



'Love one another as Jesus loved us' (John 13 v 34-35)

Pupil Premium Strategy Statement 2025-2028

Using the best practice advice from the DFE and the EEF, St Mary's CE Primary School has published this statement to detail our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. The strategy is a long-term strategy spanning 2025 – 2028.

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. The strategy follows the Department for Education's three-tier Menu of Approaches as outlined below:

The Approach

High Quality Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

School Overview

Detail	Data
School name	St Mary's CE Primary School
Number of pupils in school	212
Proportion (%) of disadvantaged pupils	6.2%

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028 Year 1 of the 3 year programme
Date this statement was published	September 2026
Date on which it will be reviewed	July 2028
Statement authorised by	Finance Governor Sub Committee
Pupil premium lead	P Hartley
Governor lead	Andrew Green

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£29, 720
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	£29, 720

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, regardless of challenges or circumstances, make good progress and achieve high attainment across all subjects. The key aims of our pupil premium strategy and combined recovery strategy, are to support all disadvantaged pupils to achieve that goal, including maintaining progress for those who already attain highly.

In providing this plan, we aim to meet the needs of all vulnerable pupils regardless of whether they are classed as disadvantaged. This will consider those pupils who have a social worker, may be a young carer, are impacted by long term illness at home or struggle with specific SEND and the family consideration this can bring. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point of need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment and progress gaps for vulnerable pupils. Writing is the current academic priority. Across the school, the number of pupils reaching the expected standard in writing is lower than in other subjects for some cohorts. Disadvantaged pupils may also have overlapping barriers relating to spelling, handwriting, SEND, and language. The pattern is cohort-specific rather than a single fixed whole-school pattern.
2	Mathematics attainment gap. Current school data shows that disadvantaged pupils are attaining approximately 20 percentage points below non-disadvantaged peers in mathematics. The principal objective of this strategy is to narrow this gap while ensuring disadvantaged pupils make strong progress from their individual starting points. (The small Pupil Premium cohort means that individual pupil differences must be understood rather than relying only on cohort-level averages.)
3	Reading fluency for specific pupils. Some pupils, including disadvantaged pupils, read less fluently than their peers. Slow or effortful decoding, limited automaticity or weak prosody may restrict comprehension, confidence, reading volume and access to increasingly complex texts.
4	Early language, phonics, reading, writing and mathematics needs, particularly where disadvantage overlaps with SEND. St. Marys has no nursery provision and receives pupils from a large number of settings. This creates variation in pupils' starting points. The school has a significant proportion of pupils with SEND and some disadvantaged pupils have additional identified needs affecting language, phonics, literacy and/or mathematics.
5	Disadvantaged pupils are less likely to achieve or sustain greater depth. Some disadvantaged pupils who are working at or above the expected standard do not consistently demonstrate the independence, depth, vocabulary, reasoning, precision or resilience needed to achieve greater depth.

6	Limited life experiences and access to activities outside school. Some disadvantaged pupils have fewer opportunities to participate in clubs, music, sport, educational visits, cultural experiences, leadership activities and aspiration-building events because of financial, practical or accessibility barriers.
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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
1. PP pupils achieve in-line with their non-PP peers, in writing. (Specifically, where there are no additional disadvantages eg SEN)	Writing gaps are identified termly by cohort and individual pupil. Disadvantaged pupils make at least expected progress from their starting points. The proportion of disadvantaged pupils working at the expected standard in writing increases year on year. Writing scrutiny shows improved sentence construction, vocabulary, spelling, handwriting, composition, editing and independence
2. PP pupils achieve in-line with their non-PP peers, in mathematics. (Specifically, where there are no additional disadvantages eg SEN)	The mathematics attainment gap is identified termly by cohort and individual pupil. The current -20% gap narrows over the strategy period. Disadvantaged pupils make at least expected progress from their starting points. Assessment shows improved fluency, conceptual understanding, reasoning and problem solving.
3. PP pupils achieve in-line with their non-PP peers, in reading (Specifically, where there are no additional disadvantages eg SEN)	Baseline fluency assessments are completed for identified pupils. Pupils improve in accuracy, automaticity, phrasing, pace and expression. Pupils demonstrate improved comprehension when reading independently and aloud. At least 80% of pupils receiving fluency support meet or exceed their individual termly targets.
4. PP pupils secure early language, phonics, reading, writing and mathematics foundations in line with their non PP peers.	All pupils are screened on entry (Wellcomm) and reviewed through the year. Disadvantaged pupils at risk of falling behind are identified quickly. Pupils receiving phonics or literacy support make measurable progress. The school maintains strong phonics practice and improves outcomes for disadvantaged pupils from their individual baselines. Language interventions show gains in vocabulary, listening, narrative and oral rehearsal.
5. The achievement gap at greater depth between Disadvantaged/PP pupils and their non-PP peers is narrowing	Disadvantaged pupils who are secure at the expected standard are identified and monitored. Planning and work scrutiny show regular access to greater-depth tasks. Pupils increasingly explain, justify, reason, apply knowledge in unfamiliar contexts, edit independently and produce work of greater depth. The proportion achieving greater depth improves over the strategy period.

