

Pupil Premium Strategy Statement – St Mary’s Catholic Voluntary Academy, Marple Bridge

This statement details our school’s use of pupil premium (and recovery 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 2025-2026

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	7.9% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	John Nish
Pupil premium lead (s)	Alice Poole/Elizabeth Thompson
Governor / Trustee lead	Helen Mulryan

Pupil Premium Cohort Information

Characteristic	Number in group	Percentage of group
Boys	12	70%
Girls	5	30%
SEN support	2	11.7%
EHC plan	1	5.8%
EAL	2	11.7%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,590
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£24,590

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Voluntary Academy, we support all our pupils. We do this by providing high quality classroom teaching, supplemented by interventions to support vulnerable learners and disadvantaged pupils as and when required. St Mary's Staff and Governors are committed to enabling disadvantaged pupils to enjoy and achieve in their learning; the Pupil Premium funding enhances provision and is used in addition to funds from the school's allocated budget. We believe that all pupils should flourish and grow to their full potential. All pupils should be nurtured and supported to be the best that they can be. All pupils should experience high quality teaching alongside a wide range of opportunities and experiences that broadens their horizons and supports personal development and ensures that they make good progress. No pupil should be disadvantaged by lack of opportunities, and all pupils are encouraged to fully participate in a wide range of educational experiences.

All pupil premium pupils have access to, and are actively encouraged to fully participate in;

- High quality first teaching
- High quality interventions based on good practice and research
- Nurturing relationships and environments, which support mental health and wellbeing
- Educational experiences and activities across a wide range of subjects and skills
- Extra-curricular activities which develop a sense of self-confidence, and an interest in the world, including a range of creative, sporting and social opportunities.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of our PP pupils also have additional complex needs including SEND that create a barrier to learning, 17.6% of PP children receive SEND support in 2025/2026.
2	Attendance rates for our school are above national average, but attendance and punctuality is poorer for PP pupils.
3	Our Saint Ralph Sherwin PASS data, observations and discussions with pupils and families have identified social, emotional and mental health needs for many pupils.
4	Some disadvantaged pupils have greater difficulty with the retention of key knowledge across the curriculum.

5	PP pupils do not make as rapid progress in Writing as other pupils. In comparison to peers, fewer children meet the end of key stage expectations.
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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 outcomes for PP pupils with additional complex needs including SEND.	Outcomes show an increased proportion of PP pupils with SEND needs make at least expected progress compared to non-PP children.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	The attendance and punctuality of PP pupils to be in line with National and School data.
To achieve and sustain improved motivation, independence, resilience, social and emotional outcomes for children, including those in receipt of pupil premium.	Children have improved self-esteem, self-confidence and have a better attitude to learning. Measured using the Saint Ralph Sherwin PASS test. Whole school approach to wellbeing, with all staff and pupils to have an awareness of strategies that enhance positive wellbeing.
To achieve and sustain improved retention of key knowledge for all children particularly our disadvantaged.	PP pupils will be able to confidently discuss and demonstrate their learning. Formative and summative assessment across the curriculum for PP pupils shows an improved retention of key knowledge.
Outcomes show an increased proportion of disadvantage pupils make good progress in writing from their starting points.	A well sequenced and consistent approach to writing across school will support progression in writing for PP pupils.

Activity in this academic year – 2025/2026

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: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for all staff linked to the delivery and teaching of spelling and handwriting. English lead to work with the SENCO to further develop the use of assistive technology in writing. High quality resources for each year group (e.g. technology for SEND pupils to aid writing, non-fiction texts for literacy/guided reading). Continued use of Doodle Spell and Doodle English for homework/home learning to support the teaching of writing in school. Consistent St Mary's approach to writing to be in place across school.	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	5
Lessons across the curriculum to continually recap prior knowledge, ensuring knowledge is being built upon. Formative and summative assessment methods for each subject clearly mapped out.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-	4

Staff CPD through the Trust Teaching and Learning day and subject expert groups. Misconceptions from previous lessons to be addressed and discussed during lessons. All teachers involved in implementing Teaching & Learning (T&L) strategies. Phase leaders and SLT to continue to lead research, CPD, monitor and disseminate quality practice. Regular staff meetings focusing on teaching and learning strategies.	premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	
SENCO to lead teacher and TA meetings focusing on supporting the needs of SEND pupils. Resources to be purchased where necessary to support the needs of PP/SEND pupils e.g. standing desks, wobble cushions, ear defenders, overlays etc. SEND and PP lead to meet termly to discuss and plan for the needs of pupils. SEND lead to then hold pupil progress meetings with class teachers. SENCO to support and lead on the development of classroom organisation/displays/environment.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. The guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1

