# Pupil premium strategy statement 2026-2027

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's Catholic Infant Academy |
| Number of pupils in school | 174 |
| Proportion (%) of pupil premium eligible pupils | 13.2% |
| Academic year/years that our current pupil premium strategy plan covers | 2026-2027 |
| Date this statement was published | Autumn 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Mrs Samantha Birchall |
| Pupil premium lead | Mrs Katherine Grange |
| Governor / Trustee lead | Mrs Gill Tuck |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £27,680 |
| 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** | £27,690 |

## Part A: Pupil premium strategy plan

### Statement of intent

At St Mary's Catholic Infant Academy, our Catholic ethos and ambitious ARCHES curriculum underpin the belief that every child can flourish academically, socially and spiritually. We seek to remove barriers that prevent disadvantaged pupils from achieving highly, participating fully and developing confidence and aspiration.

We identify needs through teacher and standardised assessment, phonics checks, attendance and punctuality information, pupil and family voice, and pastoral records. Disadvantage does not imply the same needs for every child: support is matched to individual starting points, including pupils already achieving age-related expectations.

High-quality inclusive teaching is the foundation of the strategy. This is complemented by time-limited academic support and wider provision for attendance, wellbeing and enrichment. Staff monitor whether support is delivered as intended and improves outcomes; leaders adapt, replace or stop provision where evidence does not show sufficient benefit.

### Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attainment and foundational knowledge<br>Teacher assessment and scrutiny of work identify gaps in reading, writing and mathematics for some disadvantaged pupils. These gaps may affect access to subsequent learning. Confirm baseline patterns and pupil numbers at autumn review. |
| 2 | Attendance and punctuality<br>Although Pupil Premium attendance improved to 95.97% in 2025–26, individual pupils may still experience absence or lateness that reduces learning time. Review persistent absence and punctuality at pupil level. |
| 3 | Wellbeing and readiness to learn<br>Staff, parent and pupil discussions identify needs relating to self-regulation, resilience, emotional wellbeing and readiness to learn for some pupils. Record starting points and specific barriers for identified children. |
| 4 | Phonics and Reading |

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| | RWI assessment and reading information identify pupils who have not secured phonics knowledge or reading fluency. Gaps can restrict independent access to the ARCHES curriculum. |
| 5 | Enrichment and participation<br>The school identifies cultural capital as a development priority. Financial, practical or confidence-related barriers may limit access to visits, clubs and experiences; participation data are needed to establish the scale of any gap. |

## 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 |
|---|---|
| Reading, writing and mathematics: pupils make sustained progress from individual starting points. | Record autumn baseline and termly teacher/NFER assessments where appropriate. By July 2027, evaluate progress for every eligible pupil, changes in the proportion meeting age-related expectations and the gap with peers. Report cohort sizes; agree targets after baseline analysis. |
| Attendance: sustain high attendance and improve identified pupils' punctuality. | Use 2025–26 Pupil Premium attendance of 95.97% and non-PP 96.02% as group baselines. Review attendance and lateness half-termly; monitor persistent absence and improvement against each supported pupil's starting point. Aim to sustain the narrow group gap and reduce individual barriers. |
| Wellbeing: identified pupils improve regulation, confidence and readiness to learn. | Set an individual baseline and 1–2 observable targets for each supported pupil. Review termly using staff observations, pupil/family voice and relevant CPOMS patterns; record whether agreed targets have been achieved. |
| Phonics: pupils close identified gaps and improve early reading. | Review RWI progress approximately every six weeks. Track identified pupils' movement through phonics groups, decoding and reading fluency. Compare 2027 Year 1 screening and EYFS GLD with 2026 school outcomes and relevant |

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| | national benchmarks, showing pupil numbers. |
| Participation: pupils access ARCHES enrichment and wider school life equitably. | Maintain a termly record of visits, clubs and relevant experiences by eligibility. Identify and address non-participation; compare uptake with peers and use age-appropriate pupil/family voice to evaluate confidence and belonging. |

Activity in this academic year
This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost £9,696.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Diagnostic assessment and responsive teaching. Staff use consistent assessments, question-level analysis and work scrutiny to identify gaps and adapt classroom instruction. | EEF guidance supports assessment that pinpoints misconceptions and informs next steps. Leaders review assessment use and pupil work termly. | 1, 4 |
| Focused professional development and coaching. Combine coaching, peer observation, feedback practice and teaching-quality monitoring into planned cycles, linked to identified pupil needs. | EEF effective professional development and feedback guidance. Subject leaders identify a small number of priorities, check changes in practice and evaluate pupil learning. | 1, 4 |
| Early reading expertise. Continue RWI development | Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced | 1, 4 |

