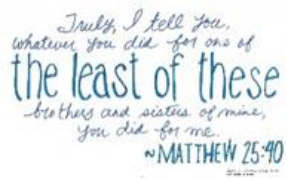
Pupil premium strategy statement

St Mary's CE (Aided) Primary School



This statement details our school's use of pupil premium 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	209 + 12 Nursery
Proportion (%) of pupil premium eligible pupils	10.4% PP for FSM included both expanded and targeted and 3.2% PP+ former LAC
Academic year that our current pupil premium strategy plan covers	2026 – 2029
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	*Deborah Holding,* Headteacher
Pupil premium lead	*Deborah Holding,* Headteacher
Governor lead	IEB

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£54,480**

Part A: Pupil premium strategy plan

Statement of intent

I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11

As such, we know that every child has immense potential and is one of *God's treasures*. Our intention, therefore, is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly 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 attainers.

We consider the challenges faced by vulnerable pupils and have the highest aspirations for all the pupils in our school community and believe that every child should be given the opportunity to reach their full potential. The activity we have outlined in this statement is also intended to support their 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 benefits the non-disadvantaged pupils in our school. 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 so that all children in our school community flourish and have,

Life in all its fullness – John 10:10.

Our approach is responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all pupils' outcomes, including those that are disadvantaged, outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from EYFS through to the end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped personal, social and emotional skill gaps among some disadvantaged pupils. These are evident from EYFS through to the end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers. Assessments, observations, and discussions with pupils suggest disadvantage pupils in KS2 generally have greater difficulties in mathematical skills than their peers and this can negatively impact their development as mathematicians.
4	Observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges affect some of our vulnerable pupils across the school population. Sensory needs are growing across school and managing these needs impact positively on pupils' ability to regulate, access learning and their overall wellbeing.
5	Attendance data over the last 3 years indicates that attendance among some of our disadvantaged pupils has been between 10-20% lower than for non-disadvantaged pupils. More disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.	Communication and language approaches including Wellcomm assessments indicate significantly

	improved oral language among targeted pupils including those that are disadvantaged. This is evident when triangulated with other sources of evidence, including engagement in lessons, observations and ongoing formative assessment.
Improve the personal, social and emotional skills to enable learners to manage and self-regulate so that they are ready to learn among disadvantaged pupils.	EYFS GLD outcomes in 2026/7 show that disadvantaged pupils meet the expected standard in the same proportions as their peers.
Improved reading attainment among disadvantaged pupils.	KS1 phonic outcomes in 2026/7 show that disadvantaged pupils meet the expected standard in the same proportions as their peers. Intervention, reading and phonics trackers evidence positive progress and a closing of the gap. KS2 reading outcomes in 2026/7 show that disadvantaged pupils meet the expected standard in the same proportions as their peers.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2026/7 and internal KS2 data show that disadvantaged pupils meet the expected standard in the same proportions as their peers.
To meet SEMH/sensory needs effectively across school.	All pupils have a sensory break to meet need. Targeted provision of nurture/sensory sessions for pupils enables a specific SEMH programme or sensory diet for vulnerable pupils, including those deemed disadvantaged.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 0.5%, and authorised attendance being no more than 3%. The attendance gap between persistent absentees, including disadvantaged pupils, and peers being reduced. • the percentage of all pupils who are persistently absent being below 4.5%

	and the figure among disadvantaged pupils being no more than 2% more 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: ***£17,650***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of communication and language approaches, including collaborative talk and Wellcomm assessments across EYFS to identify, target and address language gaps. Training for staff to ensure assessments are interpreted and administered correctly £250 TA2 5 hours training (x2)	Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. Targeted support through Wellcomm provides reliable insight into the specific strengths and weaknesses of each pupil's language development and interventions activities to then close gaps by ensuring they receive the correct additional support through interventions and teacher instruction: Communication and language approaches | EEF	1,2,3,4
Whole school approaches to developing a positive school ethos, which also aim to support greater engagement in learning. Universal programmes which generally take place in the classroom with the whole class; SENDCO release time (½ day per week) to support the development of	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Social and emotional learning | EEF	1,2,3,4,5