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

Budgeted cost: £17,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured, evidence-based interventions to identified children across school. Interventions to be monitored and evaluated by SENDCo. Pupil progress meetings and robust analysis of PP data tracks progress of PP pupils and appropriate, timely interventions are put into place. Interventions to include Motivational Maths, MSU, Literacy Gold, Phonics Booster, additional reading, Catch up your Code etc.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 4, 5
Use the WELLCOMM programme in EYFS to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Intervention and support to be put in place for these pupils and impact monitored.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1, 5
Gardening therapy, Talking and Drawing, ELSA sessions and nurture sessions to be used to support pupils identified through the Saint Ralph Sherwin PASS data.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3

Interventions to be monitored and evaluated by PSHE and Wellbeing lead. Allocated time given to the wellbeing team to attend supervision meetings, discuss pupil needs and reoccurring themes which may need addressing at a whole school level.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Termly contact with persistent absentees and regular meetings with the EWO. DSLs to attend regular meetings linked to attendance and safeguarding and release time for staff to develop and implement procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EWO support has a proven impact on improving attendance.	2

Improve the delivery of social and emotional learning by analysing the available data and implementing strategies to overcome barriers. Nurture and wellbeing approaches will be embedded into routine educational practices and supported by professional development and training for staff. ELSA sessions used to support key pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3
All children in school to be given opportunity to participate in activities which enhances and broadens the curriculum, their learning experiences and improves self-confidence and self-esteem. PP pupils can access trips, visits and clubs at a subsidised cost, as well as some clubs having no charge.	Provision of a range of initiatives to extend children's experiences. The pupil premium: how schools are spending the funding successfully. Education Endowment Trust Toolkit	3

Total budgeted cost: £24,590

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

	Pupils eligible for PP	Pupils not eligible for PP	All pupils
% of EYFS pupils with a GLD	33%	76%	71%
% of pupils passing Phonics Screening Check at the end of Y1	100%	86%	87%
% of pupils passing Phonics Screening Check at the end of Y2	N/A	50%	97%
% meeting expected standard or above in reading at the end of KS1	100%	74%	76%
% meeting expected standard or above in writing at the end of KS1	100%	67%	69%
% meeting expected standard or above in maths at the end of KS1	100%	78%	80%
% meeting expected standard or above in reading at the end of KS2	50%	85%	80%
% meeting expected standard or above in writing at the end of KS2	75%	85%	83%
% meeting expected standard or above in maths at the end of KS2	25%	92%	84%

Teaching		
Activity	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
High quality writing CPD for all staff, ongoing throughout the year.	Mid –The writing curriculum is broad and balanced curriculum is being taught to all. Teachers have received a range of CPD through the subject leader who has disseminated knowledge from her NPQLL.	Further training regarding spelling has been provided in the Summer term 2025 from Emile spelling for KS2. This needs to be revisited and further embedded. Teachers have identified further areas of need through staff voice activities. The Writing Framework has been published in July 2025 and this is going to help to inform CPD for 2025-2026. Completed.
Writing lead to complete the NPQ in Leading Literacy.	High – NPQLL has been completed by the writing lead and this CPD has been shared with the wider staff team.	

High quality resources for each year group (e.g. technology for SEND pupils to aid writing, texts for literacy).	Medium – Teacher confidence in using tech to support SEND pupils has improved, however this is not yet fully embedded in lesson. Further CPD for TAs.	Assistive technology has been used with growing confidence by pupils, with support of TAs. Further CPD for TAs to given and then we need to ensure it is used effectively in classrooms.
Scheme to be implemented for Handwriting and GAPS to ensure consistency across school.	Low – Handwriting scheme needs to be further embedded, further monitoring to be done by the writing lead to check the impact of this. Doodle in place across all classes to support with GAPS.	Monitoring of handwriting scheme to take place. After staff CPD, Emile spelling scheme has been trialed and staff will feedback to subject leader regarding implementation of the scheme in KS2. Incentives for Doodle continue to be promoted through participation trophies and the Doodle Summer challenge. Doodle club offered for all and the platform is used for homework.
Consistent St Mary's approach to writing to be in place across school.	Medium – After staffing changes in previous years, staff recognise a need for CPD to help ensure a consistent approach now in place across all classes with high quality texts selected to align with the curriculum.	Subject leader to provide CPD for teachers to next academic year with reference to the new Writing Framework.
Lessons to continually recap prior knowledge, ensuring knowledge is being built upon. Formative and summative assessment methods for each subject clearly mapped out. Staff CPD through the Trust Teaching and Learning day	Medium – Teachers are using lessons to recap prior knowledge taught, ensuring knowledge is being built upon. Targeted support is being used to support pupils with significant gaps in their learning. Medium – Staff are using Insight and NFER alongside formative methods of assessment to assess gaps in knowledge. Not all subjects are using the objective tool in Insight. Medium – Staff receive subject support from the Trust and this is shared with colleagues. Not	Continue with this strategy across school. HT has collaborated with SLT to produce the SIP to look at our assessment methods across school and their effectiveness. Further clarity around which subjects should be using the objectives in Insight: subject leaders to revisit objectives in discussion with class teachers. Continue to attend and access the offer from the Trust whilst also seeking out wider

