

Pupil premium strategy statement- St. Mary's RC School Haslingden

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 to 2026/2027 (This is year 3 of a 3 year strategy)
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Donna McNicoll- Headteacher
Pupil premium lead	Donna McNicoll/ Gill Fearn
Governor / Trustee lead	Kathryn Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50235
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50235

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining. We aim to make equity a reality for all pupils and this principle underpins all the work we do in school with our most vulnerable pupils including those eligible for PP funding. Every child will be supported to be the very best version of themselves; our vision is that they become 'great human beings who do great work'. We achieve this by supporting pupil wellbeing and providing a range of enrichment activities and opportunities beyond the classroom that enhances life experience. We intend to remove any potential barriers to attendance, participation to ensure full inclusion in the life of our full school community. This is developed through positive routines, relationships and CPD for all staff to ensure a whole-school approach.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. High quality pastoral support is the foundation of our school ethos and culture. Excellent relationships are fostered between school staff, pupils and their families. Our school mission statement: 'Our school, our family, modelled on Christ' manifests in action every day and shapes our strategy and approaches. Our strategy focuses on giving teachers and wider staff the capacity, expertise and development to meet the needs of their learners. To improve them as learners and help pupils to thrive in wider school life. Teacher and wider staff agency and buy-in are fundamental to success. The activity we have outlined in this statement is also intended to support all pupils' 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. High quality inclusive teaching every day in every classroom is our aim. To enable us to ensure consistent high quality teaching across school, we invest significantly in the professional development of all staff including training and coaching. We have designed an ambitious curriculum that reflects the context of our school and have an evidence based approach to teaching and learning (via a playbook approach 'this is how we do it at St Mary's) that is known and implemented by all staff. These teaching and learning principles provide the foundation for our curriculum offer. 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. High aspirations and expectations

are at the very core of our approach- the success of each child is celebrated by all both within and outside of school.

We will continue to use current educational research to shape our Pupil Premium offer in line with EEF findings. Our continuous professional development and strategic decision making is supported by our Research school team to ensure that we are implementing the latest educational research and development to offer the most current and engaging learning environment and opportunities. Funding will be used to continue to enhance the skills of teaching staff and available resources, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential. We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. With this in mind, our Pupil Premium Strategy will be rooted strongly in the CPD of our staff. This strategy details our clear vision of how to provide 'the right support, in the right place, at the right time' so that all pupils irrespective of socio-economic status can thrive.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entry to Reception. We recognise also that the emotional regulation and socioemotional wellbeing of our new Reception cohort is an area that needs strengthening and supporting (national data reflects that the attainment gap at the end of reception is 4.7 months)</p> <ul style="list-style-type: none">Listening, attention and understanding: -13.2ppt difference when compared to national averages.Speaking: -8.6ppt difference when compared to national averages. <p>As the data above relates to last years' Reception cohort, who are now current Y1, the above challenge also extends to our current Y1 and so we are addressing this in academic year 25-26 and as part of our SIP.</p>
2	Over the past 2 years, there is a larger proportion of children with SEND and EHCP plans. The complexity and variance of need calls upon staff expertise to utilise adaptive teaching strategies to ensure a full curriculum offer. Therefore, we need high quality CPD for all staff to

	ensure that these pupils receive adequate support (national data indicates that 30% of children in receipt of FSM have SEN compared to 15% non FSM pupils and within our school there is considerable overlap between FSM and SEN)
3	Assessments indicate that our current Y5 cohort (35% are PP) have greater difficulty with reading comprehension (they have not developed sufficient reading fluency as the bridge between decoding and comprehension). The current Y2 cohort (35% are PP) have greater difficulty mastering the skills of decoding and segmenting words.
4	Assessments, observations and discussions with pupils indicate that our current Y2 and Y5 children (each cohort has 35% PP) are significantly behind their non- disadvantaged peers in writing.
5	Internal assessments indicate that maths' attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is particularly evident in our current Y2 and Y5 cohort.
6	Our attendance data indicates that attendance among a small proportion of our disadvantaged pupils is lower than for non-disadvantaged pupils. Our observations and discussions with families and students show us that some of our disadvantaged pupils need support to widen their aspirations in school and beyond. We need to continue to offer them a wide- range of enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically.

