St Mary's Catholic Infant School Pupil Premium Strategy

Summary information					
School	St Mary's Catholic Infant School				
Academic Year	2026-2027			**Total number of pupils**	204
Proportion (%) of pupils eligible pupils/ Proportion of pupils eligible for pupil premium (%)	15.6%	**Date this statement was published**	October 2026	**Date on which it will be reviewed**	September 2027
Statement authorised by		**Pupil Premium lead**	Victoria Mitchell	**Governor / Trustee lead**	Neil Farmer

Funding Overview	
Detail	**Amount**
Pupil premium funding allocation this academic year	£48,480
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	**£49,600**

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 approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel. To ensure they are effective we will:

- Build deep, transferable oral language and vocabulary knowledge so disadvantaged pupils better access the full curriculum and can confidently communicate, meet phonics and reading expectations and demonstrate improved writing outcomes.
- Strengthen parental engagement so families, including newly arrived and linguistically diverse families living in temporary accommodation, can support their children's learning at home.
- Secure inclusive classroom practice so pupils with SEND and those in temporary accommodation are fully supported academically, socially and emotionally.

How this strategy works towards those objectives

- Prioritises evidence-based approaches from the DfE Menu of Approaches: High-quality teaching and CPD focused on oracy, language and pedagogy; targeted small-group and individual tuition and structured early years language interventions; wider strategies to support attendance, parental engagement, breakfast provision and social/emotional needs.
- Aligns resources to the areas of greatest need identified from school data: high EAL (88%), significant SEND (26%), 17% PPG, low attainment on entry to Nursery/Reception and barriers in home learning (temporary accommodation, limited space, new-to-country families).
- Uses implementation and assessment cycles: Assess, Plan, Do, Review; triangulate teacher assessment, phonics checks and formative language assessment to ensure impact.
- Builds staff capacity through focused CPD, coaching and structured peer learning to sustain whole-school change.

Key principles of the strategy

- Evidence-led: choose interventions and approaches with robust research support (primarily Education Endowment Foundation (EEF) evidence and related high-quality sources).
- Early, targeted action: prioritise early years language and communication approaches and timely small-group tuition for pupils falling behind.
- Inclusion-first: adapt provision as required for SEND pupils
- Family partnership: use low-cost, high-impact parental engagement approaches and bespoke support for parents who are new to the country or living in temporary accommodation.
- Faith and values alignment: maintain our Catholic ethos (Love, Respect, Peace, Faith, Independence, Collaboration, Aspirational, Resilience) and Catholic Social Teaching principles in delivery and communication.

Challenges Section *This details the key challenges to achievement that we have identified among our disadvantaged pupils*

Challenge	Detail of challenge
1	**Vocabulary depth and breadth,** many pupils (particularly disadvantaged and those with EAL) have limited breadth and depth of vocabulary which constrains reading comprehension, writing and curriculum access.
2	**Very high proportion of pupils with EAL (88%) and families new to the country,** teachers need approaches and to adapt whole-class teaching and targeted support for learners at different stages of English acquisition.
3	**Low attainment on entry to Nursery and Reception,** a significant proportion arrive below expected communication and readiness levels (affects early phonics and later literacy).
4	**Home Learning Environment constraints,** temporary accommodation, lack of space, limited ownership of books, no library membership, and differing parental familiarity with UK teaching approaches reduce effective home support for learning.
5	**Disadvantaged pupils' writing attainment lags behind peers,** PPG writing 53.8% vs whole-cohort 62% (Year 2), indicating a specific gap in writing outcomes that requires targeted action.
6	**Complex social and emotional / practical barriers** (stability, wellbeing) associated with temporary accommodation and new arrival status which reduce sustained learning engagement.

