home and family circumstances. A challenge we face is ensuring that all families engage with early help offers and school itself with a multi-agency approach. Challenging family circumstances and lack of support at home. Mental health and well-being challenges of both parents and children. High number of children with significant higher needs ( SEND & Behavioural ) which are main barriers to learning
2 'To attend '	Some disadvantaged pupils do not attend school regularly and are categorised as persistent absentees.
3 'To achieve '	Disadvantaged pupils do not achieve as highly as non-disadvantaged pupils in reading, writing and maths by the end of KS2. High number of children with significant higher needs ( SEND & Behavioural ) which are main barriers to learning . Below average phonics, reading and maths attainment throughout school. To continue to develop a broad and Balanced Curriculum enhanced by a wide range of curriculum enrichment experiences.

## 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
Disadvantaged pupils achieve as well as other pupils in reading, writing and maths by the end of KS2.	The attainment gap will have narrowed between disadvantaged pupils and other pupils at the end of KS1 and KS2.

	<p>Disadvantaged pupils will achieve in line with national expectations for reading, writing and maths by the end of KS2.</p> <p>To ensure a Broad and Balanced Curriculum is provided - enhanced by a wide range of curriculum enrichment experiences, making Quality First teaching at the centre .</p>
To identify and address the needs of children with complex SEND/Behavioural needs.	<p>Children’s needs are assessed and identified ensuring the appropriate provision is put in place. Staff are deployed effectively to ensure children are safe and happy in school and make appropriate progress.</p> <p>Behavioural issues and concerns will decrease and will not occur on a regular basis.</p> <p>SEND adaptations are visible throughout all aspects of school life to decrease the barrier to learning.</p>
Attendance for all pupil groups will be at least in line with national attendance rates; including the number of pupils who are categorised as persistent absentees.	<p>A decrease in persistent absences among disadvantaged children.</p> <p>To reach national average attendance data for all children –including disadvantaged.</p> <p>To improve the attendance and punctuality of identified families including those from disadvantaged backgrounds.</p>
Mental health challenges in both disadvantaged parents and children are identified and support provided.	<p>Identified staff trained in both adult and children’s mental health.</p> <p>Identified roles in school established and developed.</p> <p>SEMH opportunities embedded into the curriculum</p> <p>Improved attendance.</p> <p>Improved outcomes</p>
Disadvantaged pupils will thrive in school due to identified families engaging with early help; this will be via a multi-agency approach.	<p>Identified pupils will achieve their full potential academically, personally and socially.</p> <p>Identified pupils will attend school on daily basis.</p>

## 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 (CPD, recruitment and retention)

Budgeted cost: £ 12872

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Development  NPQH NPQSL	National Professional Qualifications give teaching staff high quality professional development. Research shows this has a significant impact on teacher's performance and practice.	3
Instructional coaching for all staff during	Receiving instructional coaching has been shown to have much more of an impact on teachers' performance of specific classroom practices than teachers simply reflecting on what went well and what could be improved (Cohen et al., 2020).	1,3
NCETM – Mastering Number CPD EYFS, Year 1 & Year 2	EEF Mastery approach to learning: On average mastery approaches to learning can help pupils make an additional 5 months progress. Via Maths HuB .	1,3
Sustaining Mastery Maths Programme (£1000)	EEF Metacognition and self-regulation: These strategies have high levels of impact with an average of an additional 7 months progress being made.	1,3
EEF research & Guidance Papers	EEF Improving Literacy report for KS1 and KS2 EEF Improving Mathematics report for KS1 and KS2	1,3
Links with National Research Schools linked to EEF	EEF Improving Literacy report for KS1 and KS2 EEF Improving Mathematics report for KS1 and KS2	1,3
Little Wandle Training	Via English Hub	1,3
Curriculum Resources	Research shows that effective schemes with detailed pedagogy significantly impact on children's ability to learn and remember.	3

<p>PowerMaths (White Rose) Full Interactive Scheme (£1000)</p> <p>Power English Scheme Little Wandle Phonics (£6000)</p>	<p>Developing Mastery Approach</p> <p>Structured phonics and early reading impact significantly on pupil's academic success. (EEF)</p> <p>EEF Phonics – high impact, very low cost on very extensive evidence (+5 impact) EEF Reading Comprehension - very high impact, very low cost, extensive research (+6 impact)</p>	<p>3</p> <p>3</p>
<p>Assessment</p> <p>SONAR Whole school Assessment (£1230)</p>	<p>EEF Mastery approach to learning : On average mastery approaches to learning can help pupils make an additional 5 months progress.</p> <p>EEF Metacognition and Self regulation: These strategies have high levels of impact with an average of an additional 7 months progress being made.</p> <p>EEF effective feedback: Feedback studies show a high level of impact when implemented consistently and effectively. Research shows formative feedback can on average help pupils make an additional 8 months progress.</p> <p>EEF Improving Literacy report for KS1 and KS2 EEF Improving Mathematics report for KS1 and KS2 EEF Teacher Feedback to Improve Pupil Learning</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p>
<p>Improve behaviours for learning and using and applying prior learning: - CPD for staff re metacognition</p>	<p>EEF Metacognition and Self-Regulation</p>	<p>1,2,3</p>

