

# Pupil premium strategy statement (Primary)

## St Mary’s Catholic Primary School.

### School overview

Metric	Data
School name	St Mary’s Catholic Primary School
Pupils in school	383
Proportion of disadvantaged pupils	23% (87 Children)
Pupil premium allocation this academic year	£129,025
Academic year or years covered by statement	2025-26
Publish date	8 <sup>th</sup> September 2025
Review date	30th September 2026
Statement authorised by	Denise Mellor
Pupil premium lead	Sophie Ravenscroft
Governor lead	Jo Kirkham

### Disadvantaged pupil progress scores for last academic year (2024-25)

Measure	Score
Reading	
Writing	SCORES NOT YET ON ASP(DfE)
Maths	

### Disadvantaged pupil performance overview for last academic year (2024-25)

Measure	St Mary’s	Measure	St Mary’s
GLD (EYFS)	50%	Year 4 MTC	42%
KS1 Phonics	89%	Meeting expected standard in Reading at KS2	64%
Meeting expected standard in Reading at KS1	41%	Achieving high standard in Reading at KS2	7%
Achieving high standard in Reading at KS1	8%	Meeting expected standard in Writing at KS2	43%
Meeting expected standard in Writing at KS1	42%	Achieving high standard in Writing at KS2	7%
Achieving high standard in Writing at KS1	0%	Meeting expected standard in Maths at KS2	64%
Meeting expected standard in Maths at KS1	33%	Achieving high standard in Maths at KS2	0%
Achieving high standard in Maths at KS1	0%		

## Strategy aims for disadvantaged pupils

Measure	Activity
<p>Our school is committed to improving the attainment and life chances of disadvantaged learners. To support this goal, we have joined the <b>RADY</b> (Raising the Attainment of Disadvantaged Youngsters) programme and are proud to be part of the 4th cohort. We will work towards achieving RADY Beacon School status, embedding high-impact strategies that ensure disadvantaged pupils are prioritised from the moment they join us, with consistently high expectations, targeted support and inclusive practices across all key stages.</p>	
Priority 1 Reading	<ul style="list-style-type: none"> <li>• Ensure all children, particularly disadvantaged, are exposed to rich, challenging texts.</li> <li>• Develop core reading skills through systematic, inclusive and engaging lessons.</li> <li>• Use assessment data to target specific reading domains, closing attainment gaps.</li> </ul>
Priority 2 Writing	<ul style="list-style-type: none"> <li>• Ensure a systematic, progressive approach to writing across all year groups, underpinned by the new writing framework.</li> <li>• Develop writing stamina and confidence through purposeful, high-quality writing opportunities.</li> <li>• Provide targeted challenge and support for disadvantaged children, particularly those working within or towards Greater Depth Standard (GDS).</li> </ul>
Priority 3 Maths	<ul style="list-style-type: none"> <li>• Continue to embed a Teaching for Mastery approach across all key stages to develop confident, fluent, and flexible mathematicians.</li> <li>• Ensure all children, including those with gaps or disadvantaged pupils, benefit from systematic and consistent teaching using CPA and NCETM-endorsed strategies.</li> <li>• Strengthen early number sense through consistent implementation of the Mastering Number Programme.</li> <li>• Use pre-teaching to address gaps in prior learning and secure readiness for new content.</li> <li>• Have a well-structured, whole-school plan to ensure all children are well-prepared for success in the Multiplication Tables Check (MTC), with regular practice, assessment, and targeted support.</li> </ul>
Priority 4 Phonics	<ul style="list-style-type: none"> <li>• To continue embedding the Little Wandle Letters and Sounds Revised programme with consistency, fidelity, and ambition across EYFS, KS1, and into KS2 where appropriate. Use whole class phonics teaching, with effective grouping and challenge, to meet the diverse needs of all learners.</li> <li>• Ensure all children, particularly those at risk of falling behind, receive a systematic and high-quality phonics curriculum that leads to reading fluency and confidence.</li> <li>• Use phonics to close gaps early and provide disadvantaged pupils and those with SEND with targeted, timely support.</li> </ul>
Priority 5 Oracy	<ul style="list-style-type: none"> <li>• Develop articulate, confident communicators through high-quality oracy education and purposeful collaborative learning.</li> <li>• Continue to champion Voice 21 Talk Tactics across all key stages to improve spoken language, vocabulary acquisition, and thinking aloud.</li> <li>• Ensure disadvantaged pupils and those with delayed speech and language have access to structured interventions and opportunities to express themselves confidently.</li> </ul>
Priority 6 Mental Health	<ul style="list-style-type: none"> <li>• Foster a mentally healthy school culture where children feel safe, heard and empowered to manage their emotions.</li> <li>• Embed daily wellbeing routines using Zumos to encourage emotional check-ins, self-help strategies and resilience. Circle time to take place once a week.</li> <li>• Provide access to professional support and create inclusive spaces where positive relationships are actively nurtured.</li> </ul>
Projected Spending	£129,025

