



St Mary's Catholic Primary School

Pupil Premium and Recovery Premium Strategy 2025-28

School Overview

Detail	Data
School name	St Mary's Catholic Primary School
Number of pupils in school	189 188
Proportion (%) of pupil premium eligible pupils	9.5% 9%
Academic years that our current pupil premium strategy plan covers	2024-25, 2025-26, 2026-27, 2027-28
Date this statement was published	December 2024 Revised December 2025
Dates on which it will be reviewed	September 2025, September 2026, September 2027
Statement authorised by	Mr Joseph Wheatley
Pupil premium lead	Mr Joseph Wheatley
Governor / Trustee lead	Mrs Katherine Fawcett

Detail 2024-25	Amount
Pupil premium funding allocation this academic year	£30,168
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£30,168

Detail 2025-26	Amount
Pupil premium funding allocation this academic year	£30,168
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£30,168

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Mary's, we strive to ensure that all pupils have the opportunity to set the world alight: that is to say, to flourish personally, socially and academically.

We commit ourselves passionately to the formation of young people who will:

- Know that they are significant and have the deep experience of consistently positive, meaningful relationships with adults entrusted with their care which will enable them to form positive, meaningful relationships of their own.
- Be knowledgeable of the world around them.
- Have skills and tools to learn.
- Communicate and contribute confidently in all environments.
- Desire to achieve and enjoy overcoming challenges.
- Develop a range of skills and specialise in some areas of particular interest.
- Live healthy and fulfilling lives.

All pupils at St Mary's will be enabled to flourish because of:

- A definite and intentional approach to personal development for all.
- Equity of approach always.
- The highest quality curriculum delivered by teachers who are well trained and care passionately about the pupils entrusted in their care.
- A comprehensive extra-curricular offer which provides experience, opportunity and carefully planned challenge for all.
- A 'no excuses' priority for pupils affected by disadvantage (social, cultural, financial etc).
- A learning-led, rather than a label-led, approach to all teaching and assessment.

It is our firm belief that gaps in attainment for our most disadvantaged are most likely to be closed by:

- Strong, meaningful relationships with adults in school working in close partnership with a child's parents/carers and key family relations.
- Excellent teaching and learning provision for all focusing on securing key foundational knowledge at the earliest opportunity.
- Targeted support at the earliest possible stage for pupils who are not 'keeping-up' with the expectations of the curriculum and the attainment typically developing peers – especially in securing key foundational knowledge in oracy, reading, transcription and mathematics.
- Opportunities for all beyond the statutory aims of the curriculum to provide opportunity for all pupils to develop and hone new skills and interests and to develop cultural and social capital.

Challenges

Challenge number	Detail of challenge
1	Gaps in attainment for the small number of pupils in receipt of Pupil Premium funding – in particular at the Expected Standard in Writing and at the Higher Standard in Reading, Writing and Maths.
2	Small number of pupils in receipt of Pupil Premium funding; decisions as to how to allocate funding for maximum impact and ensure attainment in line with peers.
3	The cumulative impact of disadvantage and SEND for a small number of pupils which creates challenges for learning, well-being, behaviour and attendance.
4	Mixed experiences for some pupils outside of school which creates an imbalance of cultural and social capital among pupils which can be a challenge to identify.

Intended Outcomes

Intended outcome	Success criteria
1. To ensure all pupils in receipt of Pupil Premium funding secure key foundational knowledge at the earliest opportunity and keep up with expectations of curriculum.	The 3-year average percentage of pupils in receipt of Pupil Premium attaining GLD and Y1 Phonics will be in line with national and school averages.
2. To ensure pupils in receipt of Pupil Premium have the same opportunities to achieve at St Mary's. That they make at least expected progress across the year in Reading, Writing and Maths and attain in line with national averages by the end of their phase.	All pupils will attain national curriculum expected standards in Reading, Writing and Maths (unless identified on the SEN Register). Pupils in receipt of Pupil Premium will attain as well as their typically developing peers from the earliest stages of learning. Pupils identified with SEND will make good, consistent progress in meeting their individual targets.
3. To ensure that more pupils in receipt of Pupil Premium achieve the 'Higher Standard' in Reading, Writing and Maths by the end of Key Stage 2.	The 3-year average percentage of pupils in receipt of Pupil Premium attaining the 'Higher Standard' in Reading, Writing and Maths will be in line with national and school averages.
4. To ensure that all pupils in receipt of Pupil Premium are fully involved in the life of the school including enhanced curricular and extra-curricular provision.	pupils in receipt of Pupil Premium will have the opportunity to benefit from all appropriate extra-curricular provision.
5. To ensure that the attendance of all pupils in receipt of Pupil Premium is in-line with wider school population.	Attendance for most pupils in receipt of Pupil Premium at/above 97%. Swift and effective response to dips in attendance. No pupils in receipt of Pupil Premium below 90% without exceptional reason.

