

Pupil Premium Strategy Statement – St Mary of Charity Primary School. 2025-2026

This statement details our school's use of pupil premium (and recovery 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	207
Proportion (%) of pupil premium eligible pupils	38.1% (79 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 2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026 July 2026
Statement authorised by	Louise Rowley-Jones
Pupil Premium Lead	Rob Moorfield
Governor / Trustee lead	Daniel Chantler

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£133,164
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>	£133,164

Part A: Pupil Premium Strategy Plan

Statement of intent

At St Mary of Charity Primary School, pupil progress is central to everything we do.

We are committed to securing ambitious outcomes for all children, regardless of their starting points or backgrounds. We take a thoughtful and proactive approach to the challenges our pupils face, working with determination to meet the needs of our community and improve outcomes for every learner.

High-quality teaching and strong relationships are the foundation of our approach.

We understand that children thrive in supportive, respectful, and nurturing environments—places where they feel empowered to reach their full potential. The challenges we've identified, along with our intended outcomes, are designed to ensure that non-disadvantaged pupils continue to make strong progress while accelerating the progress of their disadvantaged peers. This is referred to as our core offer.

We are committed to equity and responsiveness.

We avoid assumptions about disadvantaged pupils and instead focus on understanding and meeting the individual needs of every child. Our intended outcomes will be rigorously tracked and monitored to ensure the effectiveness of our provision. Through clear systems and timely interventions, we will adapt our support as needed. All pupils will be challenged in their learning, with staff taking responsibility for raising expectations and providing appropriate scaffolding and support.

We also recognise the importance of personal development.

Given our school's location, we are surrounded by rich opportunities that not all pupils have had the chance to experience. We value these experiences and understand their significance in shaping a child's education. As such, we are committed to embedding them within our curriculum offer.

Challenges

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

Challenge number	Details of challenges
1	Many disadvantaged pupils also have Special Educational Needs (SEN), requiring tailored support. Historically, limited SENCO capacity has hindered consistent, individualised intervention and parental engagement.
2	Pupils eligible for PP often enter school with lower oral language and communication skills, impacting their ability to access the curriculum and engage in learning.
3	Increasing numbers of PP pupils present with mental health and emotional regulation difficulties, which affect their ability to focus, participate, and succeed academically.
4	Persistent absenteeism and low parental engagement among PP families reduce continuity in learning and limit the effectiveness of school-home partnerships.
5	PP pupils have reduced access to enrichment activities, such as cultural trips, swimming, and extracurricular events, which limits their cultural capital and broader development.

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. Improved academic progress and engagement for PP pupils with SEN through enhanced provision and parental involvement.	<ul style="list-style-type: none"> - Whole school interventions show measurable progress in PP pupils' attainment (e.g. Littlewandle Rapid Catch-Up, writing, maths, Whiterose Pre Teach). - Increased parental engagement through regular meetings and feedback. - Reduction in behaviour incidents linked to unmet SEN needs. <p>Pupil Premium Breakdown:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <th>Baseline</th> <th>Target</th> <th>Baseline</th> <th>Target</th> <th>Baseline</th> <th>Target</th> <th>Baseline</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 1 (6 chn)</td> <td>67%</td> <td>67%</td> <td>50%</td> <td>50%</td> <td>67%</td> <td>67%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Year 2 (12 chn)</td> <td>67%</td> <td>75%</td> <td>67%</td> <td>67%</td> <td>58%</td> <td>61%</td> <td>58%</td> <td>61%</td> </tr> <tr> <td>Year 3 (12 chn)</td> <td>50%</td> <td>67%</td> <td>67%</td> <td>67%</td> <td>58%</td> <td>67%</td> <td>20%</td> <td>67%</td> </tr> <tr> <td>Year 4 (13 chn)</td> <td>38%</td> <td>46%</td> <td>15%</td> <td>23%</td> <td>23%</td> <td>46%</td> <td>15%</td> <td>23%</td> </tr> <tr> <td>Year 5 (18 chn)</td> <td>50%</td> <td>55%</td> <td>28%</td> <td>38%</td> <td>28%</td> <td>38%</td> <td>22%</td> <td>33%</td> </tr> <tr> <td>Year 6 (15 chn)</td> <td>53%</td> <td>73%</td> <td>27%</td> <td>60%</td> <td>40%</td> <td>73%</td> <td>20%</td> <td>60%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - This will be monitored termly by SENCO and DHT. 		Reading		Writing		Maths		Combined		Baseline	Target	Baseline	Target	Baseline	Target	Baseline	Target	Year 1 (6 chn)	67%	67%	50%	50%	67%	67%	50%	50%	Year 2 (12 chn)	67%	75%	67%	67%	58%	61%	58%	61%	Year 3 (12 chn)	50%	67%	67%	67%	58%	67%	20%	67%	Year 4 (13 chn)	38%	46%	15%	23%	23%	46%	15%	23%	Year 5 (18 chn)	50%	55%	28%	38%	28%	38%	22%	33%	Year 6 (15 chn)	53%	73%	27%	60%	40%	73%	20%	60%
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2. Enhanced oral language and communication skills among PP pupils, enabling better access to the curriculum.	<ul style="list-style-type: none"> - Pupils using speech & language programmes (e.g., Widgit, S&L Link) show improved vocabulary and expressive language. - Teachers report increased pupil participation and confidence in speaking. - Assessment data show progress in literacy-related outcomes. 																																																																							
3. Improved mental health and emotional resilience among PP pupils, leading to better learning behaviours.	<ul style="list-style-type: none"> - Reduction in SEMH-related incidents and referrals. - Positive feedback from staff and pupils on mental health support. - Increased engagement and attendance in lessons and interventions. - Support for the Aquila Educational Psychologist and Local Inclusion Forum Team Meetings. <ul style="list-style-type: none"> - This will be monitored termly by SENCO and DHT. 																																																																							
4. Increased attendance and parental involvement for PP families, supporting continuity in learning.	<ul style="list-style-type: none"> - Reduction in persistent absenteeism rates among PP pupils. - Increased participation in school events, workshops, and support programmes. - Improved punctuality and readiness to learn. <p>Monitored termly (SL)</p>																																																																							
5. Greater access to enrichment and cultural experiences for PP pupils, supporting holistic development.	<ul style="list-style-type: none"> - Increased PP pupil participation in trips, swimming, and extracurricular activities. - Positive pupil voice feedback on enrichment experiences. - Evidence of improved confidence, social skills, and aspiration. 																																																																							

