

Pupil Premium Strategy Statement

St Mary's and St Vincent's Federated Catholic Primary Schools 2025/26 – Year 2 of 3

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data	
School name	St. Mary's Catholic Primary School	St. Vincent's Catholic Primary School
Number of pupils in school	188 225	210 213
Proportion (%) of pupil premium eligible pupils	24.5% (46) 24.9% (47)	11.9% (25) 10.9% (22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 Year 2 of 3	
Date this statement was published	December 2025	
Date on which it will be reviewed	July 2026	
Statement authorised by	Amanda Dowling	
Pupil premium lead	Jo Healy	
Governor / Trustee lead	Pauline Cotton	

Funding Overview

Detail	Amount	
Pupil premium funding allocation this academic year	£68,080 £71,205	£37,000 £33,330
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0 £0	£0 £0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0 £0	£0 £0
Total budget for this academic year	£68,080 £71,205	£37,000 £33,330

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 also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- ensure disadvantaged pupils are challenged in the work that they are 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate that the attainment of our disadvantaged pupils is still not in line with their peers.</p> <p>Whilst our KS2 SATS results at both St Mary's and St Vincent's Catholic Primary Schools have improved year on year, they also show that we did not close the gap between our non-disadvantaged children and our disadvantaged children.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>Our KS2 Reading SATS results show that all children at St Mary's Catholic Primary School were below national with our disadvantaged children significantly below. We have not closed the gap between disadvantaged and non-disadvantaged children. However, we have made significant progress in Phonics. Our KS1 results were well above national and all of our disadvantaged children passed their phonics screening.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Whilst our MTC results show that there has been a significant improvement in the children's attainment, the non-disadvantaged children outperformed our disadvantaged children meaning that we have not fully closed the gap at either school.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>

5	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Although the attendance of our disadvantaged children has improved, our attendance data over the last year still indicates that attendance among disadvantaged pupils is still lower than for non-disadvantaged pupils. At St Mary's Catholic Primary School, attendance is 1.6% lower and, at St Vincent's Catholic Primary School, it is 0.7% lower.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 attainment for disadvantaged pupils at the end of KS2 in reading, writing and maths.	<p>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.</p> <p>KS2 outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>KS2 outcomes at St Mary's Catholic Primary School show that 42.8% of our disadvantaged children met the expected standard in reading, writing and maths. And, at St Vincent's Catholic Primary School, it was 50%.</p> <p>KS2 outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS1 phonics screening outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.</p> <p>Our KS1 outcomes show that 100% of our disadvantaged children passed the phonics screening in 2004/25.</p> <p>KS1 phonics screening outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>

	<p>Our KS2 reading outcomes show that 42.8% of the disadvantaged children at St Mary's Catholic Primary School achieved the expected standard in reading. And, at St Vincent's Catholic Primary School, it was 75%.</p> <p>KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p>
Improved maths attainment for disadvantaged pupils in KS2.	<p>Multiplication Tables Check outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>At St Mary's Catholic Primary School 63% of our disadvantaged children achieved a score of 20+. And, at St Vincent's Catholic Primary School, it was 67%.</p> <p>Multiplication Tables Check outcomes in 2025/26 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Our KS2 maths outcomes show that 57.1% of our disadvantaged children at St Mary's Catholic Primary School achieved the expected standard in maths. And, at St Vincent's Catholic Primary School, it was 75%.</p> <p>KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • 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.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers. <p>During the academic year 2024/25, at St Mary's Catholic Primary School, persistent absence was 12% which is 0.1% less than the national average. At St Vincent's Catholic Primary School, persistent absence was 2.7% which is 9.9% less than the national average.</p>

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: £54,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>GL Assessments</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>CPD – Central Bedfordshire Council English Hub</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>Phonics Teaching and Learning Toolkit EEF</p>	2, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase of maths resources to promote a love of learning and embed learning.</p> <p>Infinity+</p> <p>Mastering Number at KS2</p>	<p>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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Purchase of Hamish and Milo Programme.</p>	<p>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):</p>	5

Appointment of Family Worker and Nurture Provision Assistant ELSA Training Drawing and Talking Training Communication Champion Training Outdoor Play And Learning (OPAL) Programme.	Improving Social and Emotional Learning in Primary Schools EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishing interventions that will provide targeted academic support in phonics, reading and maths to those identified as having low prior attainment or at risk of falling behind. A significant proportion of the children who receive this support will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind on a one-to-one basis: One to one tuition Teaching and Learning Toolkit EEF Or as a small group: Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 Teaching and Learning Toolkit EEF	2

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

Budgeted cost: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on therapeutic thinking, attachment awareness and emotion coaching with the aim of developing our school ethos and improving behaviour across school.</p> <p>Implementation of a new whole school behaviour policy</p> <p>Managing Emotional Regulation Training</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	4, 5
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing an attendance and welfare officer (AWO) to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £104,535

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.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

KS2 SATS Results

	SMPS						SVPS					
	No. of Pupils	RWM Combined	Reading	Writing	Maths	GPS	No. of Pupils	RWM Combined	Reading	Writing	Maths	GPS
National		61% 62%	74% 75%	72% 72%	73% 74%	72% 73%		61% 62%	74% 75%	72% 72%	73% 74%	72% 73%
All	27 21	59.3% 61.9%	66.7% 71.4%	66.7% 76.1%	70.4% 71.4%	69.2% 76.1%	29 29	58.6% 75.8%	79.3% 96.5%	63.3% 82.7%	75.9% 82.7%	78.6% 93.1%
Not PPG	21 14	57.1% 71.4%	66.7% 85.7%	66.7% 92.8%	66.7% 78.5%	70% 92.8%	25 25	68% 80.0%	88% 100%	69.2% 88.0%	88% 84.0%	84% 96.0%
PPG	6 7	66.7% 42.8%	66.7% 42.8%	66.7% 42.8%	83.3% 57.1%	66.7% 42.8%	4 4	0.0% 50.0%	25.0% 75.0%	25.0% 50.0%	0.0% 75.0%	33.3% 75.0%

