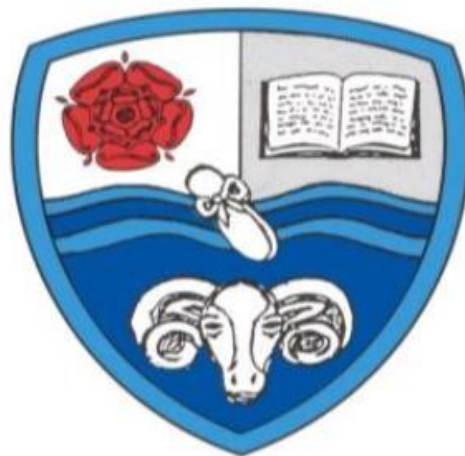




Loving, Learning,
Community.

St Mary's CE Primary School

Pupil Premium Strategy Statement

This statement details St Mary's CE Primary School's use of pupil premium for the 2026 to 2027 academic year 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.

St Mary's CE Primary School Overview

Detail	Data
School name	St Mary's CE Primary School, Rawtenstall
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	St Mary's Governing Body
Pupil premium lead	N Gurman
Governor lead	K Girling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,550
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	£60,550

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CE Primary School our vision is that all pupils should be provided with the opportunity to achieve their full potential academically, personally and socially.

Our overarching objective is to close the attainment gap between disadvantaged pupils and other pupils in the school. This will be achieved by ensuring all pupils receive high quality teaching and are provided with the most effective targeted support to achieve highly in all subjects and attend school on a daily basis.

Our pupil premium strategy works towards achieved these objectives by effectively spending the funding in the following 3 areas:

- First quality teaching for all pupils
- Effective targeted support
- Wider strategies

In order to effectively create and implement the Pupil Premium strategy St Mary's have made reference to the EEF Literacy, Numeracy, Metacognition and Pupil Premium research reports. Funding will be used to continue to enhance the skills of teaching staff and available resources. As a school we firmly believe that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students. With this in mind, our Pupil Premium strategy will strongly be rooted in professional development for all staff.

Over the duration of the 3 year pupil premium strategy as a school we also intend to involve all staff in EEF research projects commencing with 'Making the most for disadvantaged learners' to ensure we are implementing the latest educational research and development. This will then ensure as a school we can offer the most engaging and impactful learning environments and opportunities. We also regularly refer to the EEF report document – 'Putting evidence to work – a whole school guide to implementation.'

Challenges

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

Challenge number	Detail of challenge
1	Historically disadvantaged pupils do not achieve as highly as non-disadvantaged pupils in reading, writing and maths by the end of KS2.
2	Speech, language and communication skills are less well developed by disadvantaged pupils when starting school in our Reception class.
3	Some disadvantaged pupils do not attend school regularly and are categorised as persistent absentees.
4	There are barriers to learning for some disadvantaged pupils due to home and family circumstances. A challenge we face is ensuring that all families engage with early help offers with a multi-agency approach.

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 achieve as well as other pupils in reading, writing and maths by the end of KS2.	The attainment gap will have narrowed between disadvantaged pupils and other pupils at the end of KS2. Disadvantaged pupils will achieve in line with national expectations for reading, writing and maths by the end of KS2.
Disadvantaged pupils will be socially and emotionally healthy.	Identified pupils will demonstrate good social and emotional regulation in school. Behavioural issues and concerns will decrease and will occur on a regular basis.
Attendance for all pupil groups will be at least in line with national attendance rates; including the number of pupils who are categorised as persistent absentees.	Attendance rates for all pupil's groups will be at 96%. Persistent absences will be below the national average for all pupil groups.
Disadvantaged pupils will thrive in school due to identified families engaged with early help; this will be via a multi-agency approach.	Identified pupils will achieve their full potential academically, personally and socially. Identified pupils will attend school on a daily basis.

Activity in this academic year 2026-27

This details how we intend to spend our pupil premium (and recovery premium funding) for the academic year 2026 to 2027 to address the challenges listed above.