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: £ 70,349.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fulltime SENCO & Inclusion Lead to focus on PP and SEN to develop provision and progress for disadvantaged pupils. (0.3) £22,197</p>	<p>This increased time (from a previous part-time member of staff) will ensure that there is individualised support for children who are PP and SEN. The SENCO will be able to better coordinate provision and support these pupils more regularly; there will also be an increase in the support and contact with parents to ensure progress.</p> <p>Evidence from the EEF framework to support his;</p> <ul style="list-style-type: none"> • Collaborative approaches to learning (+5 months) • Individualised instruction (+4months) • Parental engagement (+4 months) <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Year 4 has been prioritised as a weaker cohort, with targeted staffing and timetable adjustments to accelerate progress. The Deputy Headteacher (DHT) teaches in Year 4 each morning, providing two teachers for core subjects to enable smaller groups, targeted support and increased challenge. Weekly meetings between the DHT and Year 4 class teachers review progress, address barriers and refine provision. Termly data analysis focuses closely on Year 4 outcomes to ensure accountability and timely intervention. Adaptive teaching and the graduated response have been further strengthened, reflecting the increased complexity of need within this upper KS2 cohort, particularly as a result of ongoing gaps linked to Covid disruption, supported and monitored by the SENCO and DHT.</p>	<p>1,2,3,4,5</p>
<p>Enhancement of Mental Health - Our deputy headteacher will not have class responsibility to lead on</p>	<p>The school is developing a personalised Mental Health approach drawing on evidence from the EEF, covering the following elements of research:</p> <ul style="list-style-type: none"> • Collaborative approaches to learning (+5 months) • Clear feedback (+6months) • Individualised instruction (+4months) • Mastery Learning (+4months) 	<p>3, 4</p>

<p>Mental Health across the school, providing support and training to staff. (0.44) £35,791.36</p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Boxall, pupil voice and training has all been gathered and accounted for as part of termly monitoring.</p> <p>Year 4 has been prioritised as a weaker cohort, with targeted staffing and timetable adjustments to accelerate progress. The Deputy Headteacher (DHT) teaches in Year 4 each morning, providing two teachers for core subjects to enable smaller groups, targeted support and increased challenge. Weekly meetings between the DHT and Year 4 class teachers review progress, address barriers and refine provision. Termly data analysis focuses closely on Year 4 outcomes to ensure accountability and timely intervention. Adaptive teaching and the graduated response have been further strengthened, reflecting the increased complexity of need within this upper KS2 cohort, particularly as a result of ongoing gaps linked to Covid disruption, supported and monitored by the SENCO and DHT.</p>	
<p>Additional Year 6 support for 1 day a week (0.1) £12,361.54</p>	<p>The Year 6 teacher will increase her part-time working hours to support PiXL therapies and interventions aimed at PP children who need to make accelerated progress.</p> <p>Adaptive teaching and graduated response strengthened as we realised the complexities in upper KS2 (covid year group)</p> <p>Pupils for PiXL therapies are identified through GAP analysis of summative assessments, national mock assessments and teacher judgements.</p> <p>Impact of this will be monitored through additional formative assessments via book monitoring, drop-ins and pupil voice, as well as academy-wide moderation.</p> <p>Additional interventions based on PiXL therapies, targeting 8 pupil premium children (+ others) in year 6; from Term 2.</p> <p>Data targets for each child are set by the class teachers based on the baseline data. Currently, 50% of the children are making expected progress (+3 points), and 50% are making exceeded progress (+4 points or more)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

