



Pupil premium strategy statement - St Mary's Catholic Primary School, Bognor Regis.

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	316
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2024/25; 2025/26; 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Peter Edgington
Pupil premium lead	Paula Lockwood
Governor / Trustee lead	Cathy Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,732
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,600
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>	£59,332

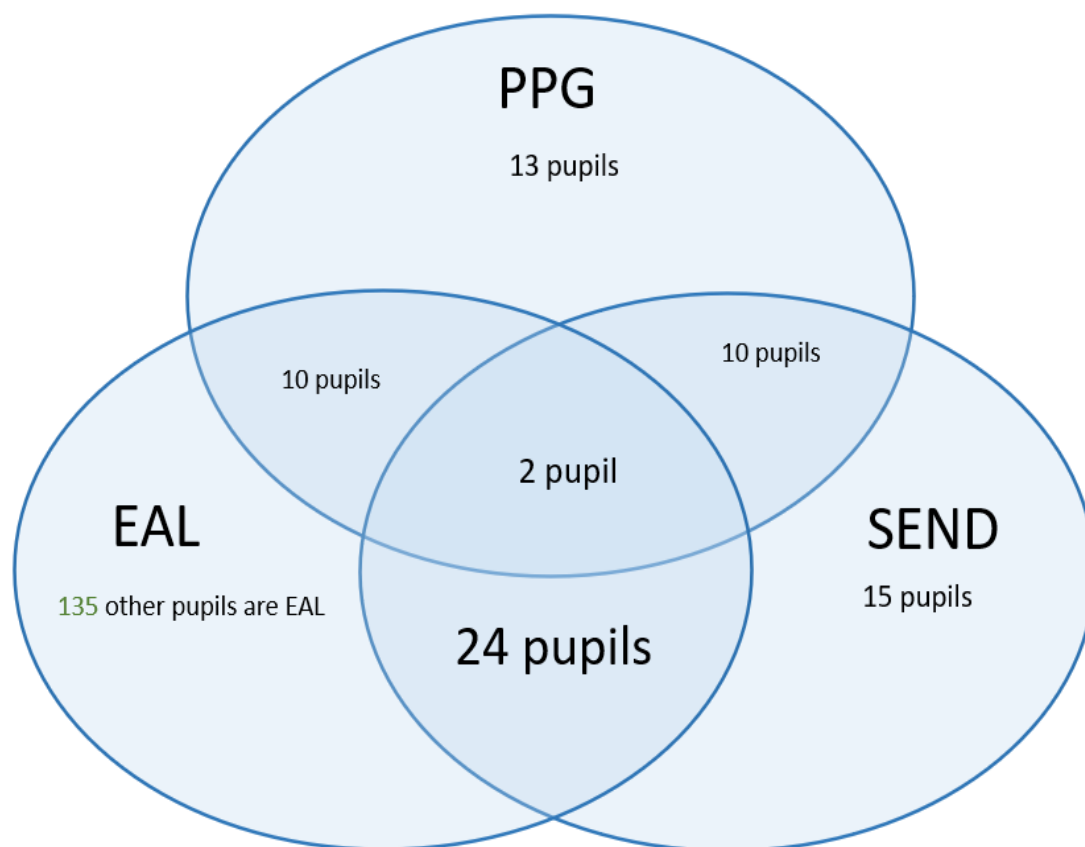
Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we use Pupil Premium to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. 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 and develop resilience in the face of challenges.

We also recognise that many children do not qualify for PPG but are in disadvantaged homes. These children are also targeted by school using inclusive groups. We are currently supporting 35 children. However, we serve an area of high deprivation and we believe that many more children are disadvantaged. We also receive £7232 of funding for children who were previously looked after.

As a school with 50% of children speaking English and an additional Language, many of our children have multiple layers for deprivation (see Venn Diagram, data collected October 25 census):



The main barriers to educational achievement which our disadvantaged children face are:

- Complex and varied emotional needs.
- Certain pupils do not have access to a language rich home environment that is needed to underpin confident speaking, listening, reading, writing and numeracy.
- Many parents of these children have busy home lives with financial constraints which affect the amount of quality time and resources they can make available to their children.

Currently the grant is being spent in the following ways:

- Providing support to enable High Quality First Teaching for all pupils.
- Providing PP children with small group and one-to-one quality focus teaching of Maths, Reading and Writing.
- Allocated Teacher Assistant support for specific individual children.
- Supporting PP children financially to go on school visits and residential opportunities.
- Provision of counselling, outdoor learning and play therapy to promote wellbeing and good mental health.