targeted support across the whole school. £12500		
Purchase of Twinkl, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £800 Purchase of Toe-by-toe resources systems and training.TA2 2 hours training (x 2) £600	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Dyslexia targeted interventions to support reading with pupils who haven't made progress using phonics. For it to have an impact staff must be trained.	3
Purchase of whole class sets of texts to support the reading comprehension strategies. £3000	Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text. The teaching of reading comprehension strategies involves consciously modelling and applying the tools used by expert readers until they become automatic for pupils. Reading comprehension strategies | EEF	3
Sensory sessions targeted to pupils needing this provision, in addition to the universal offer of sensory interventions. TA2 training £500	Managing pupils' sensory needs has a demonstrably positive impact on pupil attendance and enables effective access to learning, which raises standards of achievement.	1,2,3,4,5

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

Budgeted cost: ***£34,030***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide high quality of social and	There is extensive evidence associating childhood social and emotional skills with	1,2,3,4,5

emotional (SEL) learning through nurture groups (Talk About and Lego Therapy). Nurture Groups: 1hr TA2 per week (x6) Lego: 1hr TAs per week (x6) £9010	improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	
Phonics interventions weekly: 4TAs at 2.5hrs per wk: £7830	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (+ 5months) Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3
Sensory sessions targeted to pupils needing this provision, in addition to the universal offer of sensory interventions. TA2 time for 30min per day setting up and running the 12 sessions £5200	Managing pupils' sensory needs has a demonstrably positive impact on pupil attendance and enables effective access to learning, which raises standards of achievement.	1,2,3,4,5
Targeted TA intervention and in class small group support. 2.5 hr per week per TA: Wellcomm External-led tuition Coram beanstalk readers Toe by toe - TA2 15min sessions 3 times a week SALT - TA2 –intervention 5 15mins daily (x 3)	EEF indicates moderate impact for one to one tuition (+5 months) One to one tuition | EEF (educationendowmentfoundation.org.uk) EEF indicates moderate impact for small group tuition (+4 months) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Coram Beanstalk 97% of children made progress against age-related reading expectations 94% of children supported demonstrate improved communication skills 98% of children supported show improvement to their wellbeing, confidence and self-esteem	1,2,3

Maths targets group/1:1 support intervention to close gaps in learning. £19,820	Targeted personalised learning for reducing gaps in mathematical knowledge.	

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

Budgeted cost: **£2800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training in Arbor and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. £200	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for supporting parents with educational visit costs and other costs. £2600	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond to needs: such as parental contributions to residential causing financial hardship, peripatetic music lessons, extra-curricular clubs, breakfast club or a child entitled to PP+ funding needing private dyslexia screening, play therapy due to over 1yr waiting lists and parental request to meet cost.	All

Total budgeted cost: £54480

Part B: Review of previous academic year

Outcomes for disadvantage pupils

As a school we have analysed the performance of our school's disadvantaged pupils during the 2025/2026 academic year. Our numbers of pupils deemed disadvantaged is low across school at 8.9% FSMs and PP+ 14.6%, therefore data from classes might make individuals identifiable.

35.5% (11) of our disadvantaged pupils have a SEN provision, 3.9% higher than the national of 31.6%. 54.8% (17) of our disadvantaged pupils are minority ethnicity, 14.0% higher than the national of 40.8%. 22.6% (7) of our disadvantaged pupils have a first language other than English, -1.4% lower than the national of 24.0%.

To help us to gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at national levels – although these comparisons are to be considered with caution given the caveats stated above.

EYFS

100% of PPG pupils achieved a GLD.