<p>6. To ensure that the social, emotional and mental health of pupils in receipt of Pupil Premium funding is prioritised and those with specific need receive the support required to ensure that they are able to develop to requisite executive function to attend to key learning activity and attain well.</p>	<p>Appropriate provision to support social, emotional, mental health and well-being.</p> <p>School SENDCo receives appropriate training and time to monitor provision and impact throughout the school year.</p> <p>All staff well trained to support pupils with identified SEMH needs.</p>
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Activities Planned for 2025-26

Strand	Desired Outcome	Actions/Approach/Resources	How will you ensure it is implemented well?	Challenges Addressed	Budgeted Cost
High Quality Teaching	Gaps in learning for pupils in receipt of Pupil Premium will be identified for reading, writing, EGPS and mathematics and overcome so that achievement and attainment is in line with non-disadvantaged counterparts (in line with school improvement plan targets for Writing and Maths).	<ul style="list-style-type: none"> • Ongoing assessment in line with school and Trust policies. • Implementation of strategies from BWCET Assessment Toolkit across school. • Focus in all monitoring activities on 'spotlight' pupils – to include all disadvantaged pupils – regularly reviewed throughout the year. 	<ul style="list-style-type: none"> • Twice-yearly data drops. • Ongoing monitoring including lesson observations, work scrutinies and moderations, pupil progress review meetings, pupil voice exercises. 	1,2,3	-
	Provide high quality CPD, linked in with the school improvement plan, to ensure 'Quality First Teaching' is effective in ensuring that disadvantaged children learn well and make good progress in Reading (including Phonics), Writing and Maths.	<ul style="list-style-type: none"> • CPD plan to cover: <ul style="list-style-type: none"> ○ Phonics ○ Reading ○ Transcription ○ Early maths and number ○ SEND ○ EAL ○ Assessment • Training delivered in-house and accessed from trusted partners such as through BWCET and the Local Authority. 	<ul style="list-style-type: none"> • Ongoing monitoring (as outlined above). 	1,2,3	£5000
	Purchase of licenses to support accelerated progress in Reading and Maths outside of the classroom (Reading Plus, TT Rockstars).	<ul style="list-style-type: none"> • Online subscriptions for targeted classes to be used both in school and at home. 	<ul style="list-style-type: none"> • Monitor resource use and provide further opportunity for support and access to pupils not accessing resource outside of school. 	1,2,3	£4,000

	Implementation of new handwriting and spelling scheme in KS2 (requiring purchase of new resources) to promote highest outcomes in oracy, Reading and Writing for all.			1,2,3,4	£3,000
Targeted Academic Support	In-class reading interventions delivered by across school including phonics and reading fluency – delivered, planned and lead by school Reading Lead and supported by class teachers and trained Teaching Assistants	<ul style="list-style-type: none"> • Reading Lead to be ‘freed up’ from some teaching commitment of Foundation subjects (HLTA cover) to deliver reading interventions for pupils not keeping up in EYFS and KS1. • Reading team and class teachers to receive ongoing training from Reading Lead to ensure maximum impact of in-class and out-of-class intervention. • Ongoing assessment in line with school and Trust policies and schemes (ie. Read, Write inc) – including phonics and Reading Fluency assessments. • Focus in all monitoring activities on ‘spotlight’ pupils – to include all disadvantaged pupils – regularly reviewed throughout the year. 	<ul style="list-style-type: none"> • Ongoing monitoring (as outlined above). • Data should show that most pupils in receipt of Pupil Premium are keeping up with the expectations of the curriculum and their typically developing peers. Performance in statutory assessments should demonstrate this. • Where there are gaps in attainment for pupils in receipt of Pupil Premium funding, these should be swiftly identified and a plan put in place to address them at the earliest opportunity; monitoring of outcomes should demonstrate that gaps are being closed – especially in the securing of foundational knowledge. 	1,2,3	£22,000 (towards total staffing cost)