## Teaching priorities for current academic year

Aim	KS1 Target	KS2 Target	Target date							
1. Progress in Reading	Achieve attainment score above or in line with national (68% - 2023).	Achieve attainment score in line with national 75%.	July 2026							
2. Progress in Writing	Achieve attainment score above or in line with national (60%-2023).	Achieve attainment score in line with national 72%.	July 2026							
3. Progress in Mathematics	Achieve attainment score above or in line with national (70%-2023).	Achieve attainment score in line with or above national average 74%.  Achieve attainment score of above 70% in the Multiplication Tables Check. National currently sits at 34% - awaiting 2025 data.	July 2026  July 2026							
4. Phonics	Achieve national average expected standard in Phonics Check (higher than 81%).		July 2026							
5. Oracy	To see an improvement in the eloquence of disadvantaged pupils and their ability to speak publicly.		July 2026							
6. Other (Attendance)	Maintain high levels of attendance of disadvantaged pupils which lie above the national figures. Aim 97%. <table><tr><td rowspan="3">PP Learners (Source: Insight)</td><td>St Mary's</td><td>93.9%</td></tr><tr><td>National</td><td>94.8%</td></tr><tr><td>Local Authority</td><td>95.3%</td></tr></table>		PP Learners (Source: Insight)	St Mary's	93.9%	National	94.8%	Local Authority	95.3%	July 2026
PP Learners (Source: Insight)	St Mary's	93.9%								
	National	94.8%								
	Local Authority	95.3%								

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1.**

Measure	Activity
Priority 4 <b>Phonics</b>	<ul style="list-style-type: none"> <li>To continue embedding the Little Wandle Letters and Sounds Revised programme with consistency, fidelity, and ambition across EYFS, KS1, and into KS2 where appropriate. Use whole class phonics teaching, with effective grouping and challenge, to meet the diverse needs of all learners.</li> <li>Ensure all children, particularly those at risk of falling behind, receive a systematic and high-quality phonics curriculum that leads to reading fluency and confidence.</li> <li>Use phonics to close gaps early and provide disadvantaged pupils and those with SEND with targeted, timely support.</li> </ul> <p>(EEF Early Years Interventions +5 months).</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Inconsistent parental engagement in supporting phonics at home, including limited reading practice and reinforcement of sounds outside of school.</li> <li>Gaps in subject knowledge and pedagogical confidence of new staff, highlighting the need for targeted and ongoing phonics-specific CPD to ensure consistent, high-quality teaching.</li> </ul>
Projected spending	£10,000

## Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b> <b>Reading</b></p>	<p>Continue with embedded use of Accelerated Reader across year groups 2-6 to ensure that all children in Years 2–6 are reading regularly, independently and appropriately by using Accelerated Reader (AR) to match books to their reading level.</p> <p>Promote a culture of reading for pleasure, while also improving reading comprehension, stamina and fluency. Use of AR 'Word Millionaire' and reading competitions to encourage home reading and regular quiz taking. Certificates and prizes to be awarded in assembly. Improved 'Reading for Pleasure' bookcases in intervention areas displaying books chosen by the children from local charity shops – children encouraged to borrow these books.</p> <p>Use of FFT assessment to identify and monitor bottom 20% readers. This data will inform targeted interventions and measure progress of these children.</p> <p>Introduce small reading interventions (EPATT, pre-teaching and Y6 boosters) for disadvantaged pupils falling behind age-related expectations. CGP materials and comprehension cards to be used to support planning of interventions. (EEF Small Group Tuition +4 months). (EEF Reading Comprehension Strategies +6 months).</p> <p>Improved use of 'in the moment' feedback during lessons to scaffold or provide challenge to children on a 1:1 basis. This is in line with our new marking and feedback policy. (EEF Feedback +8 months).</p>
<p><b>Priority 2</b> <b>Writing</b></p>	<p>Ensure a systematic, progressive approach to writing across all year groups, underpinned by the new writing framework and the Jane Considine 'Sentence Stacking' approach to writing. Planning to closely link with reading texts to ensure exposure to high-quality model texts. (EEF Mastery Learning +5 months).</p> <p>Develop writing stamina and confidence through purposeful, high-quality writing opportunities. These to be based on selected texts and children's experiences.</p> <p>Ensure all children develop fluent, legible, and confident handwriting through consistent, high-quality teaching. This includes daily handwriting lessons using the Magic Link Handwriting Scheme to support automaticity and writing stamina. Weekly intervention to take place to support children struggling with letter formation.</p> <p>Provide targeted challenge and support for disadvantaged children, particularly those working within or towards Greater Depth Standard (GDS).</p> <p>Small writing interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations to take place daily. (EEF Small Group Tuition +4 months).</p> <p>Improved use of 'in the moment' feedback during lessons to scaffold or provide challenge to children on a 1:1 basis. This is in line with our marking and feedback policy. Marking code will also enable the children to independently edit and improve their writing. (EEF Feedback +8 months) (EEF Metacognition and Self-regulation +7 months).</p>

<p>Priority 3 <b>Maths</b></p>	<p>Ensure a consistent, progressive and mastery-aligned approach to mathematics teaching across the school by using the Power Maths White Rose Edition. Scheme to secure full curriculum coverage and maintain appropriate pitch, challenge and coherence across all year groups.</p> <p>Small group maths interventions (pre-teaching and Y6 boosters) for disadvantaged pupils falling behind age-related expectations to take place in KS1 and Y6.</p> <p>In Upper KS2, an additional maths teacher will provide support for a small group of disadvantaged pupil and others who are falling behind age-related expectations. (EEF Small Group Tuition +4 months).</p> <p>Continued use of the NCETM Mastering Number Programme (MNP) across Reception to Year 5 to develop strong number sense, fluency, and confidence in mental calculation. The scheme will lay secure foundations in addition, subtraction and multiplication, enabling pupils to tackle more complex mathematics with understanding and flexibility. Short, focused sessions delivered daily alongside the main maths lesson. (EEF Mastery Learning +5 months).</p> <p>Provide high-quality, ability-appropriate maths intervention for SEN learners in KS2 by using the KS1 Mastering Number Programme (MNP) during whole-class KS2 maths lessons. Trained LSAs to support children in closing foundational gaps and building core number sense, enabling them to access the broader maths curriculum over time.</p> <p>A well-structured, whole-school plan will ensure all children are well-prepared for success in the Multiplication Tables Check (MTC), with regular practice, assessment, and targeted support. A specific preparation schedule has been designed for Year 4.</p> <p>Improved use of 'in the moment' feedback during lessons to scaffold or provide challenge to children on a 1:1 basis. This is in line with our new marking and feedback policy. (EEF Feedback +8 months).</p>
<p>Priority 5 <b>Oracy</b></p>	<p>Develop articulate, confident communicators through high-quality oracy education and purposeful collaborative learning. Classrooms to be places where pupil talk is purposeful, structured, and valued.</p> <p>Voice 21 Talk Tactics to be used across all key stages to improve spoken language, vocabulary acquisition, and thinking aloud. Group tasks, paired reasoning and dialogic talk to enhance vocabulary, reasoning, and confidence.</p> <p>Ensure disadvantaged pupils and those with delayed speech and language have access to structured interventions and opportunities to express themselves confidently.</p> <p>NELI in Reception:</p> <ul style="list-style-type: none"> <li>- Daily sessions for targeted children to improve language comprehension, sentence structure, and vocabulary.</li> <li>- Delivered by trained adults, tracked using NELI assessment tools.</li> <li>- Focus on narrative retelling, vocabulary enrichment and conversation practice.</li> </ul> <p>(EEF Small Group Tuition +4 months). (EEF Collaborative Learning +5 months). (EEF Oral Language Interventions +5 months).</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Limited engagement with reading for pleasure, impacting vocabulary development, comprehension, and reading stamina.</li> <li>• Weak application of punctuation and sentence structure, leading to reduced clarity and cohesion in written work.</li> <li>• Insecure understanding of place value and multiplication, affecting fluency and confidence in core mathematical concepts.</li> <li>• Inconsistent parental engagement, including low attendance at key support sessions such as pre-teaching or intervention groups, which hinders targeted support.</li> </ul>
<p>Projected spending</p>	<p>£90,000</p>

