



Welcome to



St. Mary's

St Mary's

Church of England Primary School, Kirkby Lonsdale

Pupil Premium Strategy 2026 – 2027

Nurturing creative thinkers....

Honesty • Trust • Respect • Perseverance • Responsibility

Pupil premium strategy statement: 1. Summary information

School	St Mary's CE Primary School, Kirkby Lonsdale	Academic year	2026–27	Total PP budget	£20,880
Total number of pupils	213	Number of pupils eligible for PP	12 (8 Expanded, 4 Targeted Support)	Funding per eligible pupil	£1,740
Date of most recent PP review	September 2026	Date for next internal review of this strategy	September 2027	Share of school eligible	5.6% (12 of 213)

Priorities for 2026–27

1. Develop targeted support to improve reading opportunities and try new strategies of support in reading.
2. Develop consistent and progressive intervention and teaching in number fluency.
3. Improve Strong Foundations: secure accurate, fluent reading, spelling, handwriting and number facts, closing gaps quickly.

2 & 3. Current attainment

Measure	2025/26	2024/25	Change (percentage points)	Comment
Reading				
Achieved expected standard	72.7%	80.0%	-7.3	27.3% did not reach the expected standard (20.0% last year)
Achieved greater depth	27.3%	43.3%	-16.0	
Average scaled score	106.27	107.50	-1.23	
Writing and grammar, punctuation and spelling (GPS)				
Working at expected standard (writing)	84.8%	86.7%	-1.9	15.2% working towards (13.3% last year)
Greater depth (writing)	9.1%	6.7%	+2.4	
Achieved expected standard (GPS)	69.7%	83.3%	-13.6	30.3% did not reach expected standard (16.7% last year)
Average scaled score (GPS)	103.33	105.13	-1.80	
Maths and combined (from the previous data slide)				
Achieved expected standard (maths)	78.8%	83.3%	-4.5	
Achieved greater depth (maths)	15.2%	30.0%	-14.8	
Expected standard in reading, writing and maths	66.7%	70.0%	-3.3	
Greater depth in reading, writing and maths	9.1%	6.7%	+2.4	
Multiplication tables check (Year 4)				
Mean average score (out of 25)	23.53	22.55	+0.98	Arbor national percentile: 84
Pupils who scored 25 out of 25	50.0%	32.3%	+17.7	Arbor national percentile: 64

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Limited reading fluency, accuracy and vocabulary for some pupils, and fewer opportunities to read regularly with an adult and for pleasure.
B.	Gaps in fluent recall of number facts and times tables, which then affect calculation, fractions and problem solving.
C.	Gaps in strong foundations: accurate word reading, spelling, handwriting and early number knowledge that are not always picked up and closed quickly.
D.	Low self-confidence and engagement in learning for some pupils.

External barriers

E.	Fewer opportunities to read and practise number facts at home, and lower levels of parental support and engagement for some families.
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5. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria (proposed – amend as needed)
A.	Targeted support improves reading opportunities, and new strategies of support in reading are trialled and evaluated. Measured by termly reading assessments, fluency checks and reading ages; pupil progress meetings.	• Every eligible pupil who needs it reads with an adult several times a week. • New strategies (e.g. echo reading, fluency and prosody work, more challenging shared texts) are in place and reviewed each term. • KS2 reading at the expected standard returns to at least 80%. • PP pupils make progress at least in line with non-PP pupils.
B.	Consistent and progressive teaching and intervention in number fluency across all year groups. Measured by termly number fact and times table checks, multiplication check results, and maths assessments.	• Multiplication check mean score stays at or above 23.5 out of 25 and at least 50% score full marks. • Pupils eligible for PP are secure in the number facts and tables expected for their year group. • A whole-school number fluency progression is agreed and used consistently.
C.	Strong Foundations: accurate, fluent word reading, spelling, handwriting and number facts are secured for all pupils, with gaps identified and closed quickly. Measured by baseline checks each term, phonics, spelling and handwriting monitoring, and pupil progress meetings.	• Gaps are identified within a half term of pupils joining a year group or falling behind. • KS2 GPS and maths at the expected standard return to at least their 2024/25 levels (83%). • Staff apply a consistent approach to correcting errors and supporting pupils at the earlier stages of learning.
D.	Pupils and families are more confident and engaged in learning. Measured by pupil voice, attendance, and take-up of family sessions and support.	• Pupils report greater confidence in reading and maths. • Attendance of eligible pupils is in line with other pupils. • Families take up reading and number fact support, and eligible pupils have books to read at home.

