

St Mary's Priory Infant and Junior Schools

Pupil premium strategy statement



This statement details our school's use of pupil premium (for the 2025 to 2026 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.

School overview

Detail	Data
School name	St Mary's Priory Infant and Junior Schools
Number of pupils in school	Infants: 94 Juniors: 138
Proportion (%) of pupil premium eligible pupils	Infants: 25% Juniors: 37%
Academic year/years that our current pupil premium strategy plan covers	2025.26
Date this statement was published	Sept 25
Date on which it will be reviewed	Sept 26
Statement authorised by	Jane Ronan
Pupil premium lead	Claire Reynolds
Governor / Trustee lead	Martha Hawting Angela McNicholas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infant School - £21,210 Junior School - £92,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Infant School - £21,210 Junior School - £92,415 Total: 113,625

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Priory Infant and Junior Schools we are committed to ensuring that each individual pupil receives the very best education, allowing them to reach their full potential academically and socially.

This belief is reflected in our school mission:

"At St. Mary's Priory Catholic Infant and Junior Schools we strive to develop a happy, caring, healthy and secure learning environment. We seek to understand, celebrate and enhance the diversity of our community. In this calling we are encouraged by Christ as our centre and Mary as our mother."

Our Mission is:

- To love one another
- To do our best always
- To take care of ourselves and the world God has given us

Our ethos and learning culture ensures that we have the highest expectations and that we continually strive to ensure that no pupil is left behind.

When deciding how to spend the pupil premium grant, we ensure that the best available research underpins our decisions. By using the Education Endowment Foundation Toolkit, we ensure that money is directed using effective, well-researched interventions and strategies.

In addition, we structure the provision based on the [DfE's guidance](#) on how the grant should be spent. This gives us the widest possible benefit to the children in receipt of the grant and is spread thus:

1. Teaching

Investing in high-quality teaching, for example:

- *training and professional development for teachers*
- *support for teaching & learning resources*
- *recruitment and retention*
- *support for teachers early in their careers*

2. Targeted Academic Support

Additional support for some pupils focussed on their specific needs, for example:

- *one-to-one tuition*
- *small group tuition*
- *speech and language therapy*

3. Wider Approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- *school breakfast clubs*
- *counselling to support emotional health and wellbeing*
- *help with the cost of educational trips or visits*

In short, we use this guidance and research to ensure that the grant is used to be able to have quality provision in place that benefits all children in receipt of the grant.

Driving principles, include:

- A high profile is given to Disadvantaged Pupils
- All staff are accountable for the progress of Disadvantaged children
- The progress and attainment of all Disadvantaged pupils is carefully tracked and analysed. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our funding priorities fall into the following areas:

- Improved Pupil Feedback: personalised feedback for progress
- Language support and development in EYFS/KS1
- Social and Emotional Support: ensuring that children are ready to learn, free from distraction
- Enrichment within and beyond the curriculum: trips, residential, sport, arts
- Catch-up Interventions for reading, writing and maths
- Learning and the Curriculum: improving curriculum resources to appeal to the hard to reach
- Support for Parents and Families: after school club, breakfast club, enrichment clubs, support with uniforms

Challenges

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

Challenge number	Detail of challenge
1	Adaptation of learning for children below the Expected Standard
2	Maths- number sense and rapid recall
3	Communication and Language & Early Language Acquisition
4	Mental Health & Wellbeing
5	Writing

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
Lessons are adapted to suit the needs of all pupils	All children can access the learning Lessons are pitched to suit all learners
Maths fluency increases	Pupils' 'rapid recall' of number facts improves, leading to an overall increase of those at the expected standard in maths.

Children's language & understanding is supported and developed quickly to enable them to fully access the curriculum	Pupils reach a good level of development by the end of EYFS
Pupils are regulated and have a good capacity to enjoy school life and beyond; their personal development is strong	Pupils achieve well day-to-day and are happy to work hard at SMP
Transcription is improved	Cursive handwriting is seen throughout the school

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.

Infant School - £21,210

Junior School - £92,415

Total: £113,625

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to support adaptation of lessons	EEF – Small Group Tuition (Moderate Impact, Moderate Cost, Impact: +4 months)	1
Maths CPD	EEF – Small Group Tuition (Moderate Impact, Moderate Cost, Impact: +4 months)	2
Writing CPD	EEF – Oral Language and Writing Interventions (Very High Impact, Very Low Cost, Impact: +6 months)	5
Communication and Language CPD	EEF – Oral Language Interventions (Very High Impact, Very Low Cost, Impact: +6 months)	3

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

Budgeted cost: 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Language Support	EEF – Oral Language Interventions (Very High Impact, Very Low Cost, Impact: +6 months)	2, 1
Maths boosters	EEF – Small Group Tuition (Moderate Impact, Moderate Cost, Impact: +4 months)	2

Phonics 'Keep Up' One to One	EEF – One to One Tuition (High Impact, Moderate Cost, Impact: +5 months)	1
Phonics Rapid Catch Up Year 2+	EEF – Phonics (High Impact, Very Low Cost, Impact: +5 months)	1
Phonics Rapid Catch Up KS2	EEF – Phonics (High Impact, Very Low Cost, Impact: +5 months)	1
Reading Interventions KS2	EEF – Small Group Tuition (Moderate Impact, Moderate Cost, Impact: +4 months)	1
Introduction of LetterJoin Years 1-6		5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Attendance- EWO Haringey	High attendance and punctuality is the bedrock for all progress and achievement in school	All
Mental Health & Wellbeing Support- Art Therapist	EEF – Social & Emotional Learning (Moderate Impact, Low Cost, Impact: +4 months)	4
Mentoring & Behaviour	EEF – Behaviour (Moderate Impact, Low Cost, Impact: +4 months)	4

Total budgeted cost: £113,625

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 2024 to 2025 academic year.

Since our investment in attendance over the last few years, we have seen our attendance figures stay consistently above national levels. Our 'persistent absence' has decreased and is far below national levels.

Attendance figures for 2024.25 academic year:

Infants	Juniors	
Attendance	Attendance	National Attendance
94.3%	95.9%	93.2%
Persistent Absentees	Persistent Absence	National PA (YTD)
14.2%	7.6%	18.4%
Whole school PA: 9.9%		

KS2

	Disadva	Not Disadva
Reading EXS	16	32
Reading GDS	69%	78%
Writing EXS	75%	84%
Writing GDS	0%	13%
Maths EXS	81%	81%
Maths GDS	13%	38%

Phonics

3.2.4 Pupil Groups	All	Disadva	Not Disadva
Number of pupils	31	7	24
School Phonics WA	74%	57%	79%
Haringey WA	83%	73%	86%
London WA	82%	73%	85%
National WA	80%	67%	84%

GLD

4.2.4 Pupil Groups	All	Disad	Not Disad
Number of pupils	24	6	18
St. Mary's RC	67%	67%	67%
Haringey	74%	60%	76%
London	71%	59%	74%
National Provisional	68%	51%	72%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)- N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a