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 oral language skills and vocabulary among disadvantaged pupils. Self-regulation skills for all pupils in-line with age related expectations. (challenge 1 and part of SIP) <ul style="list-style-type: none"> Listening, attention and understanding: -13.2ppt difference when compared to national averages. Speaking: -8.6ppt difference when compared to national averages. 	Short term- observation points at autumn term as per Development Matters so that progress has been made in this area in relation to baseline assessment. Mid term- observation points at spring term as per Development Matters so that progress has been made in this area in relation to baseline assessment. Long term- Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	<p>engagement in lessons, book scrutiny and ongoing formative assessment. Assessments against PSED ELG at the end of Reception Year indicate that significant progress is made in this area.</p>
Provision for children with SEND and EHCP plans is highly effective via external support and expertise and investment into high quality CPD for all staff (challenge 2 and part of SIP)	<p>Short term- Staff demonstrate confidence when adapting their practice to meet the needs of ALL pupils. Staff quickly identify need, utilise concern forms, and write effective TLP SMART targets. Interventions are evidence led and effective through careful deployment of staff expertise and pupil identification alongside rigorous tracking and monitoring.</p> <p>Mid term- evaluations of TLPs demonstrate that provision and strategies put in place have been impactful and allowed for progress to be made.</p> <p>Long- term- Disadvantaged children with SEND/ EHCP plan have made good progress across the academic year against individual targets (in line with their cognitive ability) and this is evidenced through rigorous 'plan, do, review' cycles of Individual Learning Plans and use of PIVATS 5.</p>
Improved reading and writing attainment among disadvantaged pupils in Y5 cohort (challenge 3 and 4)	<p>Short – term- monitoring of targeted fluency and editing interventions reflect that children's needs are being met and progress is being made. Autumn term assessment shows that progress has been made from summer 25 data.</p> <p>Mid term- Spring term assessment shows that progress has been made from autumn 25 data.</p> <p>Long term- End of year assessments in reading and writing show that at least 60% of disadvantaged pupils met the expected standard.</p>
Improved reading attainment among disadvantaged pupils in Y2 cohort (challenge 3)	<p>Short – term- monitoring of targeted fluency and editing interventions reflect that children's needs are being met and progress is being made. Autumn term assessment shows that progress has been made from summer 25 data.</p>

	<p>Mid term- Spring term assessment shows that progress has been made from autumn 25 data.</p> <p>Long term- Outcomes show that more than 50% of disadvantaged pupils met the expected standard and others made excellent progress given their starting point.</p>
<p>Improved maths attainment for Y5 disadvantaged pupils at the end of KS2 (challenge 5)</p>	<p>Short – term- monitoring of targeted interventions (both morning intervention sessions and 1st Class@Number reflect that children's needs are being met and progress is being made. Autumn term assessment shows that progress has been made from summer 25 data.</p> <p>Mid term- Spring term assessment shows that progress has been made from autumn 25 data.</p> <p>Long term- Maths outcomes show that more than 60% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly a small number of our disadvantaged pupils (challenge 6)</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will invest in staff CPD to ensure they know how to support childrens' self - regulation.	<p>There is a strong evidence base that suggests high quality interactions in EY have significant impact on closing the attainment gap related to speaking and listening and attention (as identified in GLD report). Additionally, oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Communication and Language Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Voice 21- Oracy Across the Curriculum</p> <p>EEF- Improving Social and Emotional Learning in Primary School</p> <p>The department's non-statutory curriculum guidance on EYFS, Development Matters, provides an overview of effective curriculum and expectations in the early years, including reception. assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf</p> <ul style="list-style-type: none">• Kindred Squared's definition of school readiness can be used for schools to support parents ahead of their child starting reception, freeing up time for teaching when children start school. Home - Starting Reception• The department's child development training and NPQ in Early Years Leadership is available to reception teachers and provides training on best	1. 2