<p>Targeted in-class writing support for pupils in KS1 and KS2 to ensure key foundations of transcription are secured at earliest opportunity. Targeted intervention for pupils requiring additional support with formation of writing (handwriting) and spelling to be delivered by class teachers and trained Teaching Assistants.</p>	<ul style="list-style-type: none"> • Training for all staff on transcription and update of key school policy. • Ongoing assessment (as outlined above). • Participation in Writing moderation exercises with other schools – all teaching staff over the course of the year. 	<ul style="list-style-type: none"> • As above. 	<p>1,2,3</p>
<p>Delivery of Mastering Number programme in Reception, Year 1 and Year 2 with targeted in-class intervention for pupils requiring additional support to secure key foundations in mathematics.</p>	<ul style="list-style-type: none"> • All teachers and Teaching Assistants delivering the programme to access training from the Maths Hub. • Maths lead to continue to support and lead training for staff. • Support from BWCET Maths consultant. 	<ul style="list-style-type: none"> • As above. • Teachers should be clearer as to how they are seeking to secure key foundational knowledge for all pupils in Maths and support staff should be deployed highly effectively to support those most in need in the areas of highest priority. 	<p>1,2,3</p>
<p>In-class intervention for pupils requiring additional support to secure key additive and multiplicative facts in KS1 and KS2 overseen by school mathematics lead and lead by class teachers and trained Teaching Assistants.</p>	<ul style="list-style-type: none"> • Maths lead to support and lead training for staff. • Ongoing assessment (as outlined above). • Maths lead to continue to support and lead training for staff. • Support from BWCET Maths consultant. 	<ul style="list-style-type: none"> • As above. 	<p>1,2,3</p>

Wider Strategies	Resourcing of pupil sensory/well-being room and resources to support pupils with SEMH needs.			1,2,3	£1,500
	All pupils to have the opportunity to access extra-curricular provision at school.			2,3,4	£3,000
TOTAL SPEND					£38,500

Evidence Used to Support Planning Activities

- [EEF Guide to the Pupil Premium \(2024\)](#)
- [EEF Tiered Model and 'Menu of Approaches' \(2024\)](#)
- [EEG Guide to Implementation \(3rd edition, 2024\)](#)
- [EEF Key Lessons Learned \(2018\)](#)
- [EEF Effective Professional Development \(2021\)](#)

Part B: Review of Outcomes in the Previous Academic Year

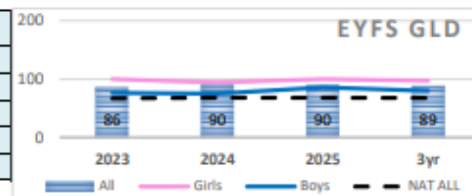
Statutory Outcomes 2025

EYFS

2025 EYFS Pupil Numbers & Analysis

2025	Total	Boys	Girls	DIS	Non DIS	SEN	No SEN	EAL	Not EAL
EYFS	20	14	6	2	18	1	19	1	19
		70.0%	30.0%	10.0%	90.0%	5.0%	95.0%	5.0%	95.0%

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	86	21	90	20	90	70	89
Girls	12	100	17	94	6	100	35	97
Boys	17	76	4	75	14	86	35	80
Dis	2	0	1	100	2	50	5	40



2025 EYFS Analysis

The percentage of pupils achieving a good level of development (GLD) is 90%. The percentage achieving the standard has remained the same. The percentage of boys achieving a good level of development is 86% and girls is 100%, so therefore there is an achievement gap of 14%.

Overall this cohort is above the National average (NAT 68%).

Over the last three years 89% of pupils (62/70) have achieved a good level of development (GLD). National average 68%.

2025 EYFS School Disadvantaged vs National 'Other' (Not Disadvantaged)

10% of pupils are Disadvantaged - 2 pupils (2 boys and 0 girls).

