St Mary and St Peter Catholic Primary

St Mary and St Peter Catholic Primary School – Pupil Premium Strategy 2025 - 2026

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 and St Peter Catholic Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	42 (21%) 13 PP also have SEND
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Helen Armstrong
Pupil premium lead	Mrs Abi Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,660
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	£66,660

St Mary and St Peter Catholic Primary

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

In St Mary and St Peter Catholic Primary School, all adults have high expectations of all pupils. We believe that all children can achieve well and that they deserve the best education. All adults working in St Mary and St Peter's are trusted and all believe in the continuous CPD in order to perfect their expertise to better pass the knowledge to pupils.

Our main objectives for the PP children are for them to be confident learners, overcoming barriers to learning and 'set sail for success.' We want all PP pupils to be fluent readers, reading a wide range of text types, exposing them to a high-quality vocabulary and experience those through cultural enrichment activities. Vocabulary and comprehension skills are vital for understanding of mathematics, therefore we put an extra effort in ensuring that all PP pupils are exposed to high quality teaching of mathematics and most up to date resources. Having revised our English writing skills, knowledge and progression plan in 2023-2024, with further review and development in 2024-25, we ensure that all pupils are exposed to high quality texts and develop their oracy skills which are so important in adult life.

It is our aim that pupils will receive a curriculum which is broad and balanced and promotes their spiritual, moral, cultural, mental and physical development, as well as preparing them for the opportunities, responsibilities and experiences of adult life. Our pupil premium strategy aims to address the challenges facing our students in order to enable them to fulfill their potentials. A range of strategies will be used to work towards achieving these objectives, including the use of personalized learning support, pastoral care and subsidizing extra-curricular activities, in order to provide each child with the support they need to flourish. The strategy will be reviewed regularly, considering the changing needs of the pupils in our school.

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Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in literacy, maths and personal, social, emotional development.
2	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Some PP pupils are also on the SEN register
4	Our observations show that some PP children and families find it harder to maintain regular attendance at school and need support with mental health, financial assistance or social skills in order to improve this.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Some parents find it harder than others to engage with the school for a number of reasons. Supporting family units will help to improve relations, communication, attendance and well-being.

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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 attainment in writing and maths across all year groups	Writing and maths outcomes show that disadvantaged pupils have made accelerated progress from their starting points. Success is measured through regular testing and feedback at pupil progress meetings.
We will see phonics strategies used effectively in reading and spelling	Phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. Progress in reading evident over time and in phonics screening as well as improved spelling strategies across the school
Improve pupils' emotional well-being and attitudes to learning.	To sustain high levels of well-being demonstrated by: Qualitative data from pupil voice • A significant reduction in behaviour incidents for these pupils • Improved levels of concentration and self-regulation leading to improved progress (self-efficacy)
To reduce the effect of the local socio-economic gaps, e.g. through increasing parental engagement	The parents of disadvantaged pupils will engage in school workshops, cafe's and curriculum events in a low threat and nurturing environment alongside their child(ren). Parents are supported in their own understanding of how to help their child with their learning at home (phonics support and maths fluency)
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. They develop cultural capital through curriculum enrichment supported by a wide variety of opportunities and experiences.	Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognized as confident members of the class, with some representing the school or attaining a leadership role.

	Further curriculum enrichment through: Visits Field Trips Speakers Residentials, etc.
For all disadvantaged pupils to attend school regularly and on time, reducing persistent absence.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance in line with non-PP children and national

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: £29,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching intervention using PiXL therapies enables all children, and particularly PP to excel in learning and close the gap with the national levels for attainment for PP pupils.	First quality teaching as a form of early intervention in class CPD based on and supported by most up to date pedagogical approaches to teaching/ learning process and based on extensive and documented researches Developing culture of research and improvement across the school. This is further supported through Implementation plans in writing, maths and inclusion/SEND.	1, 2

CPD for inclusive teaching. See inclusive teaching professional learning plan and the SEND implementation plan (In 2025-26, 13 out of 42 PP children also have SEND support). Ruth Miskin RWI training for all staff to understand and embed good practice. RWInc comprehension materials	Making the curriculum Accessible – cognition and learning The Rose Report DFE reading framework Phonics Toolkit EEF Teaching and Learning Policy DFE accredited phonics program Accredited follow-on program for teaching reading	1,2
Standardised diagnostic assessments. Training for new staff to ensure assessments are interpreted and administered correctly. Release time for Raising Standards Leads to monitor and interpret assessments and recommend therapies to accelerate progress – specifically progress of disadvantaged pupils.	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. OFSTED: The impact of the 'Assessing pupils' progress' initiative https://assets.publishing.service.gov.uk/media/5a7e49f840f0b6230268a662/The_20impact_20of_20the_20Assessing_20pupils_20progress_20initiative.pdf	1, 2, 3

