Pupil Premium Strategy Statement – 2025-26
St Mary of the Angels Catholic Primary School

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 – from 1st September 2025 (post amalgamation with Our Lady of Dolours Catholic Primary Schoo)	267 – including Nursery
Proportion (%) of pupil premium eligible pupils	54%
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)**	• 24/25 data • Strategy running from/to 25-26, 27/28, 28/29
Date this statement was published	31st December 2025
Date on which it will be reviewed	3rd March 2026
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor	Sarah King – Chair of Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**SMoA** allocation 25/26: £124,230 – working on 7/12's from (Sept 25) @ £72,469.50 **OLoD** allocation 25/26: 7/12's (Sept 25) @ £58,327.50 **Total (actual) PP £135,590.50**
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	The school amalgamated in September 2025 – actual PP spending may differ across the first 5/12 to 7/12's of financial year 25/26 – budgets were reset in Autumn 2025

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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 attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 will benefit 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.

Our strategy is integral to wider school plans for education recovery, previously notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected by the Covid pandemic legacy (note funding for Covid recovery was withdrawn in September 2024).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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 will:

- undertake termly pupil progress meetings to track progress and attainment
- 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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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 continue to indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Reading 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.
3	Internal and external data assessments indicate that attainment for Reading, Writing and Maths among disadvantaged pupils remains below that of non-disadvantaged pupils. Despite significant input over the last four/five years, this is slow to return to pre-pandemic standards – despite positive school comparison data against national standards See IFS Deaton Review for research outcomes on inequalities for disadvantaged children in education (2021)
4	Analysis of attendance data suggests that pupils in receipt of Pupil Premium are more likely to fall under 90% (persistent absenteeism) thus having greater impact on underperformance. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in R, W and M. Our attendance data over this last academic year indicates that attendance among pupils in receipt of pupil premium has been approximately 3% lower overall than for non-pupil premium pupils. The overall attendance of all pupils has continually fallen since the pandemic; however, Pupil Premium Pupil's attendance remains below that of those of other groups overall. See School Recovery Strategies: Year 1 Finding Research from DfE (Jan 2022) EEF Written Evidence for Parliament (Feb 2023)
5	Our assessments (including surveys), observations and discussions with pupils and families have identified continuing social and emotional issues for many pupils. Pupil mental health and well-being declined during and after the pandemic and was exacerbated during closures. We have significant increase in pupils who are deemed School Refusers.

	The effects/impacts from mental health is seemingly long lasting due to continued waiting times of access to services. Teacher referrals for social care and mental health support have markedly increased after the pandemic and thereafter. A high proportion of children being referred are PP pupils; this is due to negative impacting factors.
6	The impact on the increased unemployment % and current cost of living crisis is also exacerbating 'social exclusion' and wider social and cultural experiences of pupils. Research shows that overall, high achieving pupils from lower socio economic backgrounds do not have equal outcomes e.g. entrance to university at post 18. See FFT Report for information.

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.

The information below explains the outcomes we are aiming to achieve **by the end of our current 3-year strategy plan 2025/26, 2026/27, 2027/28**, and how we will measure whether they have been achieved. NOTE: **In our second and third year of the plan, the school will be using data that is non-comparative to previous whole school SMoA data – due to the amalgamation of St Mary of the Angels and Our Lady of Dolours Catholic Primary Schools. The following data outcomes in this report are based on St Mary of the Angels end of year 24/25 data and the two previous years 22/23 and 23/24.**

2024/25 data evidence shows that, overall, performance of disadvantaged pupils for Expected Standard in Reading, Writing and Maths is marginally lower than that of other pupils – with 62% of disadvantaged pupils compared to 64% of other pupils. Additionally, disadvantaged pupils at St Mary of the Angels achieved significantly higher than national standards for Expected Standards for Reading, Writing and Maths – achieving at 62% compared to 47%. This has significantly increased compared to 22/23 and 23/24.

