

St Marie's Pupil Premium Strategy Statement 2026 - 2027



'Jesus is always my friend'

St Marie's Mission Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Marie's School, A Catholic Voluntary Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	22% (47 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026/2027 to 2028/2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027, with annual reviews to July 2029
Statement authorised by	John Fernandes Headteacher
Pupil premium lead	Maria Fernandes (lead for disadvantaged pupils) Deputy Headteacher
Governor / Trustee lead	B. Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52,700

Part A: Pupil premium strategy plan

Statement of intent

At St Marie's, we want every child to learn well, feel that they belong and take part fully in school life. We use pupil premium funding to help disadvantaged pupils achieve well from their individual starting points.

Our school community is changing. In 2026/27, 36 of our 47 disadvantaged pupils (76.6%) speak English as an additional language (EAL). Eleven disadvantaged pupils (23.4%) also have SEND, including two with an education, health and care plan. These groups overlap. EAL is not a learning difficulty: we will assess each pupil's needs rather than assume they need support because they speak another language.

High-quality teaching is at the centre of our strategy. Over the next three years, we will strengthen spoken language and vocabulary, improve writing, and maintain a strong focus on phonics, reading and mathematics. We will identify gaps early, provide additional teaching where needed and check whether it helps pupils make progress.

We will also work with families to address barriers to attendance, wellbeing and participation in school life. Teachers and leaders will review disadvantaged pupils' progress each term. Governors will review the strategy and its impact each year.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils need support to develop the spoken language and vocabulary used in lessons. This can affect how well they understand new learning and explain their ideas. Of the 47 disadvantaged pupils in 2026/27, 36 have EAL. Support will be based on assessed language needs, including for pupils who speak English as their first language.
2	Writing is a significant barrier for some disadvantaged pupils. In the 2025/26 summer assessments, one of five disadvantaged pupils in Year 1 and two of five in Year 2 reached the expected level in writing. One of four reached the expected standard in Year 6. Identified needs include oral rehearsal, sentence construction, spelling, handwriting and writing independently.
3	Some disadvantaged pupils have gaps in phonics, reading fluency or reading comprehension. Regular assessment is needed to identify the specific difficulty and provide prompt support.
4	Eleven disadvantaged pupils also have SEND. Some pupils have overlapping needs involving disadvantage, EAL and SEND. They may need adapted classroom teaching and targeted support to access the full curriculum and become more independent.
5	For a small number of disadvantaged pupils, attendance, wellbeing or family circumstances can affect learning and participation. Although disadvantaged pupils' attendance was strong in summer 2025/26, early monitoring in 2026/27 has identified some pupils who need closer support. We will use individual attendance records and work with families to address the reasons for absence.

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
Disadvantaged pupils develop the spoken language and vocabulary they need for learning.	By October 2026, staff identify disadvantaged pupils who need additional support with spoken language or vocabulary and record their starting points. Progress is reviewed each term using the same assessment approach. By July 2027, assessments, classroom observations and pupil conversations show improvement for identified pupils. This is reviewed annually to July 2029, including whether pupils use new vocabulary in reading and writing.
Disadvantaged pupils make better progress in writing.	Teachers review disadvantaged pupils' writing each term using assessment and moderated work. By July 2027, the

	proportion of all pupils working below or well below the expected standard in writing falls from 37% to 28%, in line with the School Improvement Plan. Leaders report separately the number of disadvantaged pupils who move towards or reach the expected standard. Further annual targets are set after reviewing each year's results.
Disadvantaged pupils who need additional reading support make progress in phonics, reading fluency and comprehension from their starting points.	Teachers identify pupils needing reading support through assessment. The teaching assistant records each pupil's starting point, the skill taught and progress at the end of each intervention cycle. Teachers review this at least termly and change support where progress is limited. Each July, leaders report disadvantaged pupils' reading outcomes and progress.
Disadvantaged pupils with overlapping needs can access learning and become more independent.	By October 2026, teachers have identified the learning needs of disadvantaged pupils who also have EAL or SEND. Their support is reviewed at least termly. By July each year, assessments, work and pupil voice show whether identified pupils have met their agreed learning targets and can apply what they have learned in lessons.
Disadvantaged pupils attend regularly and take part in school life.	Attendance for disadvantaged pupils is reviewed at least half-termly. By October 2026, leaders identify pupils whose attendance needs support and agree actions with their families. Individual attendance improves from each pupil's autumn starting point, and leaders review the impact of support each term. Participation in clubs, visits and residential is recorded annually, and barriers are followed up.

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.

Total budgeted cost for 2026/27: £52,700

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train and support staff to use Word Aware, academic language structures, sentence stems and planned opportunities for talk. Begin with Preschool, Reception and Key Stage 1, then develop consistent practice across the school.	School need: 36 of our 47 disadvantaged pupils have EAL, and the 2026/27 SIP identifies spoken language and vocabulary as a priority. We will assess individual language needs. Evidence: The EEF's Oral Language Interventions evidence supports planned opportunities for pupils to speak, listen and use vocabulary. Its early years evidence supports explicit teaching and modelling of vocabulary.	1, 2, 4
Develop the teaching of writing through the Trust's Writing Fundamentals approach. Focus on modelling, oral rehearsal, sentence writing, spelling, handwriting, feedback and independence.	School need: In 2025/26, writing was below the expected level for four of five disadvantaged pupils in Year 1, three of five in Year 2 and three of four in Year 6. Evidence: The EEF's Improving Literacy in Key Stages 1 and 2 guidance supports explicit teaching and modelling of writing, including composition and transcription. Its Feedback evidence supports feedback that pupils can use to improve their work.	1, 2, 4
Provide leadership and staff time for pupil progress reviews, checking classroom practice and evaluating the support provided.	School need: leaders must consider individual progress as well as percentages. Evidence: The DfE's pupil premium guidance calls for effective identification of needs, implementation, monitoring and evaluation when selecting approaches. Termly reviews will check whether the planned support is reaching pupils and helping them progress.	1, 2, 3, 4

