St Mary and St Peter Catholic Primary

St Mary and St Peter Catholic Primary School – Pupil Premium Strategy 2026 - 2029

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	201
Proportion (%) of pupil premium eligible pupils	34 children are targeted 21 children are expanded
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Mrs Helen Armstrong
Pupil premium lead	Mrs Abi Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,900
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	£58,900

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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. Working collaboratively with the Trust writing project, and with external support from the English Hub (Norfolk), 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.

St Mary and St Peter Catholic Primary School

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 reading and maths across all year groups	Reading 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: £24,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching intervention using GL 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. External support from SOASS and TAS support teachers development of learning environment, selection of resources and appropriate next steps for identified children. 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 (2 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 reading 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: *£19,000*

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. Use of Read On for fluency in Y2 and increased application of prosody and other reading strategies for KS2.	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 £ *15,000*

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

Support from the SSP (Schools' Sports Partnership) and Go Geronimo 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 developed by the specialist music teacher. All children learn an instrument.	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: £58,900

Part B: Review of outcomes in the previous academic year

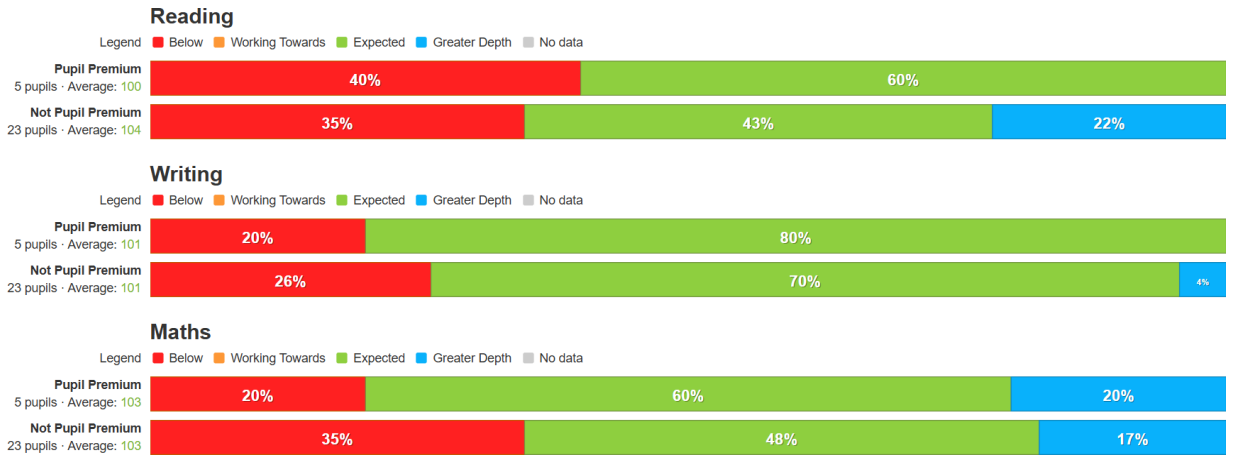
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Year 6 SATS results



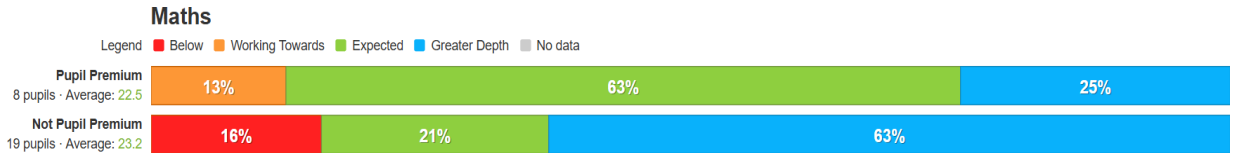
The Year 6 Pupil Premium (PP) cohort is exceptionally small, consisting of only 5 pupils compared to 23 non-PP pupils. Because each PP child represents 20% of their group's data, performance is best viewed through individual case studies rather than broad trends.

Academic Attainment & Gaps

- Maths & Writing Success: The school successfully closed the attainment gap in these subjects. In Maths, 80% of PP pupils achieved the Expected Standard or higher, outperforming their non-PP peers (65%). In Writing, PP pupils also outperformed their peers with 80% hitting the Expected Standard compared to 74% of non-PP. Average scaled scores in both subjects were perfectly aligned.
- Reading Borderline Performance: Reading represents the main area of vulnerability. Only 60% of PP pupils achieved the Expected Standard, creating a negative 5% gap against non-PP peers (65%). Furthermore, 40% (2 pupils) fell below the expected standard**,** and the average scaled score for the PP group was 100, sitting exactly on the pass/fail boundary.
  In order to improve progress in reading, we initiated staff training in Summer 2026 with Lucy Adcock, focusing on reading fluency in lower KS2. Changes have been made to the teaching of

reading and impact will be monitored and evaluated throughout the 26-27 academic year. In addition to this, we have previously relied on PiXL for assessment and therapies but will use diagnostic and intervention strategies from GL assessment from Autumn 2026.

