

Pupil premium strategy statement – St Mary's Catholic Primary School, Birchley

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025- 2028
Date this statement was published	19/12/25
Date on which it will be reviewed	19/12/26
Statement authorised by	R Martin
Pupil premium lead	R Martin
Governor / Trustee lead	W Leatherbarrow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year including service children	£ 14,315
Post LAC	£ 7,890
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 22,205

Part A: Pupil premium strategy plan

Statement of intent

At St. Mary's, it is our intention that all pupils, irrespective of their background or the personal challenges that they face, make at least good progress from their starting points, so that they are able to achieve well across all subject areas.

Our aim is for all of our children to be challenged and supported to 'be the best that they can be' throughout their learning journey at St. Mary's, irrespective of whether they come from disadvantaged or non-disadvantaged backgrounds or whether they are vulnerable young people needing social care or pastoral support.

High quality teaching combined with effective classroom support from well trained, passionate and enthusiastic teaching assistants, is at the heart of our approach, as we believe that our outstanding staff team are our most valuable asset, as together they make the greatest difference to the lives of our children. As the SEND landscape changes we would like to focus on our pupils who are doubly disadvantaged through background and SEND to provide accurate and early intervention and support.

Ultimately, we want all of our children to leave St. Mary's with the skills, knowledge and cultural capital needed to be successful, lifelong learners – children who have a love of learning and a love of life itself – children who can, and will, make a positive contribution to society.

Challenges

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

Challenge number	Detail of challenge
1	45% of our disadvantaged children also have identified SEND. Accurate and early intervention is necessary to support these children to make good progress from their starting points.
2	EYFS Readiness to learn. Our 'on entry' data demonstrates significant weaknesses, especially in PSED and Literacy. As PSED is a prime area of learning, this must be a focus for the children in the first instance. In line with 'The Best Start in Life' strategy, our challenge is to ensure our youngest learners are able to have the best possible outcomes for them.

% on track – September 2025	
PSED	8/21 – 38%
CL	13/21 – 62%
PD	11/21 – 52%
L	6/21 – 29%
M	14/21 – 67%
UTW	9/21 – 43%
EAD	10/21 – 48%

3	School providing basic needs including uniform and breakfasts/snacks This is mainly due to the rising cost of living with children often coming to school feeling hungry. The cost of living and lack of financial support for families means that many children require support to attend trips, clubs and enhancement activities
4	Social, emotional and mental wellbeing (including self-regulation) SEMH is a recognised barrier to the majority of our disadvantaged pupils. Behaviours of pupils are indicative of a lack of emotional resilience, self-regulation and lack of empathy for others. Challenges in relation to emotional health and well-being remain significantly high for both pupils and their families. Many families in receipt of early help and have been signposted to other agencies such as ADDvanced Solutions

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
Challenge 1 – Disadvantaged pupils also have identified SEND. Regular monitoring and tracking of attainment and progress of disadvantaged pupils who also have identified SEND needs.	Graduated response/IEP to be in place for all disadvantaged children who also have recognised SEND. Appropriate progress for disadvantaged children with SEND as evidenced through internal tracking, monitoring of pupil's work, pupil progress meetings with class teachers and IEP reviews.
Challenge 2 – EYFS Readiness to learn Focus needed on the prime areas of learning to ensure children are ready for the more formal Reception learning.	Tracking of progress and attainment will show an upward trend. Children will be able to show that they are more able to make relationships and manage themselves as per the Early Learning Goals.
Challenge 3 – School providing basic needs including uniform, breakfast and snacks. Checks to ensure that children's basic needs are met and vulnerable families are supported in a sensitive way.	Children will be equipped with all they need including uniform, shoes, access to Breakfast Club to be successful in school. Regular wellbeing checks with identified staff members.
Challenge 4 – Social, emotional and mental wellbeing. To improve social, emotional and mental wellbeing for all our pupils, in particular our disadvantaged pupils.	Children can recognise own emotions and know how to respond to emotion (PATHS programme) All disadvantaged children and their families will be fully supported with their mental health, well-being and basic needs will be catered for. Children will feel safe and looked after.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3, 767

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of teaching staff NPQEY undertaken by EYFS lead	EEF Effective Professional Development Guidance Report - the NPQ programmes are built on the contents of frameworks underpinned by a body of trusted sources of research. In addition to highlighting knowledge and skills that are integral to effective teaching and learning, some frameworks also include topics such as 'governance and accountability' and 'implementation'	1, 2
Professional Development to support implementation of approaches. Reception Jigsaw Trial PATHS programme	EEF Effective Professional Development Guidance Report – The school implementation process diagram – explore, prepare, deliver, sustain	2, 4

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

Budgeted cost: £ 13, 756

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition	Making a difference with effective tutoring - The EEF Toolkit finds that frequent sessions (three times a week or so), that last up to an hour and take place over a period of six to twelve weeks, typically show the greatest impact. This may be particularly true for younger pupils, who are likely to benefit from more regular, shorter sessions.	1, 2

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	EEF 5 a day – Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible grouping, Using technology	1, 2, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4, 682

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast clubs and meal provision – some disadvantaged families are supported to attend Breakfast club with no charge	<p>EEF Magic Breakfast – trial - The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments.</p>	3
Extra-curricular activities including sport, outdoor activities, arts and culture. PLAC children supported here.	EEF – Arts Participation Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	

Total budgeted cost: £ 22, 205

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year group 2024-2025	Number of pupils in receipt of PP	Attainment 2024-2025
Reception	0	-
Y1	1	WTS
Y2	2	2 EXS
Y3	5	3 EXS 2 WTS
Y4	0	-
Y5	3	3 EXS
Y6	2	1 EXS 1 WB

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Twinkl Phonics	Twinkl