



Pupil premium strategy statement 2026-2029

School overview

Detail	Data
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	13% 28 (excluding 2 service children)
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)	2024/2025 to 2026/2027
Date this statement was published	05.03.2026
Date on which it will be reviewed	05.03.2027
Statement authorised by	Mr D O'Connor
Pupil premium lead	Mrs Karen Driver
Governor lead	Tamsin Macdonald Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390
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
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,390

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, we have high aspirations and ambitions for our children through our curriculum we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to be the best they can. Through our faith in Jesus, we endeavour to treat all children as individuals, with their own strengths and areas to develop. As a result, many of the reasons listed below may not apply to children in receipt of the pupil premium grant, however, these are just some of the barriers to achievements these children may encounter:

- Low attendance
- Punctuality
- A special educational need – learning, speech and language, sensory etc.
- A behaviour, emotional or social need
- Outside challenges i.e. family break down or bereavement
- Financial issues which result in the family being unable to contribute full amounts to residential or school trips.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted activities and additional sessions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress to reach age related expectations as they move through the school.

Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on disadvantaged pupil's achievement.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the Pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

St Mary's Catholic Primary School is a one and a half form primary school near the centre of Bicester Town, within Cherwell District Council. Like most schools in the town, the demography is constantly changing as more houses are built and the town expands.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.

- For all disadvantaged pupils in school to make more than expected progress to reach Age Related Expectations at the end of Year 6.

Achieving these objectives the range of provision the Governing Body consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher/adult support focussed on overcoming gaps in learning
- 1-1 support
- Wellbeing and nurture groups led by qualified adult support
- Additional teaching and learning opportunities provided through external agencies

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations with additional support provided for:

- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning activities beyond what is done through class teaching daily.
- Help with paying/Pay for all activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children in Year 4 to learn a musical instrument and KS2 the opportunity to sing in a choir.
- Promote positive behaviour and nurture by updated Key Stage 1 and 2 reward schemes and in line with the school mission statement.
- Home School Link worker to provide support and services This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Recent information tells us there is a nationwide crisis of attendance in our country (DRB: Senior Leadership Briefing, 2024).</p> <p>Our attendance data shows that 36% of disadvantaged pupils have an attendance below the desired 95% compared to 10% as a whole school. Our assessments and observations indicate that absenteeism is negatively impacting disadvantage pupils' progress.</p>
2	<p>Assessment – Reading (KS1-KS2) 'pp' – Pupil Premium</p> <ul style="list-style-type: none"> • 6 PP children are Below in Reading • 11 PP children are Just At in Reading • 7 PP children are Securely At in Reading

	<ul style="list-style-type: none"> • 2 PP children are Greater Depth at Reading (4 PP including Service Children)
3	<p>Assessment – Writing (KS1-KS2)</p> <ul style="list-style-type: none"> • 12 PP children are Below in Writing • 8 PP children are Just At in Writing • 5 PP children are Securely At in Writing (7 PP including Service Children) • 1 PP children are Greater Depth in Writing
4	<p>Assessment – Mathematics (KS1-KS2)</p> <ul style="list-style-type: none"> • 6 PP children are Below in Mathematics • 9 PP children Just At in Mathematics • 8 PP children Securely At in Mathematics (9 PP including Service Children) • 3 PP children Greater Depth in Mathematics (4 PP including Service Children)
5	<p>Welfare & Mental Health</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues among our disadvantaged pupils.</p> <p>Teacher referrals for support remain relatively high. 7% of PP pupils have been identified for Early Help Support via Strength & Needs assessment, including support from our HSLW consultant.</p> <p>For those families who require further support, external agencies such as the Local, Community Support Service and/or Social Care agencies are requested. These agencies provide a multi-disciplinary approach to support families in times of need.</p>
6	<p>Behaviour</p> <p>Our assessments, observation and discussions with pupils, staff and families identify improvements in low level behaviours. Our Trackit software tells us that our PP children have logged 4821 PP positive behaviours which is broadly in line with non- PP pupils.</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
1. To achieve and sustain improved attendance, in line or above national average, for all pupils, particularly are disadvantaged pupils.	<ul style="list-style-type: none"> • All disadvantaged pupils to sustain an attendance percentage of 95% or above.
2-4. Pupils to achieve the national expectations in progress and attainment in Reading and Writing at KS1 and KS2.	<ul style="list-style-type: none"> • Achieve at or above national average progress and attainment scores in Reading and Writing across KS1 and KS2.
5-6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • For all families, including those disadvantage pupils to be offered early help support where required, and where necessary external advice sourced.
(i) Children to have access to wider opportunities.	