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

Budgeted cost: £ **19,210**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Play therapy for one TA to support vulnerable pupils.</p> <p>£11,594</p>	<p>Therapeutic Play Practitioner has already achieved foundation stage accreditation; she is now working towards achieving her diploma in Play Therapy.</p> <p>Funding ensures release time to attend training and supervision, as well as delivering intervention – contract is secured over 2 years and will be reviewed July 2026.</p> <p>This cost also includes ringfenced funding for supervision with a registered PTUK supervisor.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,4,5</p>
<p>Programmes to support speech & language, identified academic support needs and intervention development across the school.</p> <p>Including Widgeit, speech and language link, Learning with parents (digital reading records) and PIXL.</p> <p>PIXI - £2,889 Widgeit – £214.67 S&L Link – £736.95 Learning with Parents - £351.93</p> <p>Staff are trained to use the programmes successfully and can communicate the impact.</p> <p>£4,192.55</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Spoken language activities must be matched to learners' current stage of development so that they extend their learning and connect with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Academic development is tracked and key pupils identified for additional support using the most suitable programme for their need.</p> <p>This expenditure also includes the cost of adult support to run PIXL intervention before school for identified children.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Nurture provision 2 x staff, increase contract to begin working at 8:15 am (4.5hrs per week)</p> <p>£3424.75</p>	<p>Nurture Provision positively impacts Pupil Premium children by addressing their social, emotional, and mental health (SEMH) needs, which are often barriers to learning. According to NurtureUK, 90% of teachers reported improved well-being and engagement among pupils following nurture interventions. Nurture helps identify hidden SEMH needs, enabling tailored support. The Education Endowment Foundation (EEF) advocates for early intervention and evidence-based strategies to close attainment gaps for disadvantaged pupils. Embedding nurture principles fosters inclusion, improves attendance, and reduces exclusions, creating a safer, more supportive learning environment. [nurtureuk.org] [theorsociety.com] [educationendowmentfoundation.org.uk]</p> <p>Pupil progress and impact are measured using the Strengths and Difficulties Questionnaire (SDQ). Baseline assessments are completed on entry, with follow-up reviews to measure changes in emotional wellbeing,</p>	<p>1,3,4</p>

	behaviour, peer relationships and overall functioning. Outcomes are analysed by the SENCo and Mental Health Team to evaluate individual progress and the effectiveness of provision. Children are identified through the school's Mental Health offer via referrals from class teachers and the Pastoral Support Advisor, alongside ongoing pastoral monitoring. All referrals are triaged, coordinated and tracked by the SENCo/Mental Health Team, with regular reviews to ensure timely support, appropriate intervention and clear communication with staff and families.	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 43,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding the Parent Support Adviser, who is also the Attendance officer, to ensure that persistent absenteeism is reduced, parent engagement focusing on PP families with pastoral support (0.5) £12,989.99	<p>Parental engagement has a positive impact, with an average of 4 months of additional progress. There is also a higher impact for pupils with lower prior attainment.</p> <p>Persistent absence - currently 29.1%, our target for 2025/2026 is to reduce this percentage to 19.1%</p> <p>Identification of EBSA / Anxiety through our MH offer</p> <p>Monitoring of Lates and pupil trends, working towards a reduction in persistent absenteeism</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	4
ELSA support JN (0.9) £16,653.08	<p>To provide ELSA and therapeutic support in KS2 for identified PP children with additional needs in SEMH. The individual will also provide added learning support in the mornings, alongside targeted intervention for Maths booster groups for PP children.</p> <ul style="list-style-type: none"> • Individualised instruction (+4months) • Mastery Learning (+4months) <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5
Swimming funding £3,260	Swimming costs are £3.50 per session; therefore, every KS2 child has to pay £21 annually to attend swimming lessons. This funding will help support those families who cannot afford to make this payment.	5