6. Planned expenditure, academic year 2026–27

i. Quality of teaching for all – £7,500

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Strong Foundations: gaps are identified and closed quickly	Staff training and release time to secure a consistent approach to word reading, spelling, handwriting and number facts; resources to support teaching.	EEF: phonics (+5 months) and high-quality teaching for all are the most effective ways to reduce gaps. Inspection focus on accurate, fluent reading, spelling, handwriting and maths.	Baseline checks each term; staff meeting time to agree common approaches; monitoring through book looks and drop-ins.	Head / English and maths leads	Half termly; Head review July 2027	£3,000
New strategies of support in reading	Training for all staff in fluent reading strategies (e.g. echo reading, modelling accuracy, prosody and rate); more challenging shared texts and reading-for-pleasure resources.	EEF: reading comprehension strategies (+6 months); oral language (+6 months). Fluency practice with modelling and guided repetition supports pupils who struggle. Engage with Echo Reading programme.	Staff training followed by coaching; reading observed in lessons; leaders review the impact of each new strategy each term.	English lead	Termly; Head review July 2027	£2,500
Consistent and progressive number fluency	Whole-school progression for number facts and times tables; resources, training and subscriptions that support daily practice.	Fluent recall of number facts frees up working memory for calculation and fractions. 2025/26 multiplication check results show the approach can work.	Staff training; progression map agreed; termly fluency checks; maths lead monitors. Improved Number Sense provision throughout Nursery to Ks2	Maths lead	Termly; Head review July 2027	£2,000

ii. Targeted support – £9,100

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Targeted support improves reading opportunities	Daily or several-times-weekly reading sessions with a TA for eligible pupils who need them (echo reading, 1:1 and small group), using new strategies and a clear start and end point.	EEF: small group tuition (+4 months); TA-led structured interventions (+4 months); one-to-one tuition (+5 months). Short, regular sessions linked to classroom teaching are most effective.	TA training; clear session structure; pre- and post-intervention checks; regular review of who needs which support.	English lead / SENDCo	Half termly; Head review July 2027	£2,800
Number fluency intervention	Targeted fluency groups and 1:1 for eligible pupils, with short daily practice on number bonds and times tables matched to the year group progression.	Targeted catch-up on number facts reduces the gap between PP and non-PP pupils. Short, frequent sessions give the best impact.	Interventions planned by class teachers with the maths lead; termly fluency checks; groups adjusted termly.	Maths lead	Half termly; Head review July 2027	£2,800
Language and vocabulary in the early years and KS1	Speech and language support, vocabulary work and talk-based activities in EYFS and KS1 for eligible pupils.	EEF: oral language interventions (+6 months). Early language is the foundation for reading and writing.	Trained TAs; programmes monitored by EYFS lead; progress reviewed termly.	EYFS / SENDCo	Termly	£3,500

iii. Wider strategies – £4,280

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Confidence, wellbeing and readiness to learn	Counselling and emotional support for pupils who need it.	EEF: social and emotional learning (+4 months). Pupils who feel secure are better able to learn.	Regular liaison with families; termly review of pupils' needs. ELSA Support Ks1 and Ks2	SENDCo / Head	Termly	£2,000
Access to enrichment	Support with trips, clubs and residential experiences so that eligible pupils take part in the full range of school activities.	Enrichment builds confidence, vocabulary and a wider experience of the world.	Check participation of eligible pupils each term.	Head	Termly	£1,500
Parents are more equipped to support learning	Reading and number fact sessions for families; books and practice materials to take home.	EEF: parental engagement (+4 months).	Invitations and follow-up; track attendance and take-up.	English / maths leads	Termly	£780
TOTAL PLANNED EXPENDITURE						£20,880