6.All pupils regardless of background to be given the same opportunities regardless of financial background.	Every disadvantaged pupil is offered and supported to access a suitable club, enrichment activity, music opportunity, leadership role, educational visit or aspiration-building experience. Participation is monitored by pupil and activity. Financial or practical barriers are addressed confidentially.
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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.

Quality of Teaching for all (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school writing improvement programme. Develop a consistent approach to writing from Reception to Year 6, including oral rehearsal, model texts, shared writing, sentence combining, planning, drafting, revising, editing and publishing. Teachers will explicitly model the writing process through think-alouds and gradually reduce scaffolding.	The EEF recommends teaching writing composition strategies through modelling and supported practice, including planning, drafting, revising, editing and publishing. It also highlights the importance of oral language, sentence construction and extensive practice (EEF: Improving Literacy in Key Stage 2).	1, 4, 5
Develop consistent use of concrete–pictorial–abstract representations in mathematics, including manipulatives, number lines, bar models, part–whole models and visual representations. Teachers will explicitly connect representations to mathematical language and notation.	The DfE identifies the importance of high-quality mathematics teaching and directs primary schools towards evidence-informed support through the national mathematics guidance and Maths Hubs. DfE – Using pupil premium: guidance for school leaders	2, 4
Use responsive classroom grouping and scaffolding. Teachers will use flexible groups for particular mathematical concepts, while avoiding fixed low-	EEF guidance identifies scaffolding and flexible grouping as important components of effective teaching. It also cautions that support should be responsive and should not result in unnecessary over-scaffolding. EEF – High-quality teaching .	2, 4

attaining labels. Scaffolds will include worked examples, sentence stems, guided practice and structured talk, with planned removal of support.		
Consistent transcription teaching. Embed brief, regular practice in handwriting, spelling, sentence construction and vocabulary. Analyse spelling errors as phonological, orthographic or morphological and adapt teaching accordingly. Provide feedback on the process of handwriting as well as the finished product	The EEF states that slow or effortful transcription can restrict composition because pupils' cognitive resources are occupied by handwriting and spelling. It recommends explicit spelling teaching, extensive purposeful practice and feedback (EEF: Improving Literacy in Key Stage 2).	1, 4, 5
Writing-focused professional development. Use staff meetings, moderation, and coaching to develop: modelling; scaffolding; sentence stems; vocabulary instruction; adaptive teaching; feedback; challenge; and support for pupils with SEND. Include opportunities to observe practice and revisit implementation.	Effective professional development is more likely to change pupil outcomes when it includes a clear focus, collaborative learning, modelling, practice, feedback and sustained follow-up (EEF: Effective Professional Development).	1, 4, 5
High-quality reading instruction for all pupils. Maintain systematic phonics, decodable reading where appropriate, rich read-aloud experiences, vocabulary teaching, explicit comprehension strategies and access to fiction and non-fiction texts. Teach pupils to predict, question, clarify, summarise and activate prior knowledge.	The EEF identifies both decoding and language comprehension as essential components of reading. It recommends explicit teaching of comprehension strategies through modelling, guided practice and gradual release of responsibility (EEF: Improving Literacy in Key Stage 1 ; EEF: Improving Literacy in Key Stage 2).	3, 4
Language-rich classrooms and oral rehearsal. Staff will explicitly teach vocabulary, revisit words across the curriculum, use structured talk partners, sentence stems, open questioning and oral rehearsal before writing. This will be especially prominent in Reception and Key Stage 1.	The EEF identifies communication and language as foundations for learning and recommends high-quality adult–pupil interaction, vocabulary teaching, shared reading, storytelling and structured talk (EEF: Preparing for Literacy ; EEF: Early Language)	1, 3, 4
Consistent scaffolding and gradual release of responsibility. Use I do, We do, You Do, visual prompts, sentence stems, success criteria, graphic	The EEF describes effective scaffolding as responsive to need, gradually faded and designed to transfer responsibility to the pupil. It also recommends explicit instruction and scaffolding for pupils with SEND (EEF: Improving Literacy in Key Stage 1 ; EEF: Special Educational Needs in Mainstream Schools).	1, 4, 5