	practice in early years and early years leadership. Early years child development training : Home page	
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils	<p>Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions.</p> <p>EEF- Special Educational Needs in Mainstream Schools</p> <p>CPD for all staff on trauma and neurodiversity informed practices to improve pupil inclusion (SIP priority)</p>	2.
Staff CPD: Developing the role of support staff to ensure high quality instruction for all	<p>EEF- Effective Professional Development Guidance Report</p> <p>Support staff to be trained on 'The Five-a-day' principle to ensure high quality teaching for pupils with SEND- as a starting point for this use the Reflection tool EEF- Five a Day Reflection Tool and build bespoke training opportunities in response.</p> <p>Support staff to receive training on how to effectively scaffold learning and still promote independence so that pupils do not lose ownership of their learning</p> <p>As TAs all play a vital role in the teaching of reading and promoting a love of reading, training will be given on understanding all components of reading (The Reading House) EEF- The Reading House</p> <p>Specific training for TAs on how to develop reading fluency (the bridge between decoding and comprehension).</p> <p>Training for staff within early years to develop high quality interactions via arming them with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice EEF- SHREC and scaffolding (via STAIRS approach)</p> <p>Metacognition training on the Seven step model for promoting independence- a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil. EEF- Seven step model</p>	1, 2, 3, 4, 5
Recruitment of an Assistant Headteacher to	<p>EEF- Improving Behaviour in Schools</p> <p>EEF- Improving Social and Emotional Learning in Primary School</p>	6

provide further pastoral support and lead the strategic attendance work	<u>EEF- Attendance interventions rapid evidence assessment</u>	
Streaming of teaching for academic year 25-26 of R, Y1 and Y2 to allow for additional teaching support for language development.	<p><u>EEF- Guide to Pupil Premium</u></p> <p>Evidence shows that high quality teaching in whole class settings for all has the greatest impact on attainment.</p>	1, 3, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>EEF- Improving Maths in Key Stage 2 and 3</u></p>	5

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

Budgeted cost: £20350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of NELI to improve listening, narrative and vocabulary	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of	1

skills for disadvantaged pupils who have relatively low spoken language skills.	the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics / reading fluency sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Additional TA3 appointments made to support targeted intervention in Literacy and Maths	EEF- Making Best Use of Teaching Assistants 1 st Class@ Number (as featured on EEF toolkit) used as targeted intervention.	2, 3, 4, 5
Additional time for staff to deliver targeted English and Maths breakfast sessions for pupils	1:1 and Small group EEF evidence of positive impact of such strategies https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition	2, 3, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

School leaders should be intentional about disadvantaged learners being included in student leadership opportunities and playing prominent roles representing school in sports, music, community work. Positive experiences at school lead to motivation and belonging.

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p><u>Improving School Attendance</u> advice. This will involve training and appointing attendance/support officers to improve attendance.</p>	<p>Approaches to support attendance are outlined in the Working Together to Improve School Attendance guidance <u>Working together to improve school attendance (applies from 19 August 2024)</u> and in the Attendance Toolkit <u>Attendance toolkit for schools.pdf</u>,</p> <ul style="list-style-type: none"> • The EEF has produced a supporting school attendance resource structured around six evidence-informed themes to support school leaders and attendance teams. <p><u>Supporting attendance EEF</u></p>	
<p>Pastoral support from SENDCO for vulnerable children and families- key support needed to ensure attendance is maintained</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p>	<p>2, 6</p>
<p>CAF/ TAF process with vulnerable families- allowing them to access key services, Bespoke and intensive support for the most vulnerable pupils in school</p>	<p><u>Early Help Assessment - information for professionals - Lancashire County Council</u></p>	<p>2, 6</p>
<p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school</p>	<p><u>what to expect when. a parents guide.pdf</u></p>	<p>2, 6</p>
<p>Attendance monitoring and meetings when needed. Engage the relevant support</p>		<p>6</p>

professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.		
Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings Reintroduction of fines for unauthorised absence		2, 6
Use of outdoor learning to support key groups of pupils Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. Staff Training to increase access for all pupils to out	Key findings of Forest Research: https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1, 2

Total budgeted cost: £50235

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024-2025 academic year using KS2 performance data and internal assessment and monitoring. We have also considered our range of data for 25-26 in relation to local and national averages.

Our first identified challenge was low starting points (particularly in relation to CL and self-regulation) for our reception cohort. At the end of academic year 24-25, the % of children achieving GLD was 63.2% (compared to LA 64.8%, regional 64.4% and national 67.7%). Our GLD report also shows that we have the biggest variance with local, regional and national data in: listening, attention and understanding; speaking and managing self. The gap is widest for our FSM pupils (we have a percentage point difference of FSM children achieving a GLD of 13.9 compared to LA, 15.6 compared to regional and 18.2 compared to national). Our actual % GLD (62.1%) is also 8.7ppt lower than our contextual GLD score (70.8%). Therefore, our challenge 1 remains a priority for the next academic year as part of our 3 year strategy.

For 2025, 100% of our disadvantaged pupils achieved the expected standard in reading (40% HS) and SPaG. 80% achieved the expected standard for writing. For mathematics, 95% achieved the expected standard and with 40% achieving the higher standards in Mathematics at the end of KS2. This shows that they achieved as well as their non-disadvantaged peers. The performance and progress of our disadvantaged pupils is above national average.

We continued to adopt a three-tiered approach to our pupil premium spending by improving teaching, targeted academic support and wider strategies. We used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding into further developing teacher pedagogy and further developed teacher knowledge of high quality instruction. We continued to enhance our SENDCO support and wellbeing provision and employed a SENDCO 1 day per week to enhance the skills of teaching staff in order to maximise the impact of teaching and learning to ensure PP children reach their full potential.

Teaching

High quality CPD for all teaching staff last year has had a significant impact across the curriculum and on teaching and learning. Staff have developed their knowledge of principles of instruction, retrieval practice and cognitive load theory to ensure pupils are able to access curriculum content and 'know more and can do more'. Staff have developed pedagogical understanding and capability around effective questioning and how to use this to ascertain and address any misconceptions. All staff have benefitted from significant CPD and peer coaching for how to develop reading fluency. This was to try

and address gaps in reading attainment between disadvantaged and non-disadvantaged pupils based on an understanding that fluency is the bridge between decoding and comprehension.

Targeted academic support

Teachers and teaching assistants at St Mary's provide targeted academic support using evidence based programmes to link structured one-to-one or small group intervention to classroom teaching. Both individual and group intervention ensured continued progress and academic achievement. This targeted academic support focussed on English and Maths Teaching and also includes guided reading; use of support staff to deliver precision teaching; additional phonics; Read Write Inc; IDL dyslexia programme and IDL Maths; language development groups; reading comprehension; times tables and using and applying mathematical knowledge, skills and understanding; Accelerated Reader; 1st Class@Number and NELI.

Wider strategies

Pupil Premium children continued to have trips and visits funded, additional resources purchased, free attendance at breakfast club, alongside additional booster and intervention provision

Attendance

In 2023-24, overall attendance was 96.7% 2.6% of this was authorised absences. Pupil Premium children attendance was 94.2 % .

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
Read Write Inc.	OUP
Times Tables Rockstars	Maths Circle Ltd
IDL Literacy and Maths	Starcross Educational Research Association