Part-time non-teaching SENCO (3 days a week) to support pupils who are PP and also SEN. SENDCO to co-ordinate and monitor impact of interventions.	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a non-teaching SENDCO will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCO will be to narrow the gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	1, 2, 3, 5
Investment in training, e.g.: Maths Mastery Lego Based Therapy Precision Teaching Inclusive Teaching Effective leadership of primary writing Fluency interventions The teaching of spelling program Training for Y1 teacher in using the assessment tool in RWInc	Supportive research, evidence and argument (NCETM) **https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/** EEF research and five-a-day **https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet** VNET – leading writing	1, 2

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

Budgeted cost: *£21,400*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	Trauma-informed support, whole school or setting approach to improving the mental health and wellbeing of children and young people.	3

To further improve the progress in Reading between non- PP and PP pupils by using a government approved Phonics Scheme, RWInc.	Teaching and support for reading is central to progress across subjects. High quality books and Library will support teaching EEF research suggests that *"A key issue for teachers is identifying the level of difficulty for comprehension activities that is required to extend pupils' reading capabilities."*	1, 2

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

Budgeted cost £ *15,460*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good attendance set out in the DFE's Improving School Attendance advice. Attendance Lead to monitor and challenge attendance of PP children. Time to work with Norfolk Attendance Services and CME. Training with CME. Regular attendance meetings with the local network. Early Intervention meetings.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Disadvantaged pupils given access to extra curricular provision which will support both attendance and well-being.	Institute for Fiscal Studies - *By reducing the stress of the morning routine for families and children, breakfast clubs can help improve behaviour and attendance. Children have up to an hour before school starts so they can relax, play, eat, exercise and socialise, all without the rush of getting to school.*	4, 6
Disadvantaged children to have funded trips and visit places, including residential trips. Access to a wide variety of of extra-curricular activities including science, art etc To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Engagement of outside agencies, music lessons, etc. Build self-esteem, confidence and positive and behavioural attitudes through school initiatives and ethos. Access for PP children to on-line learning platforms, e.g. prodigy, TT Rockstars	*EEF says 'The case studies reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. However, there are several challenges to positioning pupil premium funded activities as a holistic set of interventions.'*	5

HLTA-led PE with the support of a Sports apprentice to provide lessons (separate to Sport Premium), including additional lunchtime and after-school provision.	Recent studies by Premier Education have shown that a well-rounded PE curriculum can improve everything from physical health to mental, social and cognitive capabilities. It could even reduce the risk of heart disease, insomnia and depression.	3, 5
Instrumental Tuition and Music Lessons supported through Irock	Music improves cognitive and noncognitive skills more than twice as much as sports, theatre or dance. From How Learning a Musical Instrument Affects the Development of Skills, German Institute for Economic Research (2013)	5

Total budgeted cost: £66,660

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.

Impact 24-25

A continued focus on scaffolding across the school complimented the work that had been done the previous year as part of the school's Implementation Plan. Teachers continue to think carefully about their resources and where good practice for SEND is good practice for all learners. Effective scaffolds support the learning of all children including the most disadvantaged. Observations show that this has aided engagement and allowed for more group working as well as providing individual support for individual children.

All classes from Year 2 to Year 6 continue to use the PiXL QLAs to inform planning and targeted learning alongside on-going formative assessments. Year 1 use the White Rose end of unit assessments.

All children are more confident at using resources effectively to support their learning and children confidently use mathematical vocabulary to explain the processes they are using.

Positive behaviours and engagement continue to allow us more flexibility. One of our TAs delivers specialist SEN support 1-2-1 and in small groups 2 days a week whilst the other TAs receive regular CPD and fortnightly training which reflects the teachers CPD schedule.

The feedback from the Ruth Miskin Read, Write, Inc visit continues to be very positive. Strong teaching of phonics continues to be seen and shared with the EYFS lead. All TAs now have targets and training to undertake. The peer coaching model supported the TAs and linked to the adaptive teaching project. This was supported by a follow-up full day CPD in TA training sessions to review progress and share learning experiences.