Multiplication Tables Check (MTC) Results

	SMPS				SVPS			
	No. of Pupils	Average Score	Score 20+	Score 25/25	No. of Pupils	Average Score	Score 20+	Score 25/25
National (2023)		20.2 20.6		29% 34%		20.2 20.6		29% 34%
All Pupils	30 27	14.7 21.4	26.7% 70.0%	3.3% 41.0%	31 29	21.2 22.8	74.2% 79.0%	35.5% 66.0%
Not PPG	18 19	16.1 22.2	33.3% 74.0%	5.6% 47.0%	27 23	21 23.3	74.1% 83.0%	37% 74.0%
PPG	12 8	12.6 19.6	16.7% 63.0%	0% 25.0%	4 6	22.2 21.3	75% 67%	25% 33.0%

Phonics KS1

	SMPS				SVPS			
	No. of Pupils	Working Towards	Working At	Compared to National	No. of Pupils	Working Towards	Working At	Compared to National
National			80% 80%				80% 80%	
All Pupils	30 30	27% 7%	67% 93%	-12% +13%	30 30	3% 7%	97% 93%	+18% +13%
Not PPG	23 29	30% 7%	70% 93%	-9% +13%	28 29	4% 7%	96% 93%	+17% +13%
PPG	7 1	14% 0%	57% 100%	-22% +20%	2 1	0% 0%	100% 100%	+21% +20%

Early Years Foundation Stage Profile (EYFSP)

	SMPS			SVPS		
	No. of Pupils	Good Level of Development (GLD) %	Compared to National %	No. of Pupils	Good Level of Development (GLD) %	Compared to National %
National (2023)		67% 68%			67% 68%	
All Pupils	30 20	60% 90%	-7% +22%	30 30	77% 73%	+10% +5%
Not PPG	29 17	62% 94%	-5% +26%	29 28	76% 75%	+9% +7%
PPG	1 3	0% 66%	-67% -2%	1 2	100% 50%	+33% -18%

The data demonstrated that:

- Whilst our KS2 SATS results at both St Mary's and St Vincent's Catholic Primary Schools have improved year on year, they also show that we did not close the gap between our non-disadvantaged children and our disadvantaged children.
- Our MTC results at both St Mary's and St Vincent's Catholic Primary Schools were above the national average. With our disadvantaged children at St Vincent's also achieving a higher average score than the national average.
- Our phonics results at both St Mary's and St Vincent's Catholic Primary Schools were well above national. All of our disadvantaged children passed their phonics screening.
- Our EYFSP results at both St Mary's and St Vincent's Catholic Primary Schools were above national. However, we have not closed the gap between disadvantaged and non-disadvantaged children.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance Data:

	SMPS			SVPS		
	2023/24	2024/25	Difference	2023/24	2024/25	Difference
Pupil Premium	93.0%	93.1%	+0.1%	90.9%	95.4%	+4.5%
Not Pupil Premium	95.3%	94.7%	-0.6%	95.5%	96.1%	+0.6%

The data demonstrated that:

- Although the attendance of our disadvantaged children has improved at both St Mary's and St Vincent's Catholic Primary Schools, there is still a gap between disadvantaged and non-disadvantaged children which needs to be closed.
- Attendance at extra-curricular activities has improved since the school has funded places for disadvantaged children. However, this is still a challenge and therefore remains as one of our intended outcomes.

Externally Provided Programmes

Programme	Provider
Star Reader Assessments	https://www.renaissance.com/products/accelerated-reader/
Star Maths Assessments	https://www.renaissance.com/products/accelerated-reader/
New Group Reading Test (NGRT)	https://www.gl-assessment.co.uk/
Progress Test English (PTE)	https://www.gl-assessment.co.uk/
Progress Test Maths (PTM)	https://www.gl-assessment.co.uk/
WellComm	https://www.gl-assessment.co.uk/products/wellcomm/
Rapid (dyslexia screener)	https://www.gl-assessment.co.uk/products/rapid/
Sonar Tracker	https://sonar.junipereducation.org
Essential Letters and Sounds	https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/

NCETM Prioitisation Materials	https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/
Infinity+	https://whiteroseeducation.com/infinity-plus
Mastering Number at KS2	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/
Hamish and Milo Wellbeing Programme	https://hamishandmilo.org/
ELSA Training	https://www.elsanetwork.org
Drawing and Talking Training	https://drawingandtalking.com/
Communication Champion Training	http://bedslutonchildrenshealth.nhs.uk/services/bedfordshire-and-luton-childrens-speech-and-language-therapy-service/speech-and-language-training-and-workshops/bedford-borough-communication-champion-course/
Outdoor Play and Learning (OPAL) Programme	https://outdoorplayandlearning.org.uk/the-opal-primary-programme/
Therapeutic Thinking Training	https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/advice.page?id=63hDz9tj750
Emotion Coaching Training and Attachment Awareness Training	https://www.centralbedfordshire.gov.uk/info/320/virtual-school/1771/understanding-trauma-and-adverse-childhood-experiences/7
Managing Emotional Regulation Training	https://www.elft.nhs.uk/services/camhs-south-bedfordshire-and-luton