## Targeted academic support: tutoring, one-to-one support structured interventions

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND specialist one day a week (£500)  <b>£17,000 total 25/26</b>                      Special Educational Needs support                      Payments for specialist teachers, educational psychologists.                      1:1 for identified children                      (£14, 000)</p>	<p>EEF – Communication &amp; Language Approaches                      EEF SEND Report Guidance                      EEF Teaching Toolkit                      EEF Teaching Toolkit – Small group                      NASEN Report 2025</p>	<p>1,3</p>
<p>Small group and 1:1 intervention programmes (during and after the school day)                      Examples include;                      Little Wandle Phonics and spelling intervention and Fast Forward Grammar/ Y6 Boosters</p>	<p>EEF Toolkit and EEF Effective use of Teaching Assistants</p>	<p>1,2,3</p>
<p>Teaching Assistant Support in lessons &amp; intervention programmes across the school  <b>£18438</b></p>	<p>EEF Toolkit and EEF Effective use of Teaching Assistants</p>	<p>1,2,3</p>
<p>Nurture Groups – working in a small group (4 – 5 children) in our nurture rooms.</p>	<p>EEF Social and Emotional Report Guidance                      EEF Effective use of Pupil Premium                        ELSA trained staff /</p>	<p>1,2,3</p>

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

Budgeted cost £ 53298

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF SEND Report Guidance EEF Teaching Toolkit EEF Teaching Toolkit – Small group	1,3
Daily breakfast club freely accessible to identified pupils to improve attendance & wellbeing & behaviour	EEF Social and Emotional Report Guidance EEF Effective use of Pupil Enrichments	1,2,3
Thursday / Friday Fishing Group, Forest School Clubs (£95 per fishing session-2 per week)	EEF Social and Emotional Report Guidance EEF Effective use of Pupil Enrichments	1,2,3
Soft Opening/ closure of school daily – Rainbow Room	EEF Social and Emotional Report Guidance EEF Effective use of Pupil Enrichments	1,2,3
Embed consistent relationship based behaviour policy with approach for supporting our most vulnerable pupils - Staff CPD - Other agencies - Support Plans	EF Behaviour Interventions- moderate impact, low cost, limited evidence (+4 impact) DfE Behaviour in Schools (September 2022)	1,2,3
Develop support for Social, Emotional and Mental Health and Wellbeing - ELSA - Develop Pastoral Team (ELSA ) - Staff CPD - RSE curriculum - Nurture Club (before/after school) - External Support (MHST/ MHWB Team)	EEF Social and emotional learning – moderate impact, very low cost, very limited evidence	1,2,3,
Attendance - CPD for Attendance - Local Networks - External support	DfE School Attendance Guidance May 2022	1,2,3

<p>Curriculum and Wider Opportunities: - Let's Go Sing – Library and Museum Loan -</p>	<p>Ofsted Research (2019) places emphasis on improving cultural capital. Particularly for disadvantaged pupils EEF Arts Participation – moderate impact, low cost, moderate evidence</p> <p>DfE using Pupil Premium Guidance for Schools (March 2022)</p>	<p>1,2,3</p>
<p>Employment of a full time designated safeguarding /family support leader. <b>£26,430.00</b> A significant number of children have social care/other agency involvement</p>		

**Total budgeted cost :£**

## 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 2024-2025 year

During the academic year we used a variety of internal assessments to measure performance at the end of the EYFS, KS1 and Key Stage 2 which have been included below:

#### **EYFS – Good Level of Development 2025**

Pupils	Number of pupils	GLD
All pupils		
Pupil Premium		

#### **Year 1 Phonics Screening Check 2025**

Pupils	Number of pupils	Pass rate
All pupils		
Pupil Premium		

#### **Year 2 Phonics Screening Check 2025**

Pupils	Number of pupils	Pass rate
All pupils		
Pupil Premium		

### **Key Stage 1 Assessments 2025**

Pupils	Number of pupils	Reading		Writing		Maths	
All pupils	60						
Pupil Premium							

### **Key Stage 2 Assessments 2025**

Pupils	Number of pupils	Reading		Writing		Maths	
All pupils							
Pupil Premium							

## **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*

<b>Programme</b>	<b>Provider</b>
Power Maths	Pearson
Literacy Shed	Ed Shed
Little Wandle	Little Wandle
White Rose Maths Resources	White Rose Maths
Mastering Number Programme (R, Y1, Y2)	NCETM
Purple Mash	2 Simple Software
Literacy Shed	Ed Shed
Ten:Ten Resources	Ten:Ten

Timestable Rock Stars	Maths Circle Ltd
CPOMS	CPOMS