As part of CPD, we have reviewed progress against the Implementation Plans. In maths, the planning pro formas are now being consistently used and opportunities for number talk and CPA resources are clear. We have also ensured that the classroom environments are offering a rich diet of vocabulary and resources which children can use independently.

The writing project was initially for Year 3 pupils and was rolled out for Year 4 over the last year. Good practice from this has helped to inform our whole school writing curriculum which has been reviewed and refined.

In 2024/25, 10 children in Year 6 (a cohort of 28) had PP. When reflecting on the results of the PP children in this class, 70% achieved EXS+ compared with other PP children in reading and maths, whilst 80% achieved EXS+ in writing. This demonstrates that PP children achieved higher collectively compared to the non-PP cohort.

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Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	28	57%
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	28	11%
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	27	30%
Phonics Screening Check	% of pupils passing in Year 1	28	89%
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	28	57%

Key Stage 2

		2021-2022		2022-2023		2023-2024		2024-2025		
Subject	Statistic	School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	59%	-	60%	41%	61%	28	57%	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	7%	-	8%	3%	8%	28	11%	8%
Reading	% of pupils achieving the expected standard	-	74%	-	73%	72%	74%	28	68%	75%
Reading	% of pupils achieving the higher standard	-	28%	-	29%	28%	29%	28	21%	33%
Reading	Average scaled score	-	105.0	-	105.0	105.0	105.0	28	102.4	106.0
Writing	% of pupils achieving the expected standard	-	69%	-	71%	52%	72%	28	68%	72%
Writing	% of pupils working at greater depth	-	13%	-	13%	3%	13%	28	11%	13%
Maths	% of pupils achieving the expected standard	-	71%	-	73%	66%	73%	28	61%	74%
Maths	% of pupils achieving the higher standard	-	22%	-	24%	21%	24%	28	14%	26%
Maths	Average scaled score	-	104.0	-	104.0	103.9	104.0	28	100.2	105.0
GPS	% of pupils achieving the expected standard	-	72%	-	72%	72%	72%	28	43%	73%
GPS	% of pupils achieving the higher standard	-	28%	-	30%	28%	32%	28	14%	30%
GPS	Average scaled score	-	105.0	-	105.0	106.5	105.0	28	101.0	105.0
Science	% of pupils achieving the expected standard	-	79%	-	80%	69%	81%	28	68%	82%

Multiplication Tables Check (MTC)

	2021-2022		2022-2023		2023-2024		2024-2025		
Statistic	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	27%	-	29%	0%	34%	27	30%	~ 38%
Average score (out of 25)	-	19.8	-	20.2	21.3	20.6	27	21.7	~ 21.1

Phonics Screening Check

	2021-2022		2022-2023		2023-2024		2024-2025		
Statistic	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	95%	75%	79%	79%	77%	80%	28	89%	~ 80%
% of pupils passing check by end of Year 2	100%	87%	82%	89%	93%	89%	20	100%	~ 91%

Early Years Foundation Stage

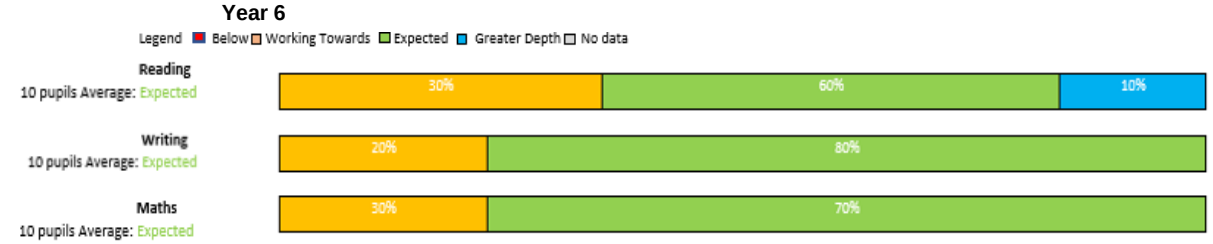
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	67%	65%	69%	67%	60%	68%	28	57%	~ 69%
% of pupils at the expected level across all early learning goals	33%	63%	65%	66%	36%	66%	28	29%	~ 67%
Average number of early learning goals at the expected level per pupil	14.1	14.1	14.8	14.1	12.8	14.1	28	13.3	~ 14.2