Please see the comparison data below for more information on the performance of disadvantaged pupils:

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Data Outcomes for End of Year 2024/25

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	47%	46%	Close to average
2024/25	62%	47%	Above
2023/24	38%	46%	Close to average
2022/23	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	80%	62%	Above
2024/25	92%	63%	Above
2023/24	88%	62%	Above
2022/23	56%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25	69%	59%	Close to average
2023/24	63%	58%	Close to average
2022/23	44%	58%	Below

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25	100%	61%	Above
2023/24	50%	59%	Close to average
2022/23	56%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	68%	-21 pp
2024/25	62%	69%	-8 pp
2023/24	38%	67%	-30 pp
2022/23	33%	66%	-33 pp

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Disadvantaged pupils reaching the expected standard in reading

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25	92%	81%	11 pp
2023/24	88%	80%	8 pp
2022/23	56%	78%	-23 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25	69%	78%	-9 pp
2023/24	63%	78%	-15 pp
2022/23	44%	77%	-33 pp

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-6 pp
2024/25	100%	81%	19 pp
2023/24	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	56%	79%	-24 pp

Intended Outcomes between 25/26, 27/28, 28/29

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate 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.
Overall standards of attainment for combined Reading, Writing and Maths for Greater Depth (enhance challenge).	The % of pupils meeting the expected standard in reading, writing and maths was 62% at SMA compared to disadvantaged pupils nationally at 47%. We would look to continually raise this to be at least in line with other pupils (closing gaps) and to aim for at least other pupils' national standards going forward. We will aim to increase the % of disadvantaged pupils' achieving at Greater Depth for Reading, Writing and Maths post amalgamation.

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Enhance over-time Reading attainment at both Expected Standard and Greater Depth among disadvantaged pupils – **post amalgamation**	In 2024/25 92% disadvantaged pupils attained expected standard in Reading compared to national standard of disadvantaged pupils nationally at 63%. Average scores in reading for disadvantaged pupils was 106 compared to 106 national – **in line with national**. Post amalgamation we will look to at least continue this trend and improve over time
Continued improvement in **English Grammar, Punctuation and Spelling** attainment among disadvantaged pupils - **post amalgamation**	In 2024/25 82% disadvantaged pupils attained expected standard compared to national standard at 73%.
Continued improvement in **Writing** attainment among disadvantaged pupils - **post amalgamation**	In 2024/25 69% disadvantaged pupils attained expected standard compared to national standard at 59%. In 2024-25 14% disadvantaged pupils attained Greater Depth compared to national standard at 13% (broadly in line with)
Enhance over-time Maths attainment and achievement at Greater Depth for disadvantaged pupils at the end of KS2 – **post amalgamation**	In 2024-25 100% disadvantaged pupils attained expected standard compared to national standard at 61% In 2024-25 27% disadvantaged pupils attained Greater Depth compared to national standard at 26% (broadly in line with)
To embed greater knowledge and skills-based learning into the wider curriculum – to enrich and support cultural capital, enrichment experiences and Pupil Voice involvement	Whole school curriculum review (2025/26) – specialist teachers for PE and Music provide high quality provision. Workshops and special themed curriculum days to continue to be embedded into everyday experiences at SMoA School. A curriculum review and update of curriculum overviews to include emphasis on knowledge and skills, cultural curriculum enrichment and pupil voice
To achieve and sustain **improved wellbeing** and mental health for all pupils in our school; particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in anti-social behaviour (introduction of new Behaviour Policy – January 2026) • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain **improved attendance** for all pupils, particularly our disadvantaged pupils.	**(Attendance 24/25 (2 terms) - School: 92.7% National 92.4%** Sustained increased attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.

Particular emphasis will be placed on pupils who are deemed Persistently Absent from school (PA)	• the percentage of all pupils who are persistently absent being at least in line with National or below. • Disadvantaged pupils' attendance to move towards at least in line with their peers nationally or in school 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: £ **48,532.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund inclusive online learning programme licences e.g Mathletics, Purple Mash and Dyslexia Gold. Continue to provide additional devices for classroom access – refresh stock (and home learning stock).	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4, 5,6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will focus on high quality training for new staff including release time for training.	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Fund required additional staff training **and resources** to support Codebreakers interventions for the DfE validated Systematic Synthetic Phonics programme ELS	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	2