Year 4 MTC

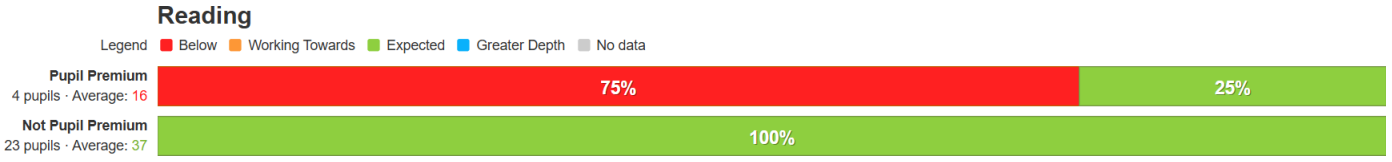


Pupil Premium (PP) pupils are performing exceptionally well overall in this Year 4 Multiplication Tables Check (MTC) cohort, with a strong average score of 22.5 out of 25 compared to the non-PP average of 23.2.

- Pupil Premium (8 pupils):
  - 88% achieved Expected or Greater Depth (5 pupils at Expected, 2 at Greater Depth).
  - 13% (1 pupil) is Working Towards.
  - 0% are falling into the lowest "Below" band.
- Not Pupil Premium (19 pupils):
  - 84% achieved Expected or Greater Depth (4 pupils at Expected, 12 at Greater Depth).
  - 16% (3 pupils) are currently Below standard.

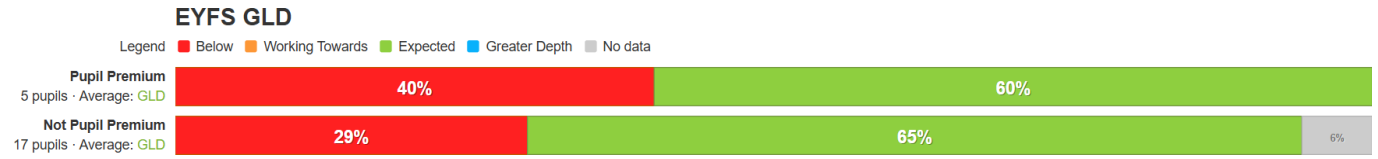
The school has successfully prevented disadvantaged pupils from falling into the lowest ("Below") bracket. This suggests universal classroom teaching and early interventions in Year 4 have supported lower-attaining PP pupils very effectively.

Year 1 PSC



With only 4 pupils in the PP group, this isn't a broad statistical trend, it is a specific group of three children who are significantly struggling. The school's current universal reading strategy is working perfectly for the wider class but is not meeting the needs of these specific premium-eligible children, 2 of whom are receiving additional SEND support and one of whom was disapplied from the PSC.

EYFS



At 60% vs 65%, the gap in reaching GLD is only 5%. This shows that universal provision in Reception is keeping disadvantaged children broadly in line with their peers. Because there are only 5 PP children, each child represents 20% of the data. If just one of the "Below" children had passed, the PP group would have hit 80% and significantly outperformed the rest of the class.
While the gap between the groups is small, the overall percentage of children missing GLD is quite high across the board (40% for PP and 29% for non-PP). This highlights broader developmental or school-entry barriers affecting the entire year group, rather than a problem unique to disadvantaged funding.

Attendance

This academic year the overall attendance of the school was:

Attendance percentage	
School	95.3%
National	94.8%
Local Authority	94.7%

However, we saw a drop in the attendance of Pupil Premium children from 94% in 2024-25 to 92% in 2026-26. It should be noted that there were 44 PP children in 24-25 and 34 PP children in 25-26. There was no identified trend within specific year groups. 8 of the PP children were borderline PA with their attendance registering between 88.4 and 88.9% who showed significant improvement over the course of the year. Two children had prolonged authorized absences for identified needs. Families were additionally supported with breakfast club, after school clubs and activities, access to holiday programmes, parental family support through external agencies, family support workers and through Children's Services for safeguarding monitoring and support. Children also accessed the school's own Pastoral Lead who has additionally provided 1-2-1 mentoring, family support, clothing and uniform, food vouchers, immigration support and housing/heating support.
From September 2026, we will be rolling out the universal breakfast club offer to target support for more children and families.

Opportunities for Communication, Pupil Voice, and Student Leadership

The school provides a rich, multi-tiered framework for student leadership and communication, ensuring that disadvantaged pupils are actively empowered to find their voice and build self-worth. Key to this strategy is the Junior Leadership Team and the Mini Vinnies group, both of which provide high-profile platforms for children to drive positive change, lead community initiatives, and articulate their ideas to a wider audience. Spiritual development and public speaking are further strengthened through active pupil participation in School Mass and class liturgies, allowing children to confidently lead prayer and reflection. Within the daily classroom environment, universal leadership roles and organizational responsibilities instill a strong sense of accountability and pride from an early age. Crucially, the school maintains robust feedback loops by regularly gathering pupil voice on lesson engagement and personal well-being. This targeted approach ensures that Pupil Premium children are not only active participants in school life but are also given the vital communication tools, advocacy, and emotional support needed to succeed.

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
GL Assessments	https://www.gl-assessment.co.uk/
Talk For Writing	https://www.talk4writing.com/about/
NELI	Nuffield Early Language Intervention (NELI) | Project
Talk Boost	https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseries-and-schools/?gad_source=1&gad_campaignid=21094500162&gbraid=0AAAADQ2tk1loDC_7yW5hBqzTLD8C5UX-&gclid=EAIaIQobChMI55n5uoHxlwMVBblQBh0JsSwzEAAYASAAEgJGm_D_BwE

WIDGIT	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