and subject expert groups. Misconceptions from previous lessons to be addressed and discussed during lessons.	all subjects have subject expert groups to attend. High – Teachers are ensuring that they address misconceptions through their teaching.	CPD opportunities for leaders. Possibility of NPQ CPD. Pre-learning sessions have been trialled by Maths lead to support children and this approach has been shared with wider school staff: the aim is to build a foundation that makes the actual learning process more effective and efficient.
SENCO to lead staff meetings focusing on supporting the needs of SEND pupils. Resources to be purchased where necessary to support the needs of PP/SEND pupils e.g. standing desks, wobble cushions, ear defenders, overlays etc. SEND and PP lead to meet termly to discuss and plan for the needs of pupils. SEND lead to then hold pupil progress meetings with class teachers. SENCO to complete national qualification, attend CPD and liaise with outside agencies and share this with staff.	High – Termly staff meetings and regular TA meetings have been led by the SENCO to discuss how we can best support the needs of SEND pupils. 1:1 meetings also used with teachers to discuss key pupils. High – Lending library with resources to support parents has been set up. Dyslexia friendly reading books have been purchased. Medium – Pupil progress meetings have been held with both the PP lead and the SENCO to ensure progress of pupils is celebrated and next steps and further support is discussed. High – Qualification has been completed by the SENCO and this CPD has been shared with the wider staff team.	SENDCO to plan further opportunities for sessions with TAs. Plan further opportunities with Olli Loughheed for support with Assistive technology. Continue to use a wish-list to engage the wider community in donating items and resources. Parents have supported the school through the wish list system. New PP lead to work closely with SENCO to ensure pupils who are PP and have a SEND need are well supported. Termly meetings have identified successes and areas of need. Support can be planned in a variety of ways (MSU, Maths interventions, Catch up your Code, SNIP). SENCO has participated in SENCO networks within Stockport and receives support and regular training from OL. This will continue during the next academic year.
Targeted Academic Support		

Activity	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Provide targeted, structured, evidence-based interventions to identified children across school.	Medium – A robust programme of interventions takes place across school, with the SENCO ensuring all staff have the knowledge and training required to deliver the intervention.	Continue to offer interventions for identified pupils. Look in further interventions to enhance our provision linked to SENCO has liaised with SALT to ensure provision in school is meeting children's needs; some children need further support in this area.
Interventions to be monitored and evaluated by SENDCo.	Medium – Staff are logging all interventions on Edukey with start and end data so the impact of the intervention can be closely monitored.	2025-2026 SENCO to look more closely at data from interventions and plan how to further improve our offer. Continue to use Edukey for monitoring and evaluating. Further support has been provided by the SENDCO for teachers to help with the practical aspects of creating new support plans. Continue to monitor throughout next academic year.
Pupil progress meetings and robust analysis of PP data tracks progress of PP pupils and appropriate, timely interventions are put into place.	Medium - Profiles and provision maps are a useful tool for shaping pupil premium discussion meetings between lead and teachers. Early identification of needs means support can be put in place for pupils.	New PP lead and teachers met in Lent 1 and Pentecost to discuss progress: FFT Inspire website used as a tool to identify children who were making less than expected progress. This was a helpful tool when looking at children's Edukey plans. Initial concerns tool has been used effectively by staff following parent/teacher meetings and SENDCO and class teachers have liaised and formulated next steps.
Interventions to include Motivational Maths, MSU, ELSA, Nurture work, Gardening sessions,	High – The listed interventions have proved to be successful. Start and end data for individuals shows the impact.	Teachers to meet with parents of PP/SEND pupils during the Summer term to support transition. PP and EYFS leads to look closely at children in EYFS who have recently joined the register to look closely at