## Wider strategies for current academic year

Measure	Activity
<p><b>Priority 1 Nutrition</b></p>	<p>Government-backed 'Breakfast Club' to begin to ensure pupils start every day ready to learn and in turn it will improve behaviour, attendance and attainment. The free club will begin 30 minutes before school. (EEF Magic Breakfast +2 months).</p> <p>Food Education &amp; Healthy Living Initiative - to promote healthy eating habits and develop life skills, Learning Support Assistants (LSAs) will lead an invitation-only 'Cookery Club', providing targeted 1:1 sessions for selected pupils. The programme will focus on:</p> <ul style="list-style-type: none"> <li>- Educating children on the importance of a balanced, nutritious diet, with practical discussions around healthy choices and portion control.</li> <li>- Using the new food technology room to teach children how to prepare simple, affordable meals that can be replicated at home.</li> <li>- Empowering pupils to support their families by taking home the meals they prepare, helping to strengthen the link between school and home around food education.</li> <li>- Fostering independence, responsibility, and real-life skills, particularly for disadvantaged pupils or those with limited access to home cooking opportunities.</li> </ul> <p>This initiative also aims to develop pupils' confidence, teamwork, and self-esteem, while embedding cross-curricular links with science, PSHE, and maths. (EEF Individualised Instruction +3 months).</p>
<p><b>Priority 2 Attendance</b></p>	<p>Part-time Education Welfare Officer (EWO) shared with partner schools to provide targeted support for families experiencing challenges with attendance and persistent absence. The EWO will work closely with school leaders to address acute need, make home visits and assist with formal attendance processes where required.</p> <p>The school's Family Support Worker will continue to play a key role in building strong, trusting relationships with families, offering early help and personalised guidance to promote regular attendance and reinforce the importance of consistent school routines.</p> <p>A whole-school attendance reward system will be maintained to celebrate and encourage good attendance:</p> <ul style="list-style-type: none"> <li>- The office email out daily to congratulate the classes who have achieved 100% attendance for that particular day. This is shared with the children to develop a shared responsibility to attend school.</li> <li>- The Attendance Cup is awarded weekly, during the celebration assembly, to the class with the highest attendance percentage.</li> <li>- Half-termly rewards for the class with the best overall attendance, fostering a sense of achievement and collective responsibility.</li> <li>- End of year awards for children who have achieved 100% attendance that year or since they have been at St. Mary's.</li> </ul> <p>This tiered approach aims to promote a positive attendance culture, combining early intervention, family engagement, and pupil motivation. (EEF Parental Engagement +3 months).</p>