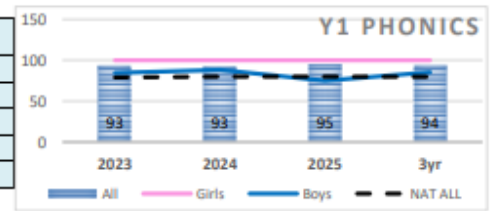
50% of Disadvantaged pupils achieved the GLD.

Disadvantaged pupils are below Disadvantaged pupils Nationally.

2025 Year 1 Phonics Screening Check - Pupil Numbers & Analysis

2025	Total	Boys	Girls	DIS	Non DIS	SEN	No SEN	EAL	Not EAL
Phonics	21	4	17	1	20	1	20	0	21
		19.0%	81.0%	4.8%	95.2%	4.8%	95.2%		100.0%

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	30	93	27	93	21	95	78	94
Girls	17	100	10	100	17	100	44	100
Boys	13	85	17	88	4	75	34	85
Dis	1	100	3	67	1	100	5	80



2025 Year 1 Phonics Screening Check

The percentage of pupils achieving the expected standard (32+ out of 40) in the Year One Phonics Test is 95%. The percentage achieving the standard has increased by 3%. The percentage of boys achieving the standard is 75% and girls is 100%, so therefore there is an achievement gap of 25%.

Boys' scores are down from 2024 2024-88% / 2025-75%. Girls' scores are up from 2024 2024-100% / 2025-100%.

Overall this cohort is above the National average (NAT 80%).

Over the last three years 94% of pupils (73/78) have achieved the expected standard. National average 80%.

2025 Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged)

5% of pupils are Disadvantaged - 1 pupils (0 boys and 1 girls).

100% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 67%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

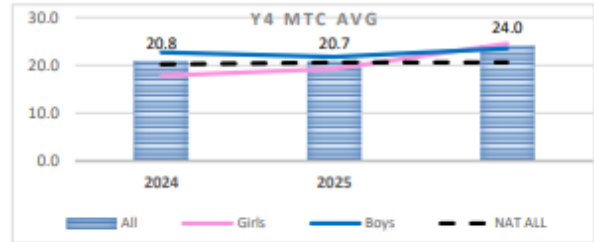
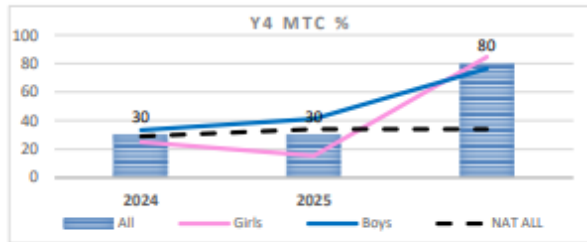
Over the last three years 80% of disadvantaged pupils (4/5) have achieved the expected standard.

Y4 Multiplication Tables Check (MTC)

2025 Multiplication Tables Check (Year 4) - Pupil Numbers & Analysis

2025	Total	Boys	Girls	DIS	Non DIS	SEN	No SEN	EAL	Not EAL
MTC	30	17	13	5	25	3	27	1	29
		56.7%	43.3%	16.7%	83.3%	10.0%	90.0%	3.3%	96.7%

	2023 avg.		2024 avg.		2025 avg.		2023 % (25/25)		2024 % (25/25)		2025 % (25/25)	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	30	20.8	29	20.7	30	24.0	30	30	30	30	30	80
Girls	12	17.8	12	19.3	13	24.5	12	25	13	15	13	85
Boys	18	22.7	17	21.8	17	23.5	18	33	17	41	17	76
Dis	2	12.5	2	9.5	5	20.0	2	0	3	0	5	40



2025 Multiplication Tables Check (Year 4)

The percentage of pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 80%. The percentage achieving the standard has increased by 50%. The percentage of boys achieving the standard is 76% and girls is 85%, so therefore there is an achievement gap of 8%.

Overall this cohort is above the National average (NAT 34%).

The average score of pupils who took the Year Four Multiplication Tables Test is 24 (out of 25). The average score has increased by 3.2. The average of boys 23.5 and girls is 24.5, so therefore there is an achievement gap of 1.