organisers, vocabulary banks and guided practice. Review scaffolds regularly and remove them as pupils become more independent.		
Disadvantaged pupil progress meetings. Hold termly meetings involving the headteacher, class teacher, SENCO and relevant subject leaders. Review attainment, progress, attendance, behaviour, intervention response, participation and well-being for each disadvantaged pupil.	The EEF recommends that schools use a structured process to identify barriers, select appropriate approaches, monitor implementation and evaluate impact (EEF: Guide to the Pupil Premium).	1-7
Curriculum challenge and greater depth planning. Identify disadvantaged pupils with the potential to achieve greater depth. Plan opportunities for reasoning, explanation, evaluation, extended writing, independent application, unfamiliar contexts, rich vocabulary and debate. Ensure challenge is not simply additional work.	The EEF identifies technology as a potential component of high-quality teaching and recommends that resources are selected according to clearly identified needs. SEND guidance supports appropriate adaptations and technology to improve access (EEF: Special Educational Needs in Mainstream Schools).	1, 3, 4

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

Budgeted cost: £ 21, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic literacy assessment. For identified disadvantaged pupils, complete focused assessments of phonics, decoding, reading fluency, vocabulary, comprehension, spelling, handwriting, sentence construction and writing composition. Use the results to define a precise teaching target.	The EEF recommends accurate diagnosis before selecting an intervention and distinguishes diagnostic assessment from general progress monitoring (EEF: Improving Literacy in Key Stage 2 ; EEF: Diagnostic Assessment Tool).	1, 3, 4

Targeted writing intervention. Provide short, regular teacher-led or trained TA sessions for pupils whose main need is writing. Sessions may address oral rehearsal, sentence construction, vocabulary, spelling, handwriting, planning, drafting, editing and revising. Intervention content will link directly to current classroom work.	The EEF recommends high-quality structured interventions that are brief, regular, sustained, assessed and explicitly linked to classroom teaching. It highlights the value of targeted literacy intervention for pupils who are struggling (EEF: Improving Literacy in Key Stage 1; EEF: Improving Literacy in Key Stage 2).	1, 4, 5
Diagnostic mathematics assessment. For identified disadvantaged pupils, complete focused assessments of number sense, calculation, place value, multiplicative reasoning, fractions, mathematical vocabulary, reasoning and problem solving. Use the results to define a precise teaching target and link support directly to current classroom learning.	The EEF recommends using assessment to build on pupils' existing knowledge and understanding and to identify the knowledge and misconceptions that should shape teaching. EEF: Improving Mathematics in Key Stages 2 and 3.	2,4
Targeted mathematics intervention. Provide short, regular teacher-led or trained TA sessions for pupils whose main need is mathematics. Sessions may address number facts and fluency, place value, calculation, fractions, mathematical vocabulary, reasoning and problem solving. Use manipulatives and representations where appropriate, with explicit modelling, guided practice and immediate feedback. Intervention content will link directly to current classroom work.	The EEF recommends structured interventions as additional support for pupils who are struggling, alongside strong core classroom teaching, and highlights the use of manipulatives and representations in mathematics. EEF: Improving Mathematics in Key Stages 2 and 3.	2,4
Small-group mathematics fluency and reasoning support. Provide regular sessions for identified pupils using retrieval of key number facts, worked examples, variation, mathematical talk, reasoning prompts and problem-solving tasks. Pupils will explain their methods, identify misconceptions and apply learning in unfamiliar contexts.	The EEF recommends helping pupils develop a rich network of mathematical knowledge, ensuring fluent recall of number facts, and using tasks and resources to challenge and support pupils. EEF: Improving Mathematics in Key Stages 2 and 3.	2
Small-group and individual reading fluency support. Provide 15–30-minute sessions, three to five times per week where possible, using modelled, echo,	The EEF recommends guided oral reading and repeated reading to improve fluency. It stresses that intervention should be based on diagnosis and should address	3, 4