Intended Outcomes Section *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**
Pupils (including disadvantaged/EAL) demonstrate stronger oral language and wider vocabulary across Nursery → Year 2.	Measured by baseline and end-of-year language/vocabulary assessments in Nursery (Little links): average vocabulary growth for disadvantaged pupils of at least +6 months impact-equivalent within a year; classroom observation shows consistent oracy routines (Scribble It, Drawing Club, Curious Quests) used in lessons. Evidence source: EEF oral language interventions. EEF — Oral language interventions
Teachers have high confidence and consistent practice to support pupils and embed oracy across curriculum.	100% of teaching staff complete focused CPD; monitoring shows agreed strategies (visual scaffolds, explicit vocabulary, modelling grammar) used in 90% of lesson sequences.
Children enter Reception with improved communication readiness (closing entry gap).	Early years baseline for new intakes shows a reduction in the proportion below age-expected communication levels by 10 percentage points within 12 months; GLD at end of Reception maintained/improved (current GLD 71.2%). Evidence: EEF Early Years Communication & Language approaches and NELI trial evidence. EEF — Communication and language (Early Years)
Disadvantaged pupils (PPG) increase attainment in writing to match or exceed national expectations for similar cohorts.	Year 2 PPG writing increases from 53.8% to at least match cohort 62% within academic year and the gap reduces by at least 8 percentage points; quality of written vocabulary, sentence structure and stamina improves as seen in book scrutiny and moderation. Evidence: EEF guidance on language, early literacy and targeted small-group work. EEF — Oral language interventions, EEF — Small group tuition

Activity in This Academic Year - Budgeted Costs £25,000		
Teaching - *High-Quality Teaching — CPD, curriculum, recruitment & retention*		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Whole-school Oracy & Vocabulary development: implement a sequenced progression from Nursery → Year 2 that includes daily structured talk routines (Scribble It, Drawing Club, Curious Quests), explicit vocabulary instruction linked to current curriculum topics, planned word teaching and classroom displays.	EEF finds oral language interventions have high impact (+6 months) and are especially effective when integrated with curriculum and delivered consistently; EEF guidance stresses PD for successful implementation. EEF — Oral language interventions, EEF — What does the evidence base tell us about effective oral language practice?	1, 3, 5
Early Years Communication and Language CPD: train Nursery and Reception staff in high-quality interactions, use of assessment tools *(Little Link),* and targeted small-group language activities; set timetable for focused small-group language teaching *(including NELI-style elements for eligible pupils).*	EEF Early Years evidence: communication & language approaches show very high impact (+7 months) and targeted programmes such as NELI deliver measurable gains when implemented by trained staff. EEF — Early Years / Communication and language approaches	3, 1

Strengthen phonics consistency (Years 2): maintain high-quality daily phonics delivery with fidelity checks, CPD and coaching cycles; ensure rapid keep-up for pupils who struggle with reading fluency (align with oracy/vocabulary work for comprehension).	EEF guidance on early literacy and phonics as part of communication/literacy approaches; phonics programmes are effective when consistently delivered and supported by targeted interventions. EEF — Early literacy & communication (Early Years hub)	3, 5
Coaching and pedagogical consistency: create a coaching programme and peer-observation cycle linked to oracy/vocabulary and inclusion goals; middle leaders supported to use data and lesson study.	Implementation research emphasises PD + coaching for consistent practice and increased teacher effectiveness; EEF recommends using implementation guidance and coaching to avoid superficial adoption. [EEF — Oral language interventions; EEF guidance reports] (see oral language and parental engagement pages)	2, 3

Targeted Academic Support - Budgeted Costs £22,000		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Small-group language sessions for pupils below age-expected vocabulary/communication levels, delivered by trained TAs or teachers. Sessions focus on vocabulary in context, story conversations, retelling and sentence-building.	EEF: small group tuition shows average impact of +4 months; oral language interventions have high impact (+6 months). Combining small-group tuition with oral language approaches addresses vocabulary gaps efficiently. EEF — Small group tuition, EEF — Oral language interventions	1, 3, 5
Reception-targeted NELI-style intervention for identified pupils (structured, evidence-based language programme delivered by trained staff).	EEF highlights Nuffield Early Language Intervention (NELI) as effective in Reception with impacts ~4 months (and larger effects for disadvantaged groups in some trials). EEF — Early Years / reference to NELI	3, 1
Reading and writing small groups (focused on vocabulary-in-use and sentence-level composition for Year 1–2 PPG pupils)	EEF: small group tuition in reading/writing shows positive effects, especially when sessions are frequent and explicitly targeted. EEF — Small group tuition	5, 1
Structured early reading keep-up for pupils not fluent after phonics teaching: short, daily catch-up sessions (1:1 / 1:2) prioritised for disadvantaged pupils.	EEF teaching toolkit and early literacy guidance emphasise the importance of rapid, targeted catch-up for pupils who have not mastered phonics and early reading. EEF — Early literacy / Phonics (Early Years hub)	3, 5
Deploy TAs strategically (training + scripted resources): TAs trained to deliver evidence-based oral language and literacy small groups and to support pupils.	EEF guidance on deployment of teaching assistants: trained TAs can support targeted interventions; pairing training with defined roles increases impact. EEF — Guidance on Deployment of Teaching Assistants (via EEF guidance resources)	2, 1, 5

