

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 2026
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 2025-2026

Outcomes for disadvantaged pupils

	Pupils eligible for PP	Pupils not eligible for PP	All pupils
% of EYFS pupils with a GLD	0%	81%	75%
% of pupils passing Phonics Screening Check at the end of Y1	67%	85%	83%
% of pupils passing Phonics Screening Check at the end of Y2	100%	96%	97%
% meeting expected standard or above in reading at the end of KS1	100%	75%	76%
% meeting expected standard or above in writing at the end of KS1	100%	60%	62%
% meeting expected standard or above in maths at the end of KS1	0%	61%	59%
% 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	0%	85%	74%
% meeting expected standard or above in maths at the end of KS2	25%	85%	76%

Teaching		
Activity	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
High quality CPD for all staff linked to the delivery and teaching of spelling and handwriting.	Medium – The writing lead commenced maternity leave during the academic year; however, provision was maintained through the leadership of an experienced member of SLT. Staff in Nursery, Reception, Year 1 and Year 2 have received training from <i>I'm a Clever Writer</i> , supporting the development of a consistent approach to writing across school. Monitoring and staff discussions indicate growing	Continue with this provision. The school is committed to developing a consistent approach to writing across all year groups. Further CPD and monitoring will support the implementation of <i>I'm a Clever Writer</i> and ensure consistency throughout the school, particularly moving up into KS2 where the training has not yet been launched.

English lead to work with the SENCO to further develop the use of assistive technology in writing.	confidence in the teaching of writing, with the approach complementing the high-quality texts already embedded within the curriculum. High – The SENCO has led staff meetings focusing on assistive technology and the use of AI to support learning. Teaching assistants working directly with pupils have received additional support and guidance to ensure technology is used effectively. Pupils, including disadvantaged pupils, have benefitted from the use of iPads and standing desks to support written outcomes and engagement.	Continue with this provision. Staff confidence has increased and pupils are beginning to use technology more independently. Further opportunities for training and sharing good practice will help to embed assistive technology across the curriculum.
High quality resources for each year group (e.g. technology for SEND pupils to aid writing, non-fiction texts for literacy/guided reading).	High – Resources have been purchased and deployed to support pupils' individual needs. Some disadvantaged pupils have benefitted from adaptive equipment, including standing desks and technology to support writing. High-quality texts continue to support the delivery of literacy across school and provide rich opportunities for reading and writing.	Continue with this provision. Resources have supported both engagement and access to learning. Staff continue to identify resources which remove barriers and enable pupils to achieve success.

Continued use of Doodle Spell and Doodle English for homework/home learning to support the teaching of writing in school.	Medium – Doodle Spell and Doodle English continue to provide pupils with additional opportunities to practise spelling, grammar and literacy skills outside of the classroom. Teachers use the platform to reinforce key learning and promote independent practice. Engagement remains strongest where participation is regularly celebrated and encouraged.	Continue with this provision. The platforms provide accessible opportunities for pupils to practise key literacy skills and complement classroom teaching. Strategies to further increase PP engagement will continue to be developed.
Consistent St Mary's approach to writing to be in place across school.	Medium – Despite staffing changes during the year, a consistent approach to the teaching of writing has been maintained. Staff have continued to use agreed structures and high-quality texts to support writing outcomes, while training from <i>I'm a Clever Writer</i> has begun to strengthen consistency further. KS1 outcomes in reading and writing demonstrate the positive impact of a whole-school approach.	Continue with this provision. Further implementation of the <i>I'm a Clever Writer</i> approach will strengthen consistency across all classes and support progression in writing throughout the school.
Lessons across the curriculum to continually recap prior knowledge, ensuring knowledge is being built upon.	High – Teachers consistently recap prior knowledge at the start of lessons, ensuring that new learning builds upon previously taught content. Formative	This provision will continue as it remains a key driver in improving outcomes for all pupils, including those eligible for Pupil Premium. Staff will continue to access