PP Data compared with rest of cohort in reading, writing and maths

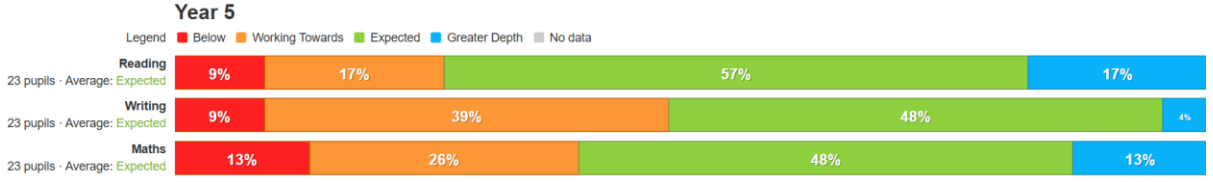
Rest of cohort



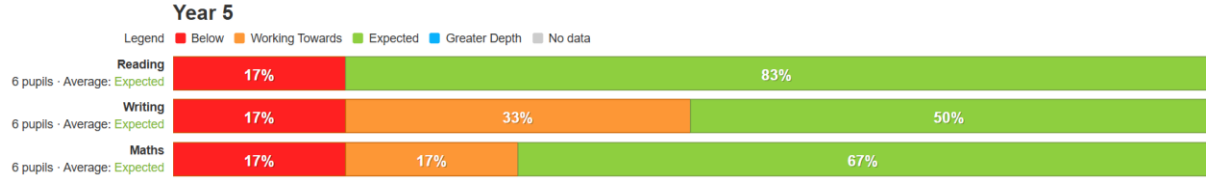
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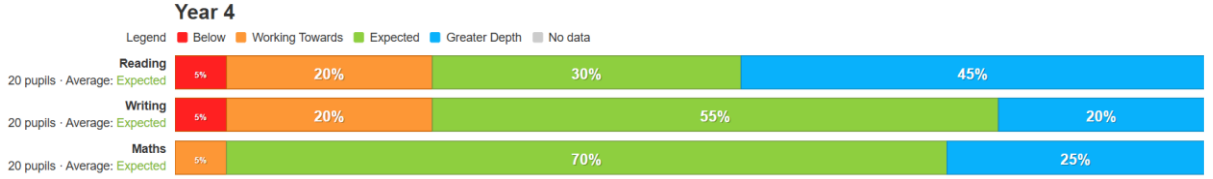
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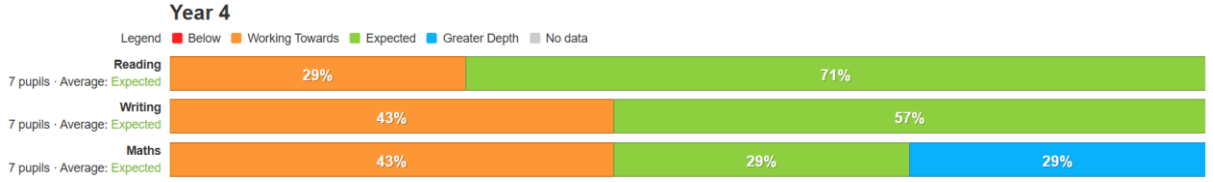
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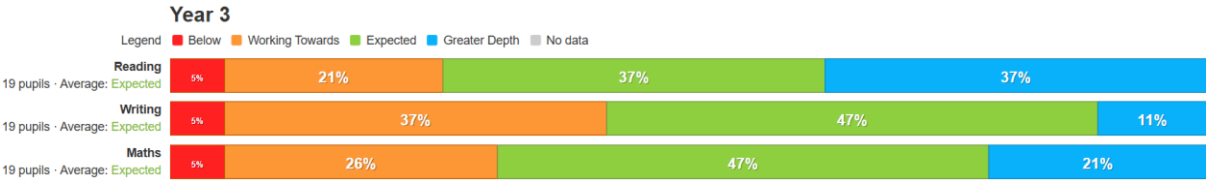
Rest of cohort