Overall this cohort is above the National average (NAT 20.6).

2025 Multiplication Tables Check School Disadvantaged vs National 'Other' (Not Disadvantaged)

The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 40%.

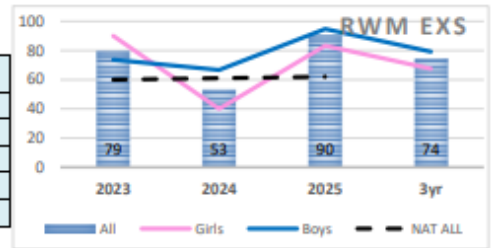
The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 20 (out of 25).

2025 Key Stage 2 - Reading, Writing & Maths (RWM) Combined

2025	Total	Boys	Girls	DIS	Non DIS	SEN	No SEN	EAL	Not EAL
KS2	31	19	12	4	27	3	28	1	30
		61.3%	38.7%	12.9%	87.1%	9.7%	90.3%	3.2%	96.8%

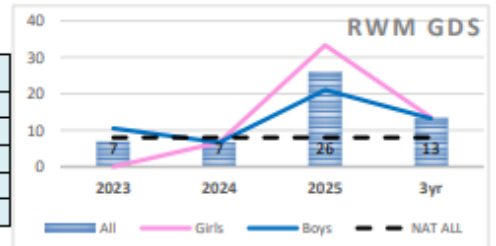
RWM Expected Standard (EXS)

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	79	30	53	31	90	90	74
Girls	10	90	15	40	12	83	37	68
Boys	19	74	15	67	19	95	53	79
Dis	1	0	3	0	4	90	8	45



RWM Greater Depth / High Score

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	7	30	7	31	26	90	13
Girls	10	0	15	7	12	33	37	14
Boys	19	11	15	7	19	21	53	13
Dis	1	0	3	0	4	25	8	13



2025 Reading, Writing & Maths combined Expected Standard

The percentage of pupils achieving the expected standard or above is 90%. The percentage achieving the standard has increased by 37%. The percentage of boys achieving the expected standard or better is 95% and girls is 83%, so therefore there is an achievement gap of 11%.

Overall this cohort is above the National average (NAT 62%).

Over the last three years 74% of pupils (67/90) have achieved the expected standard or above.

2025 Reading, Writing & Maths combined Greater Depth / High Score

The percentage of pupils working at greater depth / achieved a high score is 26%. The percentage achieving greater depth has increased by 19%. The percentage of boys achieving the greater depth / high score is 21% and girls is 33%, so therefore there is an achievement gap of 12%.

Overall this cohort is above the National average (NAT 8%).

Over the last three years 13% of pupils (12/90) have achieved greater depth.

2025 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Dis)

13% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).

100% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 30%. National Disadvantaged is 51%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

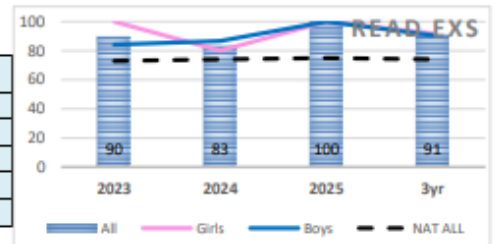
Over the last three years 45% of disadvantaged pupils (4/8) have achieved the expected standard or above.

2025 Key Stage 2 - Reading

2025	Total	Boys	Girls	DIS	Non DIS	SEN	No SEN	EAL	Not EAL
KS2	31	19	12	4	27	3	28	1	30
		61.3%	38.7%	12.9%	87.1%	9.7%	90.3%	3.2%	96.8%

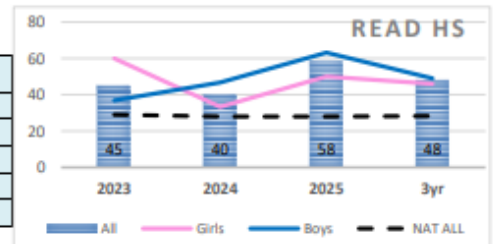
Reading Expected Standard

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	90	30	83	31	100	90	91
Girls	10	100	15	80	12	100	37	92
Boys	19	84	15	87	19	100	53	91
Dis	1	100	3	33	4	100	8	75



Reading High Score

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	45	30	40	31	58	90	48
Girls	10	60	15	33	12	50	37	46
Boys	19	37	15	47	19	63	53	49
Dis	1	0	3	0	4	50	8	25



2025 Reading Expected Standard (EXS)

The percentage of pupils achieving the expected standard or above is 100%. The percentage achieving the standard has increased by 17%. The percentage of boys achieving the expected standard or better is 100% and girls is 100%, so therefore there is an achievement gap of 0%.