We will measure the impact of all these interventions this year by plotting progress against individual learning/developmental targets and the use of standardised tests. The academic results of all Key Stage 1 and KS2 pupils, including separate sections on PP children, are published annually by the Department for Education and are available to all parents. This information will be rigorously used to monitor our progress by diminishing the difference between Pupil Premium children and the remainder of the school. 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. We also recognise the importance of education recovery following the pandemic, and invest in bespoke support for children with social, emotional and mental health barriers. 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'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

Challenges

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

Challenge number	Detail of challenge
1	Differences in attainment in reading attainment (EYFS, PSC, KS1 and KS2)
2	Differences in attainment in Maths attainment (KS1,KS2)

3	Wellbeing and Inclusion: Need for social, emotional and therapeutic support exacerbated by the pandemic and local disadvantage
4	Attendance and Punctuality: PPG attendance is below that on non-PPG attendance which impacts outcomes.

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
High Quality First Teaching and additional targeted support in order for them to grow in skill and confidence in reading. This includes focus work on talk and increasing understanding and use of vocabulary.	The gap in reading attainment between PPG and non-PPG children will narrow year on year. The progress that PPG children make will be at least expected progress or better across each school year in order to narrow the gap.
High Quality First Teaching and additional targeted support in maths to enable children to grow in skill and confidence, be able to apply these skills and narrow the gap.	The gap in maths attainment between PPG and non-PPG children will narrow year on year. Progress will be at least expected or better across the school year in order to narrow the gap for those focus children.
Children who experience social, emotional and mental health needs will be prioritised for therapeutic interventions, including ELSA and Play Therapy.	SEMH barriers will be mitigated by targeted therapeutic support, improving behaviour for learning, relationships and attendance.
Parental engagement: To narrow and close the gap in attendance between PPG and non-PPG children.	PPG children will have the same attendance figures as non-PPG children in each term.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery Learning: Single year group approach in KS1	Mastery learning is a cost-effective approach (EEF Toolkit +5months)	2

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

Budgeted cost: £26,017

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oral language interventions to increase vocabulary to impact positively on reading.</i>	EEF very high impact for very low cost based on extensive research (EEF Toolkit +7months)	1
<i>Small group or one to one tuition to support reading and maths.</i>	EEF small group tuition has a moderate impact for low cost based on moderate evidence (+4 months)	1 and
<i>Maths and English taught in single age classes in KS1</i>	EEF low impact for very high cost based on very limited evidence (EEF +2 months) However, our current maths scheme follows a mastery approach which has a high impact for very low cost based on limited evidence (+5 months).	1 and 2

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

Budgeted cost: £30,315

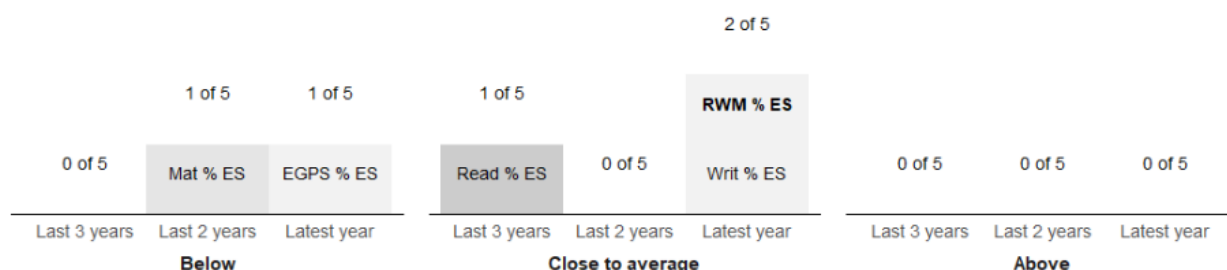
Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy and therapeutic interventions	Social and emotional learning (EEF +4 months) moderate impact for very low cost based on limited evidence.	3
<i>Access to after school clubs, uniform, school trips (day and residential), swimming lessons, music lessons, karate.</i> <i>Opportunities for parents to meet and work with our Family and Pupil Mentor to improve attendance, signpost to other organisations of support and to focus on EBSA mentoring.</i>	Parental Engagement (EEF + 4months) moderate impact for low cost based on extensive research. Metacognition and self-regulation (EEF +7 months) very high impact for very low cost based on extensive research.	3 and 4

Total budgeted cost: £59,332

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Source: IDSR Nov 2025:



This shows that in the latest year disadvantaged children were close to average attainment in Reading, Writing and Maths at the expected standard.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	23	35%	46%	Below (non-sig)	68%	-33	Not applicable	Not applicable
2025	7	43%	47%	Close to average (non-sig)	69%	-26	Narrowing	-
2024	8	25%	46%	Below (non-sig)	67%	-42	Widening	-
2023	8	38%	44%	Close to average (non-sig)	66%	-29	Not available	-

The gap trend is narrowing in 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
EYFS Reading	Boromi
Literacy Shed	EDSHED
White Rose	White Rose Education