choral, paired and repeated reading. Texts will be carefully chosen (Little Wandle) and pupils will receive immediate, specific feedback.	decoding or comprehension where these are the underlying causes (EEF: Focus on Fluency ; EEF: Improving Literacy in Key Stage 2).	
Phonics keep-up and catch-up. Pupils who do not meet the expected standard or who show gaps in phonological awareness, grapheme–phoneme correspondence, blending or segmenting will receive additional practice. Sessions will follow the school’s systematic phonics approach (Little Wandle) and be delivered by trained staff.	Systematic phonics has a strong evidence base, particularly when delivered explicitly, responsively and by trained staff. The EEF recommends additional structured support for pupils who struggle with early reading (EEF: Improving Literacy in Key Stage 1).	3, 4
Structured SEND-linked interventions. Where disadvantage overlaps with SEND, intervention will be matched to the identified difficulty rather than the pupil’s funding category. Support may include language, phonics, reading, writing, mathematics, fine-motor or self-regulation work.	The EEF recommends a tiered approach to SEND support, including explicit instruction, scaffolding, flexible grouping, metacognition, technology and careful intervention implementation (EEF: Special Educational Needs in Mainstream Schools).	1, 3, 4
Teacher-led first, trained TA-supported second. Teachers will retain responsibility for identifying need, planning intervention, linking intervention to classroom teaching and evaluating impact. TAs may deliver structured sessions following training and observation.	EEF evidence indicates that TAs can have a positive impact when they deliver structured, targeted interventions with high-quality training and support. Informal, unsupported TA deployment is less effective (EEF: Making Best Use of Teaching Assistants).	1, 3, 4, 5
Greater-depth interventions. Disadvantaged pupils who are secure at the expected standard will receive targeted questioning, feedback, editing and reasoning opportunities. Older pupils may work with a teacher or appropriate peer to explain, justify, evaluate and improve their work.	Metacognitive approaches support pupils to plan, monitor and evaluate their learning. Structured collaborative learning can also support dialogue and deeper thinking when tasks and roles are carefully designed (EEF: Metacognition and Self-Regulated Learning ; EEF: Collaborative Learning).	1, 5
Intervention review cycle. Each intervention will begin with a baseline, have a small number of precise objectives and be reviewed after approximately six to ten weeks, or sooner where appropriate. Pupils will	The EEF recommends that interventions are selected following diagnosis, delivered with fidelity, linked to classroom teaching and monitored for impact. It cautions against purchasing or continuing interventions without evidence of benefit (EEF: Putting Evidence to Work ; EEF: Improving Literacy in Key Stage 2).	1, 3, 4, 5

exit, continue or receive adapted support based on evidence.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised access to clubs and enrichment. Ensure disadvantaged pupils are actively invited and supported to attend clubs such as choir, football, badminton, dance and drama and other activities. Provide financial support for fees, equipment, clothing or transport where necessary.	The EEF's tiered approach includes wider strategies that address barriers outside direct classroom teaching. Enrichment can support engagement, belonging, confidence and access to experiences, although participation will be monitored rather than assumed to improve attainment automatically (EEF: Guide to the Pupil Premium).	5
Music and cultural participation. Ensure disadvantaged pupils have access to music tuition, singing, instruments, performances, art, drama and cultural experiences. Monitor participation and remove barriers to sustained involvement.	Evidence-informed wider strategies recognise the importance of engagement, belonging and access to enriching experiences. The activity is particularly tailored to the school's existing strengths in choir, flute and drama and its Christian ethos of participation and service (EEF: Guide to the Pupil Premium).	5
Leadership, pupil voice and responsibility. Monitor disadvantaged pupils' access to pupil parliament, and buddy roles, assemblies, worship leadership and other responsibilities. Where pupils are hesitant, provide encouragement and preparation.	Participation in structured collaborative and social activities can support communication, confidence and relationships. The EEF highlights the importance of carefully structured collaborative learning and wider social-emotional development (EEF: Collaborative Learning ; EEF: Social and Emotional Learning).	5