	<ul style="list-style-type: none"> • For all pupils, including those disadvantaged to have access to pastoral support. This may include 1:1 or group interventions, lead by external or internal support. • For all pupils, including those disadvantaged to take part in enriching experiences such as: <ul style="list-style-type: none"> - Music lessons - Afterschool Provision - Residential Experiences - School trips - Extra-curricular activities - MAC events - School Radio
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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: £ 20,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link Worker [HSLW] Training £12,130	Staff training to develop understanding of behaviours including Positive and Adverse Child Experiences (PACES) and strategies to support.	1, 5, 6
<i>Catholic Primary Partnership</i> £2,500	CPDF is provided for governors, headteachers, senior leaders, middle leaders, SENCOs, HLTAs, TAs, administrative staff, bursars and school business managers via both face-to-face sessions in centrally located venues or via Zoom. We also offer support groups for leaders at various stages of their careers. https://www.bcpp.org.uk/wp-content/uploads/2024/04/cpdf2324-plan.pdf	1,2,3,4,5,6
TA and Teacher Interventions £5,998	Research indicates that one-to-one interventions can significantly accelerate pupil progress when they are targeted, structured and delivered by trained staff.	2,3,4

	Evidence from the Education Endowment Foundation suggests that well-implemented 1:1 tuition can lead to around five months of additional progress, particularly for pupils who have fallen behind in areas such as reading and mathematics, provided it complements rather than replaces high-quality classroom teaching.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Clear Sky Play Therapy</i> £5,586.00	<p>https://clear-sky.org.uk/</p> <p>Clear Sky Play Therapy provides tailored 1:1 sessions with pupils, to support their wellbeing and mental health.</p> <p>Oxfordshire data tells us that is a national crisis around waiting times for assessment withing CAMHS, with an average wait of 3.5 years, due to increasing referrals.</p>	5, 6
<i>Music Lessons</i> (i) <i>Strings</i> £1,600.00	To provide all children the opportunity to learn an instrument.	5,6
<i>Arch Reader</i> £1,400.00	<p>ARCh – a bespoke assisted reading and mentoring service for primary school children unique in Oxfordshire.</p> <p>https://archoxfordshire.org.uk/schools/</p>	2,3
<i>Educational Psychologist</i> £1680.00	<p>St Mary’s Catholic Primary School is part of Bicester Learning in Partnership (BLIP) of which encompasses a group of local primary and secondary schools, working together to improve provision for children with SEND.</p> <p>Within the partnership we fund an allocated number of days for an educational psychologist to complete assessments, individual work and solution circle sessions with pupils and staff.</p>	2,3,4

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

Budgeted cost: £ 8,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Home School Link Worker [HSLW]</i> <i>£As above</i></p>	<p>There has been an increase in the number of pupils and parents requesting support via a strength and needs. Oxfordshire data shows that 1463 Strength and Needs were carried out in 2022-2023, an increase from the previous year.</p> <p>The HSLW, works closely with the SENCO to provide support to families, including individual support as required.</p>	5, 6
<p><i>PAT Dog</i></p>	<p>HSLW brings into school her PAT Dog once per week to support the wellbeing of pupils as required.</p> <p><i>'When a PAT Dog visits a school, their presence can boost a young person's motivation and morale. Dogs are non-judgemental and great listeners - they don't interrupt or correct - so they aid confidence and concentration levels. PAT Dogs are also known to encourage positive social behaviours, enhance self-esteem and inspire young people to relax and have fun.'</i></p> <p>https://petsastherapy.org/images/uploads/documents/Read2Dogs_A5_Leaflet_1.pdf</p>	5,6
<p><i>Clear Sky Play Therapy</i> <i>£As above</i></p>	<p>https://clear-sky.org.uk/</p> <p>Clear Sky Play Therapy provides tailored 1:1 sessions with pupils, to support their wellbeing and mental health.</p> <p>Oxfordshire data tells us that is a national crisis around waiting times for assessment withing CAMHS, with an average wait of 3.5 years, due to increasing referrals.</p>	5, 6
<p><i>School Visits (including residential trips)</i> <i>£2260</i></p>	<p>Every year, Year 6 and Year 5 are given the opportunity to go on a residential trip.</p>	5,6
<p><i>Social skills groups</i> <i>£2000</i></p>	<p>SLT and SENCO monitoring has identified children who require additional support with social and emotional skills.</p> <p>Support from the Communication & Interaction Team.</p>	5, 6