Formative and summative assessment methods for each subject clearly mapped out. 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.	and summative assessment methods are clearly mapped out across subjects and are used to identify gaps and inform future teaching. Staff have accessed CPD through Trust Teaching and Learning events and subject networks, and key messages have been disseminated through regular staff meetings. Monitoring activities and pupil discussions demonstrate that misconceptions are routinely identified and addressed within lessons. The continued focus on Teaching and Learning strategies, led by SLT and phase leaders, has supported consistency in classroom practice and contributed to positive outcomes for pupils.	Trust-wide and external CPD opportunities, while leaders will monitor the impact of Teaching and Learning strategies to ensure high-quality practice is embedded across the school. Regular staff meetings and assessment processes will continue to support the identification of misconceptions and gaps in learning.
SENCO to lead teacher and TA meetings focusing on supporting the needs of SEND pupils.	High – The SENCO has worked closely with teachers, teaching assistants and parents throughout the academic year to ensure that pupils with SEND receive appropriate support. Regular meetings have enabled staff to discuss individual pupil needs, review strategies and share good practice. Staff report increased confidence in	Continue with this provision. Regular communication between the SENCO, teachers and teaching assistants ensures that support remains responsive to pupils' needs and that staff are equipped with the knowledge and strategies required to help pupils succeed.

Resources to be purchased where necessary to support the needs of PP/SEND pupils e.g. standing desks, wobble cushions, ear defenders, overlays etc.	supporting SEND pupils and adapting provision to meet a range of needs. High – A range of resources has been purchased and used successfully to remove barriers to learning for disadvantaged and SEND pupils. Pupils have benefitted from concentration tools, standing desks, wobble cushions, ear defenders, chair bands and overlays, helping them to access learning more effectively and remain engaged during lessons. The school has also expanded support for families through the lending library, providing parents with access to books and resources on a range of SEND-related topics.	Continue with this provision. These resources have supported pupils' engagement, independence and wellbeing. The lending library and other support offered to families will also continue to strengthen home-school partnerships and provide additional support for parents.
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.	High – Termly meetings between the SENDCO, Pupil Premium Lead and class teachers have ensured that disadvantaged pupils remain a key focus. Pupil progress meetings have enabled staff to celebrate successes, identify barriers to learning and implement timely support where needed. Regular discussions have ensured that provision is closely	Continue with this provision. Collaborative discussions between leaders and teachers ensure that support for disadvantaged and SEND pupils remains targeted, effective and responsive to changing needs throughout the academic year.

SENCO to support and lead on the development of classroom organisation/displays/environment.	matched to individual pupil needs and that interventions are reviewed effectively. High – The SENCO has led the development of consistent classroom environments across the school. All classes now follow agreed principles, including clear and purposeful displays, reduced visual clutter, consistent fonts and agreed colour schemes. These changes have created calmer and more accessible learning environments, particularly benefiting pupils with SEND and those who may be vulnerable to distraction.	Continue with this provision. Consistent and inclusive classroom environments have helped to reduce barriers to learning and support pupils' concentration and engagement. Ongoing monitoring will ensure these principles remain embedded across the school
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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. 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	High – A robust programme of targeted interventions continues to be delivered across the school to support pupils with identified academic and pastoral needs. Additional reading, Phonics Booster, Motivational Maths and other bespoke interventions have been used effectively	Continue with this provision. Targeted interventions remain an important part of our graduated approach to supporting pupils and addressing barriers to learning. Regular monitoring and review ensure interventions are matched closely to need and enable staff to respond quickly when