Total budgeted cost: £ 30,560

Important approach to small cohorts

The school will not make decisions based solely on percentages where the disadvantaged cohort is very small. For example, a difference of one pupil can substantially alter a percentage. Evaluation will therefore combine:

- quantitative attainment and progress information;
- individual pupil work;
- progress from starting points;
- curriculum access;
- attendance;
- intervention response;
- independence and confidence;
- SEND and contextual information.

Part B: Review of the previous academic year 2025-2026

Outcomes for our disadvantaged children
We have analysed the performance of our school’s disadvantaged pupils during the 2025/26 academic year using key stage 1 and key stage 2 performance data, phonics check results and Early Years data. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also track the progress of the children, comparing their starting point to their end point each academic year. Early Years Outcomes in the Early Years improved during the 2024–2025 academic year. The proportion of pupils achieving a Good Level of Development (GLD) increased to 72.4%, exceeding the Oldham average with an atypical cohort for St Mary’s with unusual mobility, increased EAL pupils and high SEND cohort and high Summer Births (14) With only one disadvantaged pupils, the cohort size is particularly small and made secure progress from their starting points particularly in word reading. This reflects the impact of early identification, and priority and fidelity placed on early reading and phonics. While gaps between disadvantaged and non-disadvantaged pupils remain at the end of Reception, progress measures indicate that disadvantaged pupils are better prepared for the transition into Key Stage 1 than in previous cohorts, with gaps beginning to narrow over time. Phonics Phonics outcomes were a significant strength in 2025 - 2026. 93.3% of pupils met the expected standard in the Year 1 phonics screening check, well above the Oldham average. Disadvantaged pupils (only 2 pupils) performed strongly in phonics, with 50% achieving the expected standard. This reflects the sustained impact of systematic phonics teaching, timely identification of pupils at risk of falling behind and targeted additional practice. Disadvantaged pupils with SEND also made strong progress from their starting points, demonstrating the effectiveness of early intervention and Daily ‘keep up’ and ‘catch up’ sessions. The consistently high outcomes for pupils without SEN indicate that the phonics programme is securely embedded across classrooms, with disadvantaged pupils

accessing the curriculum effectively alongside their peers.

Key Stage 1

There were no disadvantage pupils to report at the end of Key Stage 1

Key Stage 2

Outcomes at Key Stage 2 show a positive picture for disadvantaged pupils but very low numbers making data variable and skewed . In reading, disadvantaged pupils made strong progress with attainment of 100 % at the expected, by the end of Year 6.

In mathematics, disadvantaged pupils also made good progress from lower starting points, with attainment at 50% by the end of Year 6, (Note only 2 pupils with other identified needs) Writing remains a relative area of challenge. While disadvantaged pupils made progress across Key Stage 2, attainment gaps remain at the end of Year 6. This is very cohort specific and there are no patterns, frequently the vast majority of our disadvantaged pupils have other identified needs which present barriers to their outcomes particularly in writing.

These outcomes have directly informed the school's Pupil Premium priorities for 2026–2027, with a sharp focus on writing outcomes to narrow this gap.

Wider Opportunities

There has been a notable increase in disadvantage pupils accessing the wider opportunities in school such as after school clubs, music opportunities and pupil parliament roles, this is a result of careful monitoring and funding by the school to ensure access to these opportunities are available to all pupils in school.

Social, Emotional and Mental Health

Support for pupils' social, emotional and mental health continued to have a positive impact during 2025–2026. Disadvantaged pupils benefited from a strong pastoral offer, including targeted interventions, Sensory Circuit, MHST provision, and wellbeing activities.

These interventions supported improved self-regulation, confidence, resilience and readiness to learn, particularly for pupils experiencing additional challenges linked to attendance, family circumstances or SEND. SEMH support has been instrumental in enabling disadvantaged pupils to engage more consistently with learning and access the curriculum alongside their peers.