7. Review of expenditure

Previous academic year 2025–26. Funding: £20,720

The 2025/26 strategy was not available when this draft was prepared, so the “chosen action” and “estimated impact” columns are prompts. Evidence from the attainment data is added where it is relevant.

Desired outcome	Chosen action / approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue)	Cost
1. TA provision to provide intervention and 1:1 tutoring	TA time for daily and weekly intervention in reading, writing and maths, plus 1:1 tutoring for pupils with the biggest gaps. This was the largest area of spend.	Judgement: partly met Writing: 84.8% working at the expected standard (86.7% in 2024/25) and greater depth up to 9.1% (6.7%). This is above the 80% aim. Reading: expected standard fell to 72.7% (80.0%) and greater depth to 27.3% (43.3%). GPS fell to 69.7% (83.3%) and maths to 78.8% (83.3%). Reading, writing and maths combined: 66.7% (70.0%).	Intervention supported writing, but the support did not stop the falls in reading, GPS and maths. Continue, but make tutoring and TA groups more tightly targeted with a clear entry and exit point, and review their impact every half term (Priorities 1 and 3 in 2026–27).	£9,000
2. Targeted number and fluency TA support	TA-led fluency groups and daily practice on number bonds and times tables, linked to the maths intervention programme.	Judgement: partly met Multiplication check (Year 4): mean score 23.53 out of 25 (22.55), and 50.0% scored full marks (32.3%). National percentiles (Arbor): 84 for mean score, 64 for full marks. But KS2 maths greater depth fell to 15.2% (30.0%) and average scaled score to 104.21 (106.60).	Fluency work is clearly effective in Year 4. The challenge is making this progressive and consistent from Reception to Year 6 so that it carries through to KS2 maths. Continue and extend across the school (Priority 2 in 2026–27).	£4,500

Desired outcome	Chosen action / approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue)	Cost
3. ELSA and school counselling to regulate behaviour linked to trauma and family support needs	ELSA sessions and weekly counselling for pupils who needed emotional support, with regular liaison with families. Zones of Regulation Support	Judgement: [to be completed] This work is about readiness to learn and pupils have been able to access learning through greater regulation support and improved parent awareness leading to common language when managing behaviour for learning.	[Add]. Pupils who feel secure are better able to engage with learning, so continue where there is evidence of need.	£4,000
4. Training and support in reading (Read Write Inc and resources)	Staff training and resources for Read Write Inc, to secure consistent teaching of phonics and early reading.	Judgement: partly met EYFS 2025/26 GLD is at National, however is lower than previous year groups. 92.3% achieved word reading and comprehension, and 73.1% reached a good level of development. KS2 reading fell to 72.7% (80.0%), so early gains are not yet carrying through to the end of KS2.	Phonics is secure at the start of school; fluency and comprehension need more attention in KS1 and KS2. Continue Read Write Inc and add new strategies for fluent reading and vocabulary (Priority 1 in 2026–27).	£3,220
TOTAL	£20,720			

8. Additional detail

Eligible pupils 2026–27

Group	Number of pupils	Notes
Expanded	8	
Targeted Support	4	
Total eligible	12 (5.6% of 213)	Funding £20,880, which is £1,740 per eligible pupil

Monitoring and review

- Termly pupil progress meetings review each eligible pupil's progress in reading, number fluency and wider needs.
- Intervention groups are reviewed half termly using pre- and post-intervention checks, and stopped, changed or continued based on the evidence.
- The Headteacher reports on progress to governors each term. The strategy is formally reviewed in September 2027.