<p>Priority 3 <b>Mental Health &amp; Behaviour</b></p>	<p>Foster a mentally healthy school culture where children feel safe, heard and empowered to manage their emotions. This includes daily wellbeing routines using Zumos to encourage emotional check-ins, self-help strategies and resilience. Circle time also to take place once a week.</p> <p>Restorative Practice</p> <ul style="list-style-type: none"> <li>- Continue to embed the whole-school behaviour policy, which is underpinned by the principles of restorative practice, promoting reflection, accountability and the rebuilding of relationships.</li> <li>- Provide ongoing staff training to ensure consistent, calm, and fair approaches to behaviour management across all settings, including unstructured times.</li> <li>- Train a new team of 'Pupil Restorative Practitioners' to support their peers during lunchtimes. These pupils will be equipped to: <ul style="list-style-type: none"> <li>Help mediate minor disagreements using restorative language.</li> <li>Encourage positive play and model respectful behaviour.</li> <li>Promote a culture of empathy, responsibility, and peer-led conflict resolution.</li> </ul> </li> </ul> <p>This approach aims to create a respectful and inclusive school environment where pupils are supported to learn from their actions and make positive choices. (EEF Social and Emotional Learning +4 months).</p> <p>Targeted SUMO (Stop, Understand, Move On) sessions will continue to be delivered to support pupils demonstrating specific behavioural needs. These focused interventions aim to develop self-regulation, emotional awareness and positive decision-making skills, empowering children to manage their behaviour effectively and build resilience. By providing tailored strategies and consistent support, SUMO sessions contribute to a calmer, more inclusive learning environment where all pupils can thrive. (EEF Behaviour Interventions +3 months).</p>
<p>Priority 4 <b>Extra-curricular Activity</b></p>	<p>The Year 6 residential trip will offer a rich outdoor education experience designed to develop teamwork, independence, and resilience. To ensure full access and inclusivity, flexible payment plans and tailored support packages will be made available to disadvantaged pupils. (EEF Outdoor Adventure Learning +4 months).</p> <p>To offer partial funding to support children who wish to participate in instrumental tuition or drama club, ensuring equitable access to enriching extracurricular opportunities. (EEF Arts Participation +2 months).</p> <p>Establish an invitation-only Golden Ticket Sports Club exclusively for disadvantaged (PP) pupils to provide targeted access to high-quality sports opportunities.</p> <p>Prioritise after-school club places for disadvantaged children before opening availability to the whole school, ensuring equitable access to extracurricular activities. (EEF Sports Participation +2 months).</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Limited parental engagement, affecting support for learning and home-school communication.</li> <li>• Low attendance rates, which impact continuity of learning and overall achievement.</li> <li>• Challenges with emotional regulation in specific situations, leading to difficulties in maintaining focus and positive behaviour.</li> <li>• Reduced participation in extracurricular clubs and activities among disadvantaged pupils compared to their peers, limiting opportunities for enrichment and social development.</li> </ul>
<p>Projected spending</p>	<p>£ 29,029</p>



## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Allocating sufficient dedicated time within the school schedule to enable meaningful and ongoing staff professional development.</p> <p>Ensuring staff have access to high-quality, appropriate teaching resources that support effective lesson delivery and meet diverse learner needs.</p> <p>The need for rigorous monitoring by senior leaders of lesson quality and pupil work, with timely, targeted support provided to staff where gaps or inconsistencies are identified.</p>	<p>Maximise the use of INSET days and provide additional cover through senior leaders to facilitate a broad range of high-quality CPD opportunities for staff.</p> <p>Utilise NCETM funding to secure access to specialist CPD for both teachers and LSAs, ensuring continuous professional growth in key areas such as maths and reading.</p> <p>Allocate Pupil Premium budget strategically to purchase targeted resources that enhance the delivery of maths and reading interventions.</p> <p>Provide management time, supported by LSAs, to enable leaders to effectively monitor teaching and learning, deliver training and support staff development.</p> <p>Maintain a programme of regular planning-focused CPD sessions to promote collaboration and consistency in curriculum delivery.</p>
Targeted support	<p>Providing teachers with sufficient dedicated time to deliver focused support during small-group pre-teaching sessions.</p> <p>Allocating adequate time for senior leaders to monitor the effectiveness and impact of pre-teaching interventions, ensuring continuous improvement.</p>	<p>Pre-teaching sessions will be scheduled daily at 8:30 am, prior to the start of the school day, to provide targeted support and prepare pupils for upcoming lessons.</p> <p>Year 6 booster sessions will run after school for three hours each week, focusing on consolidating key skills and accelerating progress in preparation for assessments.</p> <p>Provide management time, supported by LSAs, to enable leaders to effectively monitor teaching and learning, deliver training and support staff development.</p>
Wider strategies	<p>Effectively engaging families who face the greatest challenges, including those with complex social, economic, or language barriers, to foster stronger home-school partnerships and better support pupil progress.</p>	<p>The Family Support Worker will meet weekly with disadvantaged families to provide tailored support.</p> <p>Collaborate with the Local Authority and partner schools through a cross-school outreach programme.</p> <p>Encourage parental involvement via workshops, prayer sessions, and story times. Personal invitations to be sent to parents for Mass, liturgies, and assemblies.</p> <p>Offer a Breakfast Club to support families and promote readiness to learn.</p> <p>Hold a Parent Forum with the Headteacher to foster open communication.</p> <p>Prioritise vulnerable learners for extra trips and visits to ensure equal access.</p>