<i>Lighthouse Radio</i> £4236	SENCO & Head Teacher train and carry live radio shows weekly. Children take part in broadcasting and interviewing members of the community. This supports children development of oracy skills.	5,6
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Total budgeted cost: £ 39,390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see reviewed strategy for 2024-2025.

Intended Outcome 1) To achieve and sustain improved attendance, in line or above national average, for all pupils, particularly are disadvantaged pupils.

Lateness improved over the course of the year from 2.5% Feb 2025 to 1.5% in July 2025.

Persistent absence improved year on year down from 14.2% Feb 2025 to 9.5% in July 2025.

Clear systems and processes in place to track and monitor attendance and this is having a positive impact. We are working closely with authorities on an individual basis where appropriate to improve school attendance.

We continue to develop our attendance monitoring protocols in line with *Working together to improve school attendance* guidance.

Intended Outcome 2) Pupils to achieve the national expectations in progress and attainment in Reading and Writing at KS1 and KS2.

We have analysed the performance of our school's disadvantaged pupils during the 2024-2025 academic year using key stage 1 and 2 performance data and our own internal assessments.

The table below shows outcomes for disadvantaged pupils (PP) meeting age related expectations in Summer Term 2025

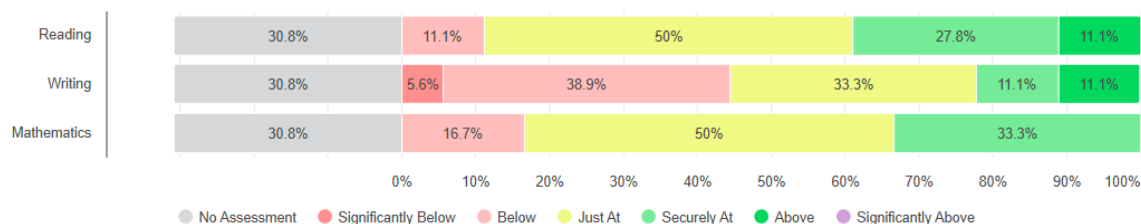
Just At or higher in all subjects

55.6% (10)

Above or higher in all subjects

0.0% (0)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Reading	30.8% (8)		11.1% (2)	50.0% (9)	27.8% (5)	11.1% (2)	
Writing	30.8% (8)	5.6% (1)	38.9% (7)	33.3% (6)	11.1% (2)	11.1% (2)	
Mathematics	30.8% (8)		16.7% (3)	50.0% (9)	33.3% (6)		



Intended Outcome 3) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

During the academic year, our initiatives have significantly benefitted our students' well-being and development. Specifically, four children received individual support from our Clear Sky Play Therapist through tailored one-to-one sessions, addressing their emotional and social needs. Additionally, we allocated funds to facilitate access to enriching experiences, including day trips, clubs, and residential visits.

Moreover, five children had the opportunity to participate in clarinet lessons within the school, enhancing their musical skills. To further support our students, we conducted four Strength and Needs Assessments, which were supported through a Team Around the Family and/or Social Care assistance.

Mrs Driver took part in the Science Together Project with the University of Oxford. A study was conducted to determine whether the radio could improve children's wellbeing through setting nature challenges. Initial findings prove positive.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
Pathways to Write	The Literacy Company
Science Together	University of Oxford