

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Marist Catholic Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emily Fanzo
Pupil premium lead	Bethan Punter
Governor / Trustee lead	Sue Jarrett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52760
Recovery premium funding allocation this academic year	£nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52760

## Part A: Pupil premium strategy plan Statement of intent

At The Marist, our Pupil Premium Strategy is rooted in a commitment to equity, inclusion and excellence. Central to our approach is the prioritisation of reading as a gateway skill that unlocks access to the wider curriculum. We recognise that strong reading skills are foundational to academic success and lifelong learning, and we ensure that all children—particularly those eligible for Pupil Premium—have access to high-quality teaching, targeted interventions and rich reading experiences.

We also place a strong emphasis on oracy, understanding that the ability to speak, listen and communicate effectively is vital for learning, confidence and social development. Through structured opportunities for talk, debate and collaborative learning, we help disadvantaged pupils build the language skills they need to thrive both in and beyond the classroom.

To further support inclusion and wellbeing, we run Nurture UK provisions to ensure that children feel safe, valued and ready to learn. Our nurture-based practices help reduce barriers to learning by addressing emotional and social needs, minimising missed learning time and promoting positive relationships. This ensures that children are not only present in school but are fully engaged and supported in their learning journey. Pupil Premium children learn alongside their peers, with additional support provided through small group or individual interventions tailored to their specific needs. More able Pupil Premium pupils are identified and challenged appropriately to ensure they reach their full potential.

We rigorously analyse pupil progress each term and adapt our provision to ensure every child receives the support they need to meet their targets. The impact of our early reading programme and small group teaching has proven highly effective for all learners, including those in receipt of Pupil Premium funding.

## Challenges

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

Challenge	Detail of challenge
1.	Through discussions and monitoring our PP children, we have noticed that parents of PP children often have fewer resources and capacity to support their children at home compared to their peers.
2.	Some PP children are struggling to regulate, creating a barrier to learning.
3.	Our attendance data over the last indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Overall attendance for disadvantaged learners is lower than their peers.
4.	KS2 data indicates that pupil premium children do not achieve as well as their peers in reading.
5.	From assessments and observations, we have noticed that some children starting school have underdeveloped oral language skills and vocabulary gaps. This is particularly evident amongst our disadvantaged families.

## 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
Children eligible for Pupil Premium achieve at a level comparable to their peers.	Percentage of all pupils eligible for Pupil Premium Funding achieving ARE is in line or higher than national and LA averages.
Behavioural, social and emotional issues are addressed to ensure that children can access learning	Children have a positive attitude to learning and are happy to come to school. Fewer incidences recorded in CPOMs, fewer incidences of PP children in 'time-out' or exclusions
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for PP children is in line with peers and lower than national averages.
Gaps between PP children and their peers are addressed in the first years of schooling through RWI, Master Readers and Nurture interventions and additional booster sessions as required.	Reduced variation in outcomes for children at EO EYFS, phonics check and EOKS1/EOKS2
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £ 4,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching supported by steplab coaching system</i>	Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills	1,2,4,5

	of planning, monitoring and refining, all of which ensure that teaching quality keeps improving. – CfBT, Lofthouse, Leat and Towler	
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### Targeted academic support

Budgeted cost: £ 5,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWI to be fully implemented across KS1 and enhanced by Master Readers</i></p> <p>-RWI</p> <p>-Ruth Miskin</p> <p>-Master Readers</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>Several robust studies of phonics programmes in English have been published in recent years. The findings show that phonics programmes can be effective in English schools, but also underline the importance of high quality implementation. – Source EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF#</a></p> <p><a href="#">EEF evidence on pre-phonics activities and literacy specific to EYFS</a></p>	1,4
<p><i>Voice 21 (Oracy)</i></p> <p>-Voice 21 Oracy</p>	<p>Research by the Education Endowment Foundation (EEF) shows that structured oral language support can boost academic progress by up to six months, enhancing literacy and confidence. Pupil premium children, who may have fewer language-rich experiences outside school, benefit significantly from oracy development, as it helps bridge attainment gaps and fosters social skills. Studies, such as those by Robin Alexander and the Cambridge Primary Review, highlight that dialogic teaching can effectively support these children by promoting active engagement and deeper thinking.</p>	5

	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>  <a href="#">EEF report on Dialogic Teaching</a>  <a href="#">New report into Metacognition and Self-Regulated Learning, Primary Version</a></p>	
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### Wider strategies

Budgeted cost: £ 59,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nurture Class (Bumblebees) and Full time ELSA provision and The Hive</i>            -Nurture            -ELSA</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.<sup>8</sup> This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF</p>	<p>1,2,3</p>

### Wider Strategies

Budgeted cost: £ 17,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Personal Development: Access for families to trips, extra-curricular activities and additional support</p>	<p>Extracurricular activities are an important part of education in their own right. They help children to develop skills, which are wider than the National Curriculum. The EEF also states that there is some evidence that providing free, universal, before school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p>	<p>1,3</p>
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**Total budgeted cost: £87413**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Phonics check was 98.3% at Year 1 as one child did not pass.

The multiplication check average was 22.4 – above the national average with no significant difference between PP and non-PP pupils.

Use of funds for RWI have shown significant improvement in Phonics and reading scores for all pupils including PP and this is on an upwards trend so will continue. Bumblebees group for those not yet ready to cope with the full Year 1 curriculum in class follows a very structured nurture curriculum with staff who have completed national qualifications in order to provide this specific intervention, the successful reintegration of these pupils back into class has meant that we are continuing with this for the next year. The ELSA team are pivotal in our work with many of our PP children and most have contact with an ELSA on a regular basis throughout their time at our school, the emotional support this provides ensures that they can be ready to learn when in class – our ELSA's are fully trained and attend regular updates, networks and supervision.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. As a result, we have added some money for personal development to support pupil premium children with extra-curricular activities, trips, extended schools and so forth.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
ELSA intervention for PP pupils especially at transition points	
RWI – ensuring excellent phonic understanding leading to quicker ability to read.	Read Write Inc