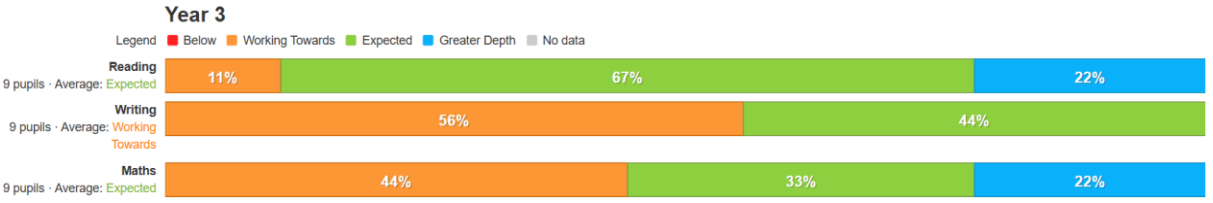
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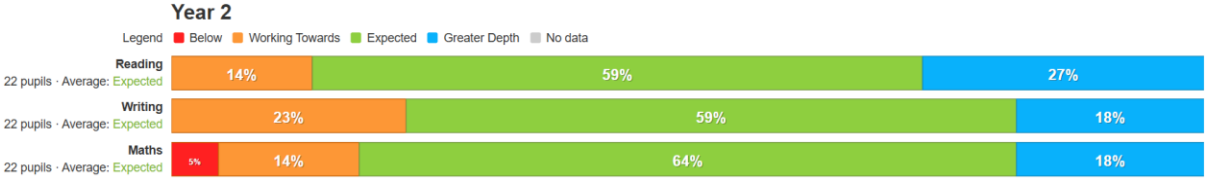
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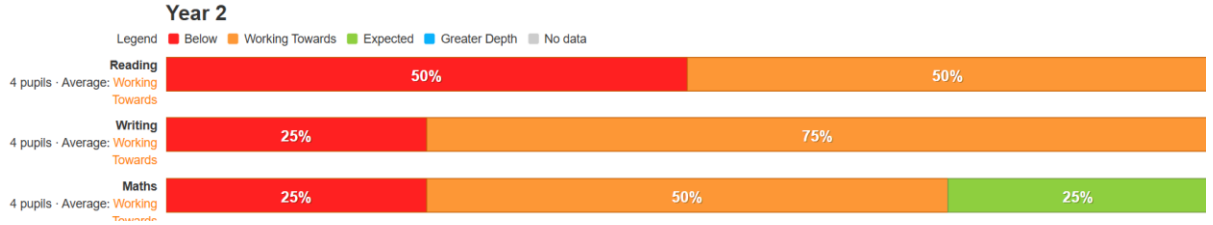
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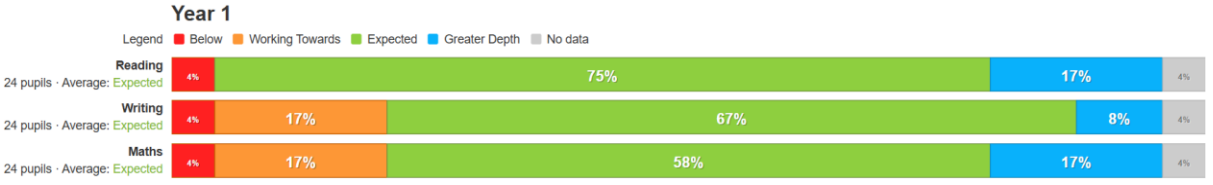
Rest of cohort



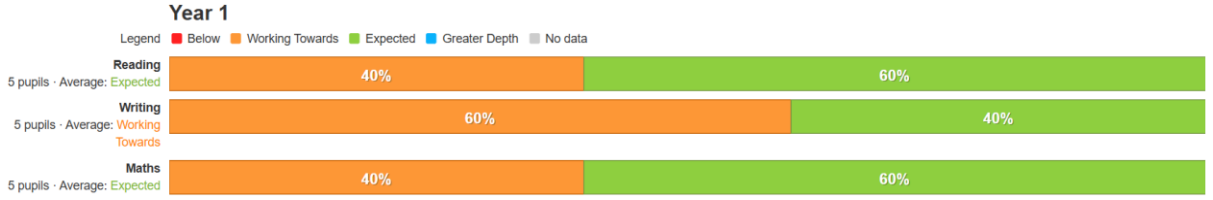
PP



Rest of cohort



PP



in Y5 is planned into the curriculum from September. 1 PP child did not take the SATS due to being on a firebreak with County Inclusion and SEND.

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	Provider
RWInc	Oxford University Press https://www.oxfordowl.co.uk/for-school/default
PiXL	The PiXL Club https://www.pixl.org.uk **PiXL** is an incredibly agile organisation in which the exceptional team is able to provide whatever support schools need in the interests of their students.
Talk For Writing	Pie Corbet's Talk4Writing https://www.talk4writing.com/about/
NELI	Nuffield Early Language Intervention (NELI) | Project
WIDGIT (£295)	https://widgitonline.com/en/home https://www.sensorytrust.org.uk/resources/guidance/using-widgit-and-symbol-languages
White Rose Maths	White Rose Education https://whiteroseeducation.com › resources