Teaching:

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development – (£8,000) • Instructional coaching for all staff during 2026-27 • Edtech and AI CPD Support • SEND Assistive technology project • Sustaining Mastery Maths Programme • EEF research and guidance papers • Links with National Research Schools linked to the EEF	Receiving instructional coaching has been shown to have much more of an impact on teachers' performance of specific classroom practices than teachers simply reflecting on what went well and what could be improved (Cohen et al., 2020). Deliberate practice helps teachers to overcome some of the frustrations of wanting to implement new strategies with their students but struggling to overcome their existing habits. Research by the EEF Professional Development reports states the use of mechanisms and goal setting for staff professional development; has the greatest impact on improving pupil outcomes. Edtech and AI support network: Research shows that when technology is used to supplement traditional teaching approaches, moderate learning gains with an average an additional 4 months progress can be achieved. EEF Mastery approach to learning: On average mastery approaches to learning can help pupils make an additional 5 months progress. EEF Metacognition and self-regulation: These strategies have high levels of impact with an average of an additional 7 months progress being made. EEF Improving Literacy report for KS1 and KS2 EEF Improving Mathematics report for KS1 and KS2	1 and 2
Digital technology resources - £8,000	Edtech and AI support network and DFE teacher toolkits. EEF Using Digital Technology to improve learning report Research shows that when technology is used to supplement traditional teaching approaches, moderate learning gains with an average an additional 4 months progress can be achieved.	1 and 2

Assessment - £6000 - Diagnostic assessment for Reading, Writing and Maths - Summative assessment termly - Daily formative assessment	EEF Mastery approach to learning : On average mastery approaches to learning can help pupils make an additional 5 months progress. EEF Metacognition and Self regulation: These strategies have high levels of impact with an average of an additional 7 months progress being made. EEF effective feedback: Feedback studies show a high level of impact when implemented consistently and effectively. Research shows formative feedback can on average help pupils make an additional 8 months progress. EEF Improving Literacy report for KS1 and KS2 EEF Improving Mathematics report for KS1 and KS2 EEF Teacher Feedback to Improve Pupil Learning	1 and 2

Targeted academic support:, one-to-one support structured interventions

Budgeted cost: £24,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teacher and SEND support packages provided by Acorn Psychology - £6550	Overall evidence shows that small group tuition is effective when taught in small groups which are no higher than a ratio of 1:3. Effective tuition can on average help pupils make an additional 4 months of progress.	1
Small group and 1:1 intervention programmes - £2000 Examples include IDL, Fast Track Phonics and Fast Forward Grammar	EEF Effective use of Teaching Assistants: Research shows that teaching assistants can have a positive impact on academic achievement when used to support individual and small groups of pupils. On average this can help pupils make an additional 1 months progress.	1 and 2
Teaching Assistant support in lessons and external intervention programmes across school - £16,000	EEF Effective use of Teaching Assistants: Research shows that teaching assistants can have a positive impact on academic achievement when used to support individual and small groups of pupils. On average this can help pupils make an additional 1 months progress.	1 and 2

Wider strategies

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily breakfast club accessible for all pupils - £7000	EEF Social and Emotional Report Guidance: On average SEL interventions have a valuable impact on attitudes to learning and social relationships in school. On average they can help pupils make an additional 4 months progress. EEF Effective use of Pupil Premium funding	3 and 4
Special Educational Needs support - £7000 Payments for specialist teachers, educational psychologists	EEF Special Educational Needs in mainstream schools EEF Small group tuition: Overall evidence shows that small group tuition is effective when taught in small groups which are no higher than a ratio of 1:3. Effective tuition can on average help pupils make an additional 4 months of progress.	1, 3 and 4

Total budgeted cost: £ 60,550

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

During the academic year we used a variety of external assessments to measure performance at the end the EYFS, KS1 and Key Stage 2 which have been included below:

EYFS – Good Level of Development 2026

Pupils	Number of pupils	GLD
All pupils	20	65 %
Pupil Premium	5	20%

Year 1 Phonics Screening Check 2026

Pupils	Number of pupils	Pass rate
All pupils	29	86.2%
Pupil Premium	7	71.4%

Year 4 Multiplication Check 2026

Pupils	Number of pupils	Average score	Pupils who scored 25/25 (%)
All pupils	23	21.8	52.2%
Pupil Premium	6	16	16.7%

Key Stage 2 Assessments 2026

Pupils	Number of pupils	Reading	Writing	Maths	GPS	RWM combined
All pupils	30	EXS+ 73.3%	EXS+ 77%	EXS+ 67%	EXS+ 70%	EXS+ 60%
Pupil Premium	9	EXS+ 56%	EXS+ 67%	EXS+ 56%	EXS+ 67%	EXS+ 44.4%
National 2026	-	75%	73%	75%	74%	63%

Externally provided programmes

Programme	Provider
Learning By Questions	Learning by Questions
Timestable Rockstars	Maths Circle Ltd
Fast Track Phonics	Lancashire County Council
Fast Forward Grammar	Lancashire County Council
CPOMS	CPOMS
Bug Club SSP programme	Pearson
Maths No Problem	Maths No Problem