## Review: last year's aims and outcomes

Aim	Outcome										
Progress and Attainment in Reading	<ul style="list-style-type: none"><li>Disadvantaged children in all year groups have made considerable progress this year in reading. This is evident in the increased percentage of children, in all classes, achieving ARE or above.</li><li>In the KS2 SATs, we achieved a figure of 64% of children achieving ARE and 7% achieving GDS.</li></ul> <p><b>Whole school attainment gap is 16% which has decreased from 18%, last year.</b></p> <div><p>Reading</p><p>Well below Just below Expected Above No data</p><table><tr><td>19%</td><td>19%</td><td>47%</td><td>14%</td><td></td></tr><tr><td>6%</td><td>14%</td><td>53%</td><td>26%</td><td></td></tr></table></div>	19%	19%	47%	14%		6%	14%	53%	26%	
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Progress and Attainment in Writing	<ul style="list-style-type: none"><li>Additional CPD sessions have been conducted, and all staff consistently implement the 'Sentence Stacking' approach. Teachers have been adapting their 'aim' texts to include more Tier 2 and Tier 3 vocabulary. Students are provided with more opportunities to build vocabulary banks and discuss their ideas before writing, particularly during the 'Chotting' phase of the lesson.</li><li>Lessons demonstrate that teachers effectively combine modeling their thought process for writing (metacognition) with strategic questioning, challenging students to enhance their vocabulary use and apply figurative language.</li></ul> <p><b>Whole school attainment two summers ago showed an attainment gap of 31% whereas last year, the gap was 21% - this has remained this year. We are happy with this steady progression.</b></p> <div><p>Writing</p><p>Well below Just below Expected Above No data</p><table><tr><td>8%</td><td>43%</td><td>47%</td><td>2%</td><td></td></tr><tr><td>2%</td><td>26%</td><td>67%</td><td>4%</td><td></td></tr></table></div>	8%	43%	47%	2%		2%	26%	67%	4%	
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Progress and Attainment in Mathematics	<ul style="list-style-type: none"><li>Teachers are consistently using the Power Maths scheme, with the use of concrete apparatus becoming more evident in lessons. This supports the embedding of children’s understanding of mathematical concepts. Scaffolding is provided where necessary to ensure that all pupils succeed. Additionally, teachers have attended CPD courses on multiplication and division with the NCETM, further enhancing their subject knowledge and pedagogical approaches. Our most recent Teaching &amp; Learning Review found that <i>‘Disadvantaged pupils and pupils with SEND were immersed in age related learning. This was particularly the case in Maths, where the mastery approach is used effectively to tailor learning to the needs of the individual’</i>.</li><li>Disadvantaged pupils are increasingly engaged in mathematical discussions, benefiting from structured peer talk and collaborative learning, which is helping to close gaps in attainment and ensure greater equity in access to learning</li></ul> <p><b>Whole school attainment shows a gap of 21%</b></p> <div><p>Maths</p><p>Well below Just below Expected Above No data</p><table><tr><td>17%</td><td>25%</td><td>51%</td><td>8%</td><td></td></tr><tr><td>5%</td><td>14%</td><td>57%</td><td>23%</td><td></td></tr></table></div>	17%	25%	51%	8%		5%	14%	57%	23%	
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Phonics	<ul style="list-style-type: none"><li>Little Wandle scheme is successfully taught for R to Y6. All staff have received appropriate CPD for this. Monitoring of this found that:<ul style="list-style-type: none"><li>- Teachers and LSAs regularly model throughout the session so that misconceptions are addressed straight away and in the moment.</li><li>- They can also use this information to inform for intervention sessions later on in the day.</li><li>- Engagement is high throughout the session as the teacher and LSA's ensure regular praise is given through dojos and stickers. The children are keen to impress and work hard.</li></ul></li><li>Same Day Catch-up also takes place for the children who need to secure certain sounds.</li><li>Results from the Y1 Phonics Assessment are something that we are extremely proud of. Both figures above national and results show that PP learners outperformed non.</li></ul> <table><tr><td>PP</td><td>St Mary's</td><td>89%</td></tr><tr><td>Non-PP</td><td>St. Mary's</td><td>81%</td></tr></table> <p>Results from the Y1 Phonics Assessment are something that we are extremely proud of!</p>	PP	St Mary's	89%	Non-PP	St. Mary's	81%				
PP	St Mary's	89%									
Non-PP	St. Mary's	81%									
Other: Attendance	<ul style="list-style-type: none"><li>Regular Facebook posts are shared with families to raise awareness of the importance of good attendance and to encourage consistent school routines.</li><li>Strong collaboration with our Education Welfare Officer (EWO) at Attend ensures that attendance is closely monitored and early intervention is in place. In some cases, staff have supported families by visiting homes and providing transport to help reduce persistent absence.</li><li>Attendance is celebrated weekly in assembly, where the class with the highest attendance receives a trophy. This initiative has proven highly motivating, with pupils taking pride in contributing to their class's success.</li><li>At our annual achievement assembly, awards are presented for 100% attendance and most improved attendance, recognising individual commitment and reinforcing a positive culture around school attendance.</li><li>Attendance figures for the academic year show (Insight):<table><tr><td rowspan="2">PP</td><td>St Mary's</td><td>93.9%</td></tr><tr><td>National</td><td>94.8%</td></tr><tr><td rowspan="2">Non-PP</td><td>St. Mary's</td><td>95.9%</td></tr><tr><td>National</td><td>94.8%</td></tr></table><p>This figure is below the national PP figures by 0.7% but above the overall attendance rate on the DfE website (93.2%). There is no significant gap between PP and Non-PP children within our school. Attendance is always a moving figure and will therefore continue to be a priority.</p></li></ul>	PP	St Mary's	93.9%	National	94.8%	Non-PP	St. Mary's	95.9%	National	94.8%
PP	St Mary's		93.9%								
	National	94.8%									
Non-PP	St. Mary's	95.9%									
	National	94.8%									