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide focused spoken language and vocabulary support for disadvantaged pupils whose assessments identify a need. Link the support to language used in class.	School need: Assessments will identify disadvantaged pupils who need additional help with spoken language or vocabulary; EAL alone will not be used to select pupils. Evidence: The EEF's Oral Language Interventions evidence supports targeted language work based on need and linked to pupils' learning.	1, 4
Employ a teaching assistant to deliver planned reading interventions across the school, including phonics, fluency and comprehension support matched to pupils' assessed needs. The TA will work closely with class teachers and review progress regularly.	School need: In 2025/26, two of the four disadvantaged Year 6 pupils did not reach the expected reading standard, and assessments identify reading needs in other year groups. Evidence: EEF guidance supports targeted phonics teaching and structured teaching assistant interventions. It stresses training, clear plans, regular assessment and a link back to classroom teaching.	1, 3, 4
Provide short, focused writing and mathematics support for pupils with identified gaps. Teachers will plan the work, and teaching assistants will report back on progress.	School need: The 2025/26 writing results and individual mathematics assessments will identify the skills pupils need to practise. Evidence: The EEF's Teaching Assistant Interventions evidence supports structured, short-term support delivered by trained staff and linked to classroom teaching. Its Small Group Tuition evidence supports focused work on identified gaps.	2, 3, 4

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

Budgeted cost: £9,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance and punctuality, follow up concerns promptly and work with families on individual barriers.	School need: Early 2026/27 monitoring has identified disadvantaged pupils whose attendance needs closer attention. Staff will check individual records and reasons for absence.	5

	Evidence: The EEF's Supporting School Attendance resources recommend understanding each pupil's barriers, working with families and monitoring the effect of support. DfE attendance guidance also emphasises partnership with pupils and parents.	
Provide targeted pastoral and wellbeing support, working with families and other services where appropriate. Review whether support improves engagement in learning.	School need: Staff have identified some pupils whose wellbeing or circumstances affect their engagement in learning. Support will be matched to individual need. Evidence: The EEF's Social and Emotional Learning evidence supports planned work on relationships and managing emotions. The school will review whether pastoral support helps each pupil engage in school and learning.	5
Identify barriers to disadvantaged pupils taking part in clubs, educational visits and residential. Provide proportionate support where needed and monitor participation.	School need: We will record participation and identify disadvantaged pupils who face barriers to taking part. Evidence: The DfE pupil premium guidance allows wider approaches that address barriers to educational outcomes. We will judge this activity by whether pupils can access relevant opportunities and by the identified educational benefit, rather than assume that attendance at an activity raises attainment.	5

Part B: Review of outcomes in the previous academic year

Pupil premium allocation for 2025/26: £46,965

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Reception and phonics

Three of the four disadvantaged children in Reception achieved a Good Level of Development (75%). In Year 1, four of the five disadvantaged pupils passed the phonics screening check (80%). Four of the five disadvantaged pupils taking the Year 2 phonics check also passed (80%).

These results show positive outcomes in early learning and phonics. We will continue to check children's language, reading and phonics regularly so that those who need extra help receive it promptly.

Reading, writing and maths in Years 1 and 2

Summer teacher assessments showed the following results:

At the expected level	Year 1	Year 2
Reading	3 of 5 (60%)	4 of 5 (80%)
Writing	1 of 5 (20%)	2 of 5 (40%)
Maths	3 of 5 (60%)	2 of 5 (40%)
Reading, writing and maths combined	1 of 5 (20%)	2 of 5 (40%)

Reading was the strongest area in both year groups. Writing was the greatest concern, particularly in Year 1, where four of the five disadvantaged pupils were below the expected level. We will use individual assessments to identify the skills each pupil needs to develop, including spoken language, vocabulary, sentence writing and handwriting.

Multiplication tables check

In Year 4, two of the five disadvantaged pupils scored full marks in the multiplication tables check (40%). Their average score was 21.2 out of 25. We will continue to identify pupils who need more practice with recalling multiplication facts.

Year 6 outcomes

There were four disadvantaged pupils in Year 6. Their results were:

Outcome	Disadvantaged pupils reaching the expected standard
Reading	2 of 4 (50%)
Writing	1 of 4 (25%)
Maths	3 of 4 (75%)
Grammar, punctuation and spelling	3 of 4 (75%)

Reading, writing and maths
combined

1 of 4 (25%)

The combined result was below the 2026 national figure for disadvantaged pupils of 49%. Maths and grammar, punctuation and spelling were stronger outcomes for this group. Reading and writing require particular attention.

In 2024/25, all four disadvantaged Year 6 pupils achieved the combined expected standard. In 2025/26, one of four did so. These were different groups of children, and each pupil represents 25 percentage points.

Attendance and wider support

In the summer term, attendance for disadvantaged pupils was 96.4%, the same as for pupils who were not disadvantaged. The proportion of disadvantaged pupils who were persistently absent that term was 2.6%. Attendance remained a strength, and we will continue to follow up concerns promptly and work with families when support is needed.

The school provided teaching support, targeted academic help and pastoral support during 2025/26.

The attainment results show where the next strategy needs to focus: **writing across the school, early support for pupils falling behind, and reading and writing in Key Stage 2**. We will continue to consider attendance, wellbeing and access to school activities where these affect a pupil's learning.