DfE accredited Phonics Programme AND 5 Five Minute Box and Number Box	Strand | Education Endowment Foundation | EEF Five Minute Box and Number Box interventions for catch up learning/filling learners gaps	
Further purchase new books to enhance reading across the school – for both Guided Reading, Curriculum Books, library books, everyday classroom HOT books and to develop Reading Hubs across the school	To embed reviewed policy for Reading across the school. Continue to enthuse learners with the stimulation of new and exciting books from key authors and books that support the refreshed and renewed creative curriculum	2,3
Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance – with a renewed focus on challenge and problem solving. SMA to move away from mainstream use of WRH Books (to use for support and interventions going forward). Review of Whole School Maths Policy – provide relevant staff training We will continue to fund teacher release time to further embed key elements of guidance in school and to access Maths Hub resources, CPD and take part in Pilot Projects.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Continue to improve the quality of social and emotional (SEL) learning. Extend and embed the high quality PSHE Coram Scarf programme and RSHE Curriculum Ten Ten(Life to the Full +) SEL approaches will be embedded into routine educa-	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5

tional practices and supported by professional development and training for staff. Continue to embed effective Pupil Voice programme – to continue supporting pupil well –being and mental health	Anna Freud National Centre for Children and Families advocate the importance of an effective Pupil Voice programme in schools.	
Staff training with Literacy Consultant to develop teachers understanding of updated DfE Writing Framework and strategies to develop teachers' skills in leading guided writing – with a focus on inclusive strategies CLPE membership and staff training to be undertaken	Literacy Consultant to undertake teaching of Writing review during Autumn 2025 and fully review teaching of Reading across the school from January 2026. CLPE Units to support teachers in their planning of units – *further to Lit Consultant support*	3

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

Budgeted cost: **£49,150.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of new teachers and ECT teachers to use 'I Can' **Speech and Language programme** to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4
Additional **phonics sessions** targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our SEN provision mapping (SEND Support Teacher)	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	2

English and Maths: See subject leader action plans – section on *Inclusion*	Wave 2 and Wave 3 Interventions to be outlined in whole school provision map One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	4

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

Budgeted cost: **£28,725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue staff training on behaviour management and anti-bullying/emotion coaching approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice and renewed statutory guidance from Sept 2024. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. To re-establish rewards system approach to good school attendance (positive approach) – renewed SMA Policy and develop use of Graduated Response for Attendance	6
Contingency fund for acute social issues. E.g. Homeless families support with lunches, school uniform, emotional support	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 quickly to needs that have not yet been identified.	All

Further develop and embed Healthy Schools programme to support pupils and families who have struggled since the pandemic – focus on mental health/well-being, physical health education, healthy eating, refreshed PE programme to include all aspects of Healthy Schools programme	To use funding to promote all aspects. Workshops to be delivered to parent and pupil groups e.g. healthy lunchboxes, mental health and well-being workshops Silver award to be re-achieved by July 26.	5
Provide wider curriculum and enrichment experiences for pupils – particularly those who would have had no/limited access to experiences due to social inequality.	To include: theatre visits, museum visits, zoos, off site visits by coach, on site visitors to run workshops e.g. Silly Science Week, Westminster Archives, International Dance Day workshops, local projects e.g. Waterways	2,3,4
To support the running of free after school clubs to support home learning – focus on specific groups of pupils (underachievers)	In addition to the devices provided by the school – home learning support through pupil targeted teacher led homework clubs (free) are provided – particular focus on PP pupils	3,4

Total budgeted cost: £126,408 – providing £9,182.50 as a contingency for increase in costs e.g. staff pay increase, external provider cost increases

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See end of year 2024/25 performance data for KS2 on page 5-6 of this document.

The school was amalgamated with Our Lady of Dolours Catholic Primary School from September 2025. This Strategy Statement Covers the school's revised Pupil Premium Strategy and funding from September 2025 (and will run for this academic year).

We will add data outcomes to this section at the end of the summer term 2026.

Data used (or to be used later in the academic year) includes:

- *Data from the previous academic year's national assessments and qualifications have been published on the school's website page for data outcomes.*
- *See above data on page 5 and 6 re comparisons to local and national averages and outcomes achieved by the school's or national non-disadvantaged*
- *Information from summative and formative assessments the school has under-taken – end of summer term 2026*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing (outcomes from new policies being implemented from autumn 2025)*

Externally provided programmes

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

Programme	Provider

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Service pupil premium funding (not applicable)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.