Overall this cohort is above the National average (NAT 75%).

Over the last three years 91% of pupils (82/90) have achieved the expected standard or above.

2025 Reading High Score (HS)

The percentage of pupils working at greater depth / achieved a high score is 58%. The percentage achieving greater depth has increased by 18%. The percentage of boys achieving a greater depth / high score is 63% and girls is 50%, so therefore there is an achievement gap of 13%.

Overall this cohort is above the National average (NAT 28%).

Over the last three years 48% of pupils (43/90) have achieved a high score

2025 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

13% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).

100% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 20%. National Disadvantaged is 64%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

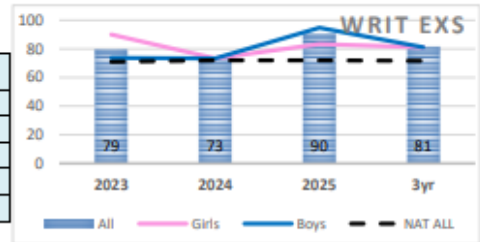
Over the last three years 75% of disadvantaged pupils (6/8) have achieved the expected standard or above.

2025 Key Stage 2 - Writing

2025	Total	Boys	Girls	DIS	Non DIS	SEN	No SEN	EAL	Not EAL
KS2	31	19	12	4	27	3	28	1	30
		61.3%	38.7%	12.9%	87.1%	9.7%	90.3%	3.2%	96.8%

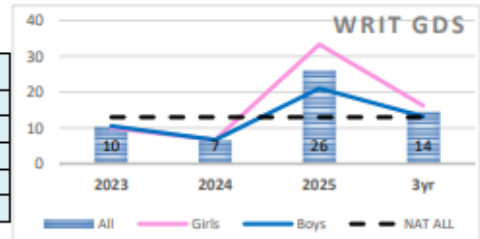
Writing Expected Standard (EXS)

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	79	30	73	31	90	90	81
Girls	10	90	15	73	12	83	37	81
Boys	19	74	15	73	19	95	53	81
Dis	1	0	3	0	4	100	8	50



Writing Greater Depth (GDS)

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	10	30	7	31	26	90	14
Girls	10	10	15	7	12	33	37	16
Boys	19	11	15	7	19	21	53	13
Dis	1	0	3	0	4	25	8	13



2025 Writing Expected Standard

The percentage of pupils achieving the expected standard or above is 90%. The percentage achieving the standard has increased by 17%. The percentage of boys achieving the expected standard or better is 95% and girls is 83%, so therefore there is an achievement gap of 11%.

Overall this cohort is above the National average (NAT 72%).

Over the last three years 81% of pupils (73/90) have achieved the expected standard or above.

2025 Writing Greater Depth

The percentage of pupils working at greater depth is 26%. The percentage achieving greater depth has increased by 19%. The percentage of boys achieving greater depth is 21% and girls is 33%, so therefore there is an achievement gap of 12%.

Overall this cohort is above the National average (NAT 13%).

Over the last three years 14% of pupils (13/90) have achieved greater depth.

2025 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

13% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).

100% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 67%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

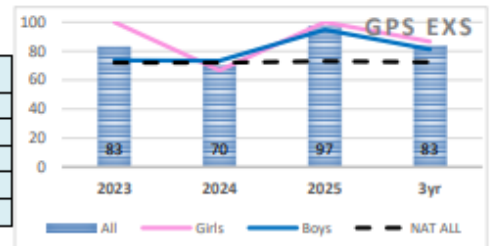
Over the last three years 50% of disadvantaged pupils (4/8) have achieved the expected standard or above.