EARLY YEARS FOUNDATION STAGE PROFILE
PERCENTAGE OF PUPILS ACHIEVING 2 IN EACH EARLY LEARNING GOAL

St Mary's CE Primary, Prestwich

	2023	2024	2025	2026
Avg No. Expected ELGs - SCHOOL	14.7	14.7	15.6	15.3
Avg No. Expected ELGs - Relative to National	0.6	0.6	1.5	0.9

	2023	2024	2025	2026
% of pupils achieving GLD	50.0	70.0	63.3	75.9
% of pupils achieving GLD - Relative to National	-17.2	2.2	-5.0	3.6
% Exp in all Goals	50.0	70.0	63.3	75.9
% Exp in all Goals - Relative to National	-15.6	3.8	-3.6	5.0

All Pupils		No				%				Relative to National			
		2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
CL	Listening, Attention & Understanding	26	27	28	24	86.7	90.0	93.3	82.8	4	8	12	-1
	Speaking	26	25	27	27	86.7	83.3	90.0	93.1	4	1	7	9
PSED	Self Regulation	26	27	25	27	86.7	90.0	83.3	93.1	2	5	-1	7
	Managing Self	27	27	26	27	90.0	90.0	86.7	93.1	3	3	0	5
	Building Relationships	27	27	26	27	90.0	90.0	86.7	93.1	2	2	-1	4
PD	Gross Motor Skills	30	27	30	27	100.0	90.0	100.0	93.1	8	-2	8	1
	Fine Motor Skills	24	25	28	25	80.0	83.3	93.3	86.2	-6	-2	8	0
Literacy	Comprehension	27	25	29	27	90.0	83.3	96.7	93.1	9	3	16	11
	Word Reading	23	23	24	25	76.7	76.7	80.0	86.2	0	0	4	7
	Writing	17	21	24	23	56.7	70.0	80.0	79.3	-14	-1	8	4
Maths	Number	24	24	29	23	80.0	80.0	96.7	79.3	1	1	17	-2
	Numerical Patterns	24	25	28	24	80.0	83.3	93.3	82.8	2	5	15	2
UW	Past and Present	28	28	28	27	93.3	93.3	93.3	93.1	11	12	11	9
	People, Culture & Communities	28	28	28	27	93.3	93.3	93.3	93.1	12	12	12	9
	The Natural World	28	28	29	28	93.3	93.3	96.7	96.6	8	8	12	10
EAD	Creating with Materials	27	27	29	27	90.0	90.0	96.7	93.1	3	3	9	5
	Being Imaginative & Expressive	28	28	29	28	93.3	93.3	96.7	96.6	6	7	10	8

Phonics

Pupil premium numbers in Years 1 and 2 are very small. 100% of Year 1 PPG pupils achieved the phonic screening check and there were no PPG pupils, who needed to sit the recheck in Year 2. There are no significant gaps between pupil premium and non-pupil premium pupils. Interventions and support are in place for any child who is not achieving the expected level in phonics or has identified gaps in knowledge and understanding.

Number and % - Y1 Phonics Check

	2023				2024				2025				2026			
	No	cohort	%	Nat	No	cohort	%	Nat	No	cohort	%	Nat	No	cohort	%	Nat
Disad	2	5	40.0	66.5	4	4	100.0	68.0	2	2	100.0	66.6	2	2	100.0	68.3

Below national | Equal to national | Above national | Data unavailable or not applic

Difference from National - Y1 Phonics Check

	2023	2024	2025	2026
	%	%	%	%
Disad	-26.5	32.0	33.4	31.7

Number and % - Y2 Phonics Check

	2023				2024				2025				2026			
	No	cohort	%	Nat	No	cohort	%	Nat	No	cohort	%	Nat	No	cohort	%	Nat
Disad	1	2	50.0	52.7	3	4	75.0	48.5				43.8				46.4

Difference from National - Y2 Phonics Check

	2023	2024	2025	2026
	%	%	%	%
Disad	-2.7	26.5		

Number and % achieving - *Current Test Year (Y1+Y2 Phonics)

Y1 & Y2	2023				2024				2025				2026			
	No	cohort	%	Nat	No	cohort	%	Nat	No	cohort	%	Nat	No	cohort	%	Nat
Disad	3	7	42.9	62.5	7	8	87.5	62.7	2	2	100.0	60.6	2	2	100.0	62.2