Phonics Booster, additional reading, Catch up your Code, SNIP spelling etc.		quality first provision and intervention where needed. MSU intervention is showing more evidence of progress now that the timetable has been protected and sessions are completed to greater detail.
Use the WELLCOMM programme in EYFS to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Intervention and support to be put in place for these pupils and impact monitored.	High – Improvement from previous programme as we can now intervene and support pupils sooner. Further screenings are done in Reception for any pupils who we are concerned about. Programme of support then implemented.	Children who are screened stay on the programme until they have made sufficient progress. Children not making progress are referred to SALT – SENDCO is liaising with SALT regarding their support.
Gardening therapy, Talking and Drawing, ELSA sessions and nurture sessions to be used to support pupils identified through the PASS data. Interventions to be monitored and evaluated by PSHE and Wellbeing lead.	High – PASS data, observations, parental concerns etc. used to select pupils for interventions. High – SB, AN and the wellbeing team work to review the impact of interventions and plan next steps for pupils, including referrals to outside agencies where necessary.	Continue to use PASS data and other sources to support key pupils. Gardening sessions have continued throughout the year for whole class sessions as well as focussed group support. Continue with the monitoring cycle for wellbeing interventions. Regular meeting with the Supervision trust support (JMQ) and the MHWL lead and the wellbeing team.
Wider Strategies		
Activity	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Embedding principles of good practice set out in the DfE's guidance on working	High – Attendance reported to all parents termly and follow up meetings held with EWO to improve attendance of key pupils.	Continue to monitor attendance at SLT meetings and follow procedure where attendance has dropped.

together to improve school attendance. Termly contact with persistent absentees and regular meetings with the EWO. DSLs to attend regular meetings linked to attendance and safeguarding and release time for staff to develop and implement procedures to improve attendance.	High – Letters being sent to persistent absentees and meetings held with families to engage in discussions regarding attendance. Medium – A robust and consistent approach from DSLs and the school office has had a significant impact. Attendance figures for 2024-2025 for all pupils and PP pupils were positive with low rates of persistent absences.	Continue with the form for term time absence and follow the new policy which outlines how and when fines will be issued. Punctuality has improved for some PP children but PP attendance is lower than the school average.
Improve the delivery of social and emotional learning by analysing the PASS data and implementing strategies to overcome barriers. Nurture and wellbeing approaches will be embedded into routine educational practices and supported by professional development and training for staff. ELSA sessions used to support key pupils.	Medium – Last year, data was analysed and plans put in place for key pupils, groups and classes. PASS data continues to be used to give context and information. High – SB supports staff in the role of SMHL in school with a team of staff who support with wellbeing across school. Medium – Sessions have improved children's ability to articulate how they are feeling and supported children in sharing worries and overcoming difficult situations.	SB and ET to analyse data and share with staff in Advent staff meeting. A plan for key pupils, groups and classes can then be put in place to support social and emotional learning. The wellbeing team have allocated time to meet together and access supervision meetings. Continue to use ELSA across school with identified pupils. Ensure time for TA to lead sessions is ringfenced. Children to be continue to be identified for ELSA and there is a waiting list for this provision.

All children in school to be given opportunity to participate in activities which enhances and broadens the curriculum, their learning experiences and improves self-confidence and self-esteem.	High – Subject leaders have ensured that cultural capital has been considered and mapped out in their subject, to provide PP children with experiences and opportunities to help them progress and achieve success.	This will continue, but we will also be adding in half termly workshops linked to subjects and funded by the PTA, e.g. first aid, drumming, sports-people visits.
PP pupils can access trips, visits and clubs at a subsidised cost, as well as some clubs having no charge.	High – All PP pupils have attended all school trips, including PGL residential. We have ensured that clubs offered always include a number of clubs which incur no cost. 75% of Pupil Premium pupils (Y1-6) attended a club last academic year.	Continue to offer a range of clubs, some at no cost. School has paid for some PP clubs this year and has also supported some families with payment for trips. Pentecost term parent survey about how our extra-curricular clubs offer can be further refined and improved.

Externally provided programmes

Programme	Provider
N/A	N/A

Engaging Staff, Governors & Parents	
How has this document been shared with stakeholders?	The document has been circulated to governors and published on the school website for parents and other visitors to view. The document has been discussed, developed and shared with staff through pupil premium progress meetings.
How do you know staff understand the strategy and apply correctly?	Pupil Premium progress meetings ensure that staff understand their role in applying the strategy correctly. Staff then work on Pupil Premium provision maps to document their provision and approaches in line with the strategy.