2025 Key Stage 2 - Spelling, Punctuation & Grammar

2025	Total	Boys	Girls	DIS	Non DIS	SEN	No SEN	EAL	Not EAL
KS2	31	19	12	4	27	3	28	1	30
		61.3%	38.7%	12.9%	87.1%	9.7%	90.3%	3.2%	96.8%

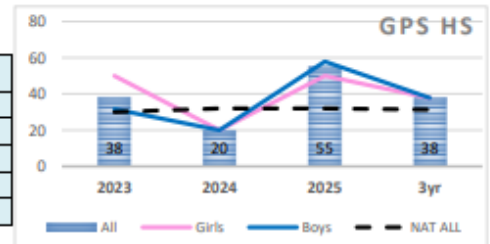
GPS Expected Standard (EXS)

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	83	30	70	31	97	90	83
Girls	10	100	15	67	12	100	37	86
Boys	19	74	15	73	19	95	53	81
Dis	1	100	3	0	4	100	8	63



GPS High Score (HS)

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	38	30	20	31	55	90	38
Girls	10	50	15	20	12	50	37	38
Boys	19	32	15	20	19	58	53	38
Dis	1	0	3	0	4	25	8	13



2025 Spelling, Punctuation and Grammar Expected Standard

The percentage of pupils achieving the expected standard or above is 97%. The percentage achieving the standard has increased by 27%. The percentage of boys achieving the expected standard or better is 95% and girls is 100%, so therefore there is an achievement gap of 5%.

Overall this cohort is above the National average (NAT 73%).

Over the last three years 83% of pupils (75/90) have achieved the expected standard or above.

2025 Spelling, Punctuation and Grammar Greater Depth / High Score

The percentage of pupils working at greater depth / achieved a high score is 55%. The percentage achieving greater depth has increased by 35%. The percentage of boys achieving greater depth / high score is 58% and girls is 50%, so therefore there is an achievement gap of 8%.

Overall this cohort is above the National average (NAT 32%).

Over the last three years 38% of pupils (34/90) have achieved a high score.

2025 SpaG School Disadvantaged vs National 'Other' (Not Disadvantaged)

13% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).

100% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 18%. National Disadvantaged is 67%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

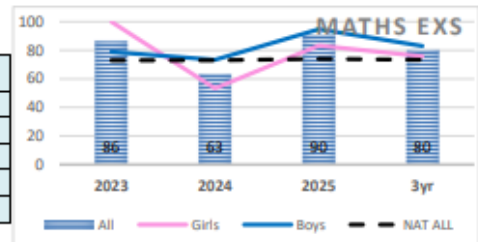
Over the last three years 63% of disadvantaged pupils (5/8) have achieved the expected standard or above.

2025 Key Stage 2 - Maths

2025	Total	Boys	Girls	DIS	Non DIS	SEN	No SEN	EAL	Not EAL
KS2	31	19	12	4	27	3	28	1	30
		61.3%	38.7%	12.9%	87.1%	9.7%	90.3%	3.2%	96.8%

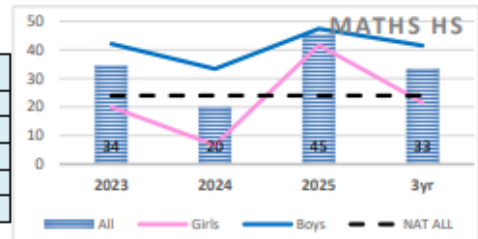
Maths Expected Standard (EXS)

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	86	30	63	31	90	90	80
Girls	10	100	15	53	12	83	37	76
Boys	19	79	15	73	19	95	53	83
Dis	1	100	3	0	4	100	8	63



Maths High Score (HS)

	2023		2024		2025		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	29	34	30	20	31	45	30	33
Girls	10	20	15	7	12	42	37	22
Boys	19	42	15	33	19	47	53	42
Dis	1	0	3	0	4	25	8	13



2025 Maths Expected Standard

The percentage of pupils achieving the expected standard or above is 90%. The percentage achieving the standard has increased by 27%. The percentage of boys achieving the expected standard or better is 95% and girls is 83%, so therefore there is an achievement gap of 11%.

Overall this cohort is above the National average (NAT 74%).

Over the last three years 80% of pupils (72/90) have achieved the expected standard or above.