Difference from National - End of Y2

Y1 & Y2	2023	2024	2025	2026
	%	%	%	%
Disad	-19.6	24.8	39.4	37.8

Key Stage 1

There is no national data for KS1 as assessments are optional. The PPG cohort is small, and each pupil is worth 33.3%. In Years 2, 33% of the PPG pupils also have an EHCP needs. All pupils made progress from their starting points. There are no significant gaps between PPG and non-PPG in reading, writing or maths. Interventions and support are in place for any child who is not achieving the expected level in reading, writing or maths or has identified gaps in knowledge and understanding.

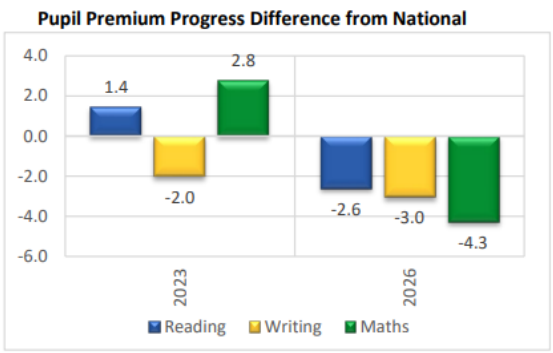
Group	RWM		Reading		Writing		Maths		Science	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Whole class EXP	77%	59%*	83%	71%*	77%	64%*	90%	72%*	87%	79%*
PPG EXP	67%		67%		67%		67%		67%	

*the national picture has been taken from 2023 to provide some comparison.

Key Stage 2

The PPG cohort is small, and each pupil is worth 14%. In Years 6, 56% of the PPG pupils also have an SEND needs and 42% have an EHCP. All but 1 pupils made progress from their starting points. There are significant gaps between PPG and non-PPG in reading, writing, maths and RWM but this was due to the number of PPG pupils with high SEND needs, 1 PPG pupil did not sit their SATs. * We have case studies that reflect the progress of our PPG/SEND pupils.

Group	RWM		Reading		Writing		Maths		GPS		Science	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Whole class EXP	77%	63%	87%	75%	80%	73%	80%	75%	83%	74%	87%	82%
PPG EXP	43%	44%	57%	62%	57%	65%	43%	61%	50%	61%	57%	74%



Attendance

Attendance data for PPG pupils is above national and there is a three-year rising trend, however it is still not in line with non-PPG pupils and the gap remains at 2% difference between PPG and non-PPG pupils.

Year	PPG	National	Gap	School	National	Gap
2025/26	**95.1%↑**	**92.4%**	**+ 2.7**	**96.9%↑**	**93.2%**	**1.8%**
2024/25	**94.7%↑**	**92.6%**	**+2.1**	**96.7%↑**	**94.9%**	**1.8%**
2023/24	**94.1%↑**	**92%**	**+2.1**	**96.1%↓**	**94.5%**	**1.6%**
2022/23	**93.7%↑**	**91.6%**	**+2.1**	**96.3%↑**	**94.1%**	**2.2%**

Persistent absence for PPG – 10.3% this gap has widened by 3.8% with the whole school persistent absence – 6.5%. Our PPG pupils are -14.9% below national disadvantaged.

Whole school

Local authority comparison

Compare your school's attendance with other schools like yours in your local authority.

Data shown: Academic year start to 06 November 2026
Last updated: 19 November 2026
Next update: 03 December 2026

This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance.
Results show compulsory school age pupils for the full academic year.