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| days, Reading Networks, coaching and access to the RWI portal; ensure consistent phonics teaching and assessment. | areas of pedagogy, recommending all schools use a systematic approach to teaching it.<br><br>EEF phonics evidence and DfE reading guidance. Reading leader checks fidelity, group placement and progress approximately every six weeks. | |
| Mathematics and inclusive curriculum practice. Use White Rose CPD, modelling, manipulatives and checks for understanding to strengthen sequencing and response to misconceptions. | DfE mathematics guidance and EEF mastery principles. Monitor through planning, pupil work and assessment. | 1 |
| Universal social-emotional teaching. Embed PATHS and consistent trauma-aware, relational practice through staff training and classroom routines. | EEF social and emotional learning guidance. Monitor implementation and use pupil-level evidence for identified children. | 3 |

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

Budgeted cost: £19,966.44

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| RWI Fast Track Phonics and additional reading for pupils with identified decoding, phonics or | Short, frequent sessions by trained staff, aligned to classroom phonics; assess about every six weeks. Exit or change support when specific gaps are secured. Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1, 4 |

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| fluency gaps, including low-attaining readers. | | |
| Mathematics pre-teaching or same-/next-day follow-up for pupils with precise misconceptions. | Teacher identifies target content; teaching assistant uses White Rose and Ready-to-Progress materials. Review work and short checks to establish whether learning transfers into class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning | 1 |
| Handwriting and fine-motor support for pupils with identified transcription or motor needs. | Use age-appropriate activities, including Dough Disco or Squiggle Whilst You Wiggle where suitable. Compare entry and exit samples and classroom application. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine | 1 |
| Structured individual/small-group support, including IDL where assessment indicates suitability. | Teacher agrees goals with trained teaching assistant; record frequency, duration, baseline and end-point evidence. Ensure sessions supplement, rather than routinely replace, curriculum teaching. | 1, 4 |

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

Budgeted cost: £6,908.15

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance and family partnership. Analyse attendance and punctuality half-termly; speak with families early and coordinate appropriate practical or Education Welfare | Compare each supported pupil's attendance and lateness before/after support; monitor persistent absence, group trends and actions agreed with families. | 2 |

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| Officer support. | | |
| Wellbeing, relationships and behaviour. Use PATHS strategies, restorative approaches and positive recognition such as Pupil of the Day; match additional support to individual needs. | Set observable pupil goals and review staff/parent/pupil feedback and relevant CPOMS patterns. Do not treat fewer incidents alone as a complete measure of wellbeing. | 3 |
| ARCHES enrichment and equitable access. Identify pupils who may miss educational visits, clubs, cultural experiences or curriculum resources; remove practical or financial barriers where eligible and necessary. | Record uptake, barriers addressed, participation alongside peers and pupil voice. Specify funded activities and associated costs in the final budget. | 5 |
| Responsive provision for acute needs. Maintain only a clearly approved contingency once the budget is reconciled. | Record decision, barrier, amount, pupils supported and resulting benefit; report expenditure to governors. | As applicable |

## Implementation, monitoring and governor oversight

| When / who | Evidence and decision |
|---|---|
| **Approximately every six weeks — Reading Leader and teachers** | RWI assessments, pupil movement, precision of support and next phonics steps. |
| **Half-termly — attendance lead and Pupil Premium lead** | Attendance, lateness, persistent absence, family engagement and individual action plans. |
| **Termly — teachers, subject leaders and Pupil Premium lead** | Pupil-level attainment, intervention entry/exit evidence, wellbeing goals, enrichment uptake and quality of delivery. |
| **Termly — senior leaders and governors** | Summary of progress, implementation, spending against approved allocation, emerging barriers and decisions to continue/adapt/stop activities. |
| **July 2027 — leadership and governors** | Evaluate outcomes against baselines and targets; publish a proportionate review and use findings to inform the next strategy. |

## 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.

#### Early reading and phonics

Termly RWI development days and coaching supported consistent phonics practice. Daily teaching, approximately six-weekly assessments and Fast Track Phonics were used to identify and address gaps. Among pupils eligible for free school meals, 60% achieved GLD in 2026, compared with 25% in 2025. In Year 1, 77.8% met the phonics screening standard, compared with 75% in 2025. These are reported FSM figures; add the numerator and denominator for each cohort and do not assume FSM and Pupil Premium groups are identical.

#### Mathematics and individualised support

Daily targeted mathematics teaching, manipulatives and concrete–pictorial–abstract approaches were used to address misconceptions. Staff observations and assessments indicated improvement, but the original review did not supply comparable numerical mathematics outcomes. SEND leadership, Educational Psychology, Learning Support Services and IDL supported personalised provision; future reviews should report intervention entry and exit measures where available.

| Attendance | 2024-25 | 2025-26 |
|---|---|---|
| Whole School | 95.08% | 96.02% |
| Pupil Premium | 94.86% | 95.97% |
| Non-Pupil Premium | 95.11% | 96.02% |

### 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 |
|---|---|
| Computing and DT schemes of work | Kapow |
| RSHE scheme of work | Twinkl Life, Journey in Love, No Outsiders |
| Current affairs | Picture News |

| | |
|---|---|
| Music | Charanga |
| Maths | White Rose |
| Science | Developing Experts |
| Phonics | Read, Write, Inc |
| English | Literacy Counts (Reading, Writing and Spelling |
| | EdShed |