2025 Maths Greater Depth / High Score

The percentage of pupils working at greater depth / achieved a high score is 45%. The percentage achieving greater depth has increased by 25%. The percentage of boys achieving greater depth / high score is 47% and girls is 42%, so therefore there is an achievement gap of 6%.

Overall this cohort is above the National average (NAT 24%).

Over the last three years 33% of pupils (30/90) have achieved a high score.

2025 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

13% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).

100% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 19%. National Disadvantaged is 64%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Over the last three years 63% of disadvantaged pupils (5/8) have achieved the expected standard or above.

Evaluation of Outcomes and Impact of Activities 2024-25

Overall Impact

- Pupil Premium pupils at St Mary's continue to perform above national averages in most statutory assessments, particularly in KS2 Reading, Writing, Maths and GPS, where disadvantaged pupils achieved 100% at the expected standard compared to national disadvantaged averages (e.g., Reading 64%, Writing 67%, Maths 64%).
- High scores/greater depth attainment for disadvantaged pupils remains below non-disadvantaged peers, especially in Reading and Maths, despite overall improvement in whole cohort performance. This remains an area of focus across the school.

Early Years Foundation Stage (EYFS)

- GLD for disadvantaged pupils was 50% (1 out of 2 pupils). Although below national disadvantaged averages and school non-disadvantaged (90%) this is not seen to be statistically significant given the low numbers of disadvantaged pupils.

Phonics (Year 1)

- 100% of disadvantaged pupils achieved the expected standard, outperforming national disadvantaged (67%) and national 'other' (83%).

Key Stage 2

- Expected Standard: Disadvantaged pupils achieved 100% in Reading, Writing and Maths individually, and 100% combined RWM, significantly above national disadvantaged averages.
- Greater Depth: Disadvantaged pupils achieved 25% in Writing, 25% in Maths, and 50% in Reading, which is positive but still below whole cohort averages (e.g., Reading 58%, Maths 45%).
- Spelling, Punctuation & Grammar (GPS): Disadvantaged pupils achieved 100% expected standard, but only 25% high score, compared to 55% for all pupils.

Multiplication Tables Check (Year 4)

- Disadvantaged pupils scored an average of 20/25, with 40% achieving full marks, below whole cohort average (24/25 and 80% full marks).
- Indicates need for continued focus on fluency and number facts especially for disadvantaged pupils.

Attendance

- Attendance for disadvantaged pupils is exceptionally strong at 97.3%, exceeding both the school average (97%) and the national average (94.8%).
- Persistent absence for disadvantaged pupils has reduced to 5.9%, significantly below the national average (13.8%) and consistent with previous improvements.
- This demonstrates the impact of targeted attendance strategies, including swift response to dips and strong engagement with families.

Access to Extra-Curricular Clubs

- 39% of disadvantaged pupils attended extra-curricular clubs this year, compared to 62% of all pupils. While positive progress has been made, this remains an area for improvement to ensure equity of access.
- 100% of disadvantaged pupils participated in at least one extra-curricular sports event or competition, reflecting the success of targeted inclusion strategies.
- The school has offered a broad range of clubs and enrichment activities (e.g., tennis, dance, choir, gymnastics, French, music tuition), alongside curriculum-linked trips and workshops, ensuring disadvantaged pupils benefit from cultural and social capital opportunities.

Key Strengths

- The school is committed to ensuring that disadvantaged pupils 'keep up' with their peers from the earliest stages in their schooling and this is having a huge impact at St Mary's.
- Phonics outcomes for disadvantaged pupils are strong, showing effective early intervention.
- KS2 outcomes for disadvantaged pupils at expected standard are exceptional, demonstrating impact of targeted support and high-quality teaching.
- Attendance outcomes for disadvantaged pupils are exceptionally strong and work towards reducing persistent absence has been swift and effective. This means that disadvantaged pupils are receiving the maximum level of learning and pastoral provision from school.

Key Areas for Development

- Greater Depth attainment for disadvantaged pupils across KS2 subjects needs improvement to close the gap with non-disadvantaged peers.
- Maths fluency (Year 4 MTC) for disadvantaged pupils needs strengthening.
- Continued efforts to close the gap in access to extra-curricular provision in school for disadvantaged pupils required.