How we calculate your position. ⓘ

Filters

Special educational needs (SEN) support
- ◉ Results for whole school
- ○ Pupils with SEN support
- ○ Pupils with no or unknown SEN support

Free school meals (FSM)
- ◉ Results for whole school
- ○ Pupils with FSM
- ○ Pupils with no or unknown FSM

Attendance measure ▲	Percentage	Ranking ⓘ
Overall attendance	96.2%	You are ranked 27th out of 63 schools
Overall absence	3.8%	You are ranked 27th out of 63 schools
Authorised absence	3.0%	You are ranked 37th out of 63 schools
Unauthorised absence	0.8%	You are ranked 17th out of 63 schools
Persistently absent	8.8%	You are ranked 21st out of 63 schools
Severely absent	0.6%	You are ranked 35th out of 63 schools

Local authority comparison

Compare your school's attendance with other schools like yours in your local authority.

Data shown: Academic year start to 06 November 2026
Last updated: 19 November 2026
Next update: 03 December 2026

This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance.
Results show compulsory school age pupils for the full academic year.

How we calculate your position.

Filters

Special educational needs (SEN) support
- (●) Results for whole school
- ( ) Pupils with SEN support
- ( ) Pupils with no or unknown SEN support

Free school meals (FSM)
- ( ) Results for whole school
- (●) Pupils with FSM
- ( ) Pupils with no or unknown FSM

Attendance measure	Percentage	Ranking
Overall attendance	95.0%	You are ranked 22nd out of 63 schools
Overall absence	5.0%	You are ranked 22nd out of 63 schools
Authorised absence	3.1%	You are ranked 16th out of 63 schools
Unauthorised absence	1.9%	You are ranked 35th out of 63 schools
Persistently absent	19.0%	You are ranked 40th out of 63 schools
Severely absent	0.0%	You are ranked 1st out of 63 schools

National comparison

Compare your school's attendance with other schools like yours in England.

Data shown: Academic year start to 06 November 2026
Last updated: 19 November 2026
Next update: 03 December 2026

This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance.
Results show compulsory school age pupils for the full academic year.

How we calculate your position and how to use your results.

Filters

Special educational needs (SEN) support
- (●) Results for whole school
- ( ) Pupils with SEN support
- ( ) Pupils with no or unknown SEN support

Free school meals (FSM)
- (●) Results for whole school
- ( ) Pupils with FSM
- ( ) Pupils with no or unknown FSM

Your overall attendance 96.2%

You are in decile 4, the top 30-40% of schools

Decile	Decile description	Number of schools	Lowest in decile	Highest in decile
1	Top 0-10%	1663	97.2%	100.0%
2	Top 10-20%	1663	96.8%	97.2%
3	Top 20-30%	1663	96.4%	96.8%
4	Top 30-40%	1663	96.1%	96.4%
5	Top 40-50%	1663	95.8%	96.1%
6	Bottom 40-50%	1663	95.5%	95.8%
7	Bottom 30-40%	1663	95.1%	95.5%
8	Bottom 20-30%	1663	94.6%	95.1%
9	Bottom 10-20%	1663	93.8%	94.6%

National comparison

Compare your school's attendance with other schools like yours in England.

Data shown: Academic year start to 06 November 2026
Last updated: 19 November 2026
Next update: 03 December 2026

This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance.
Results show compulsory school age pupils for the full academic year.

How we calculate your position and how to use your results.

Filters

Special educational needs (SEN) support

- (●) Results for whole school
- ( ) Pupils with SEN support
- ( ) Pupils with no or unknown SEN support

Free school meals (FSM)

- ( ) Results for whole school
- (●) Pupils with FSM
- ( ) Pupils with no or unknown FSM

Your overall attendance 95.0%

You are in decile 4, the top 30-40% of schools

Decile	Decile description	Number of schools	Lowest in decile	Highest in decile
1	Top 0-10%	1660	96.4%	100.0%
2	Top 10-20%	1660	95.6%	96.4%
3	Top 20-30%	1663	95.1%	95.6%
4	Top 30-40%	1661	94.5%	95.1%
5	Top 40-50%	1661	94.0%	94.5%
6	Bottom 40-50%	1661	93.5%	94.0%
7	Bottom 30-40%	1661	92.9%	93.5%
8	Bottom 20-30%	1661	92.1%	92.9%
9	Bottom 10-20%	1661	90.8%	92.1%