Other: Clubs	<p>Sport:</p> <ul style="list-style-type: none"> <li>• The number of PP (Pupil Premium) children attending sports clubs has increased since this time last year. In KS1, attendance has risen from 67% to 68%, and in KS2, from 66% to 67%.</li> <li>• This year, we continued with our enrichment club called Creation Station, where pupils produce a weekly creative project to take home. To promote wider participation and inclusion, specific places were allocated to disadvantaged pupils, with one-sixth of attendees being Pupil Premium children.</li> <li>• Another key factor contributing to the rise in Pupil Premium participation has been the Dance Club, led by Miss Wilkes. The club's popularity has grown steadily across the school, particularly following the children's performance in a dance show at the Regent Theatre in Hanley. This performance was shared with all pupils, generating enthusiasm and helping to keep the club fully booked.</li> <li>• Mrs Lazenby has run a Netball Club, offering free places specifically for Pupil Premium children to ensure wider access and participation.</li> </ul> <p>Music and Drama:</p> <p>We are delighted with the increasing number of Pupil Premium children participating in our music and performing arts clubs. Currently, 3% of choir members and 11% of iRock participants are from Pupil Premium backgrounds, while an impressive 43% of guitar club attendees are Pupil Premium pupils. Additionally, 13% of those attending dance club are also from disadvantaged groups. Although none of our instrumental tuition pupils are currently Pupil Premium, we are committed to exploring ways to increase access to individual music lessons in the future. Overall, these figures reflect our ongoing efforts to promote inclusivity and ensure that all children have opportunities to engage in enriching extra-curricular activities.</p>
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