Wider Strategies - Budgeted Costs £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family literacy and oracy support programme in Nursery, tailored to new arrival families: provide translated materials, short in-school workshops, home-visits where appropriate, and book packs accompanied by scripted activities.	EEF guidance "Working with Parents to Support Children's Learning" recommends family literacy, scripted home activities and book-based programmes (PACT example) and highlights benefits when paired with clear guidance and low parent burden. EEF — Working with Parents (guidance report)	4, 2, 1
Parent communications & encouragement texts weekly, messages about what pupils are learning with short activity prompts (reading tips, talk prompts), plus attendance nudges and event reminders.	EEF evidence: targeted, personalised school communications (including text messages) have small positive impacts on attainment and attendance and increase parental engagement when linked to learning. EEF — Parental engagement / guidance report	4, 6

Implementation, Monitoring and Governance

- Implementation lead: Headteacher (PPG lead) supported by Deputy Head and Early Years lead and SENCo; Named governor for Pupil Premium to monitor impact.
- Monitoring: termly data reviews (phonics, reading, writing, attendance), half-termly pupil progress meetings with evidence from data, book scrutiny, learning walks focusing on oracy, and logs of parental engagement activity.
- Evaluation approach: use baseline → mid-year → end-of-year quantitative measures (phonics outcomes, teacher-assessed writing, language assessment) and qualitative feedback from families and staff; adapt provision where evidence of limited impact emerges.
- Budgeting principle: prioritise staff time for high-quality teaching; supplement with modest resource budgets for books.

Governance and reporting

- Termly Pupil Premium report to the governing body with progress against success criteria, evaluation of intervention impact.
- Annual review and updated strategy published on school website (DfE expectation) with data and measured impact narrative.

Part B Review of the previous academic Year

Pupil premium strategy outcomes *-This details the impact that our pupil premium activity had on pupils in the 2025 – 26 academic year.*

Year group	Subject	Pupils eligible for PP	All	Non PP
Reception	**Reading**	66.7%	72.7%	74.4%
	Writing	66.7%	70.0%	72.1%
	Maths	75%	76.3%	76.8%

Year 1	Reading	71.5%	77.8%	78.7%
	Writing	71.5%	70.4%	70.2%
	Maths	71.5%	77.8%	78.7%
Year 2	Reading	76.9%	70.7%	68.9%
	Writing	53.8%	62%	64.9%
	Maths	61.5%	69%	69.4%

2025-2026 Outcomes		
Challenge	**Intended Outcomes**	**Success Criteria**
1	Improve literacy skills for pupils eligible for PP across EYFS, KS1	All pupils make expected progress and are supported with language development through 'oracy ', speech and language and social skills and nurture groups. (% of children achieving a Good Level of Development to increase)
2	Increased participation in extra-curricular clubs, particularly homework clubs	All children have access to an after-school club (analysis of clubs to show increased % of PP children attending a club)
3	Increased PP family engagement with learning	Increase the % of parents attending: Curriculum information meetings, progress meetings and workshops. Parents to be more aware of the partnership that needs to be in place to bring about academic success, and helped develop knowledge and skills where needed.
4	Increased opportunities for children to have access to adult support and targeted interventions	Half termly, time bonded, targeted inventions monitored, analysed and adapted at pupil progress meetings.