Gold, Phonics Booster, additional reading, Catch up your Code etc.	to address gaps in learning and improve confidence. Regular pupil progress meetings involving class teachers, the SENDCO and the Pupil Premium Lead have ensured that pupils receive timely support and that interventions are reviewed and adapted where necessary. Specialist programmes recommended by external professionals, including Speech and Language Therapy and Occupational Therapy, have also been implemented successfully to support individual pupils.	concerns are identified. Due to a reduction in teaching assistant staffing next academic year, the school will review and prioritise intervention delivery to ensure available staff capacity is used effectively and that support has the greatest possible impact on pupil outcomes, however this remains a concern.
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 – WELLCOMM continues to be used successfully within EYFS to identify pupils requiring additional support with speech, language and communication. Early identification has enabled interventions to be put in place promptly and progress to be monitored effectively. The success of the programme has led the school to consider extending its use to support some pupils within Key Stage 1.	Continue with this provision. Early identification and intervention are crucial in supporting communication and language development. The school will explore extending the use of WELLCOMM where appropriate to further support pupils' needs.

Gardening therapy, Talking and Drawing, ELSA sessions and nurture sessions to be used to support pupils identified through the Saint Ralph Sherwin PASS data. 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.	High – Gardening therapy, ELSA and nurture provision continue to form an integral part of the school's wellbeing offer. There has been no PASS data this year, but staff observations and parental feedback are used to identify pupils who may benefit from additional support. The Wellbeing Team meets regularly to review interventions, discuss pupil needs and identify any emerging trends across the school. Weekly visits from Dexter, the therapy dog, further enhance this provision and provide valuable opportunities for pupils to develop confidence, emotional regulation and positive relationships.	Continue with this provision. Supporting pupils' social and emotional wellbeing remains a key priority and helps to remove barriers to learning. The school will explore how PASS data can be used again in future to identify pupils requiring support and ensure interventions remain responsive to need. Further discussions around the replacement of the gardening lead to be had.
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 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.	Medium – Attendance continues to be monitored closely by school leaders, with regular meetings involving the EWO and timely communication with families where attendance is a concern. Attendance information is shared and discussed regularly, enabling support to be put in place for identified	Continue with this provision. Good attendance remains essential in ensuring pupils can fully access learning opportunities. The school will continue to work closely with families, the EWO and external agencies to improve attendance and reduce persistent absence, particularly

	pupils. Procedures linked to attendance and safeguarding are well established and consistently followed. Whilst attendance for some Pupil Premium pupils has improved, PP attendance remains below the whole-school average and continues to be an area of focus.	amongst vulnerable groups.
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.	High – Wellbeing continues to be a significant strength within the school. Staff observations and parental feedback are used to identify pupils requiring additional support. ELSA, nurture provision, gardening therapy and other wellbeing interventions have supported pupils in developing confidence, resilience and emotional regulation. Staff have continued to embed nurturing approaches within everyday practice, ensuring that social and emotional wellbeing remains central to school life. The wellbeing team works collaboratively to review support and respond to emerging needs.	Continue with this provision. Supporting pupils' social and emotional wellbeing remains a key priority and helps to remove barriers to learning. We would like to use PASS data again to identify pupils requiring support and ensure interventions remain responsive to need.
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 – The school remains committed to ensuring that all pupils, including those eligible for Pupil Premium, can access	Continue with this provision. Providing access to enrichment opportunities ensures disadvantaged pupils are able to participate

PP pupils can access trips, visits and clubs at a subsidised cost, as well as some clubs having no charge.	a wide range of enrichment opportunities. Financial support has been provided where required to enable pupils to attend trips, visits and extra-curricular clubs. While participation in after-school clubs by Pupil Premium pupils has been lower than desired this year, all Pupil Premium pupils have been actively encouraged to participate in wider school opportunities, including sports competitions, tournaments and enrichment activities. The uptake in PP attendance at these events has been much higher this year. These experiences have enhanced cultural capital, broadened learning experiences and supported pupils' confidence and self-esteem.	fully in school life alongside their peers. The school will continue to remove financial barriers where possible and actively encourage participation in clubs, visits and competitions. As part of next year's provision, the school will explore opportunities for Pupil Premium pupils to attend additional enrichment activities, including a cookery club, to further develop life skills, confidence and engagement.
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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.