<p>Subsidies for cultural capital trips and Events for PP children, to support families.</p> <p>£6,818</p>	<p>On average, 50% of children in KS2 are PP. – This is subsidised for PP children to access, wherever a PP family are struggling financially.</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> <p>Outcomes focus on supporting pupils to grow in confidence, develop resilience, strengthen social skills and raise aspirations, particularly in response to the high levels of deprivation within our local community. Provision is designed to address social and emotional barriers to learning, enabling pupils to engage more positively with school and their future opportunities. Impact is monitored through pupil voice, staff feedback and participation levels. Any underspent Pupil Premium funding will be allocated to an inclusive end-of-year experience for eligible pupils, ensuring equitable access to enrichment opportunities that broaden experiences, enhance wellbeing and further support personal development and aspiration.</p>	<p>2,4,5</p>
<p>General resourcing for PP children (e.g. Nurture Provision, ELSA resources)</p> <p>£3,455</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,2,4,5</p>

Any underspent funding will be assigned to an end-of-year experience for PP pupils

Total budgeted cost: £ 133,164

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across the school, Pupil Premium pupils are generally making **strong expected progress**, with particularly high outcomes seen in **Year 4 and Year 6**. Accelerated progress is more varied, showing where targeted intervention is having an impact and where further strategic support may be required. The proportion of PP pupils who also have SEND increases steadily with year group, which has implications for provision planning and resource allocation.

KEY HEADLINES

Disadvantaged

84 of your school's 211 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 39.8% of your cohort.

This is 6.8% higher than the national average of 33.0%.

38.3% (41) of your female pupils are disadvantaged, 5.3% higher than the national of 33.0%. 41.3% (43) of your male pupils are disadvantaged, 8.4% higher than the national of 32.9%.

Disadvantaged pupils contribute £123,830 to the budget of your school in disadvantaged funding.

You can find more information on disadvantaged (Pupil Premium) funding [here](#)

DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female	Male	Total (PP & Census)	Finance	Total (PP only)
R				£9,090	6
1	1	5	6	£12,120	8
2	3	6	9	£15,150	10
3	5	6	11	£19,295	12
4	7	5	12	£22,725	16
5	11	5	16	£24,240	16
6	6	10	16	£21,210	14
Other	8	6	14	£0	0
Unknown	0	0	0	£1,515	1
Total	42	43	85	£125,345	83

Strengths

Year 4 demonstrates very strong progress:

89% (W) and 94% (M) are making expected progress.

Accelerated progress is particularly strong: 50% (W) and 67% (M).

This indicates well-targeted teaching and successful intervention.

Year 6 shows strong outcomes as pupils move toward end-of-KS expectations:

Expected progress remains high across subjects, especially Maths (74%).

Writing accelerated progress stands out at 47%.

Reading progress is a relative strength across multiple year groups.

The data suggests a **consistent focus on core needs**, especially where PP learners overlap with SEND.

Areas for Development

Year 3 shows lower progress overall, with only:

46% (R), 23% (W), 38% (M) achieving expected progress.

Very low accelerated progress rates.

This suggests a need to examine SEMH factors, gaps on entry, and intervention sequencing.

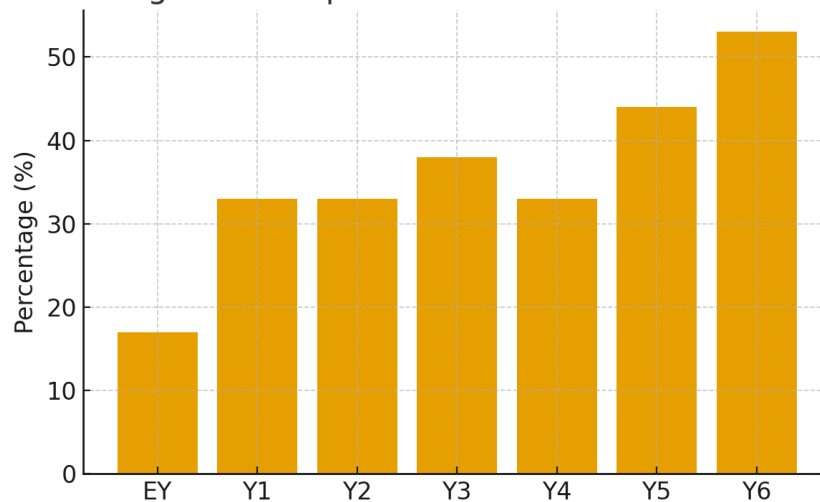
Writing is **a continued area of concern** across multiple cohorts, particularly:

Year 3 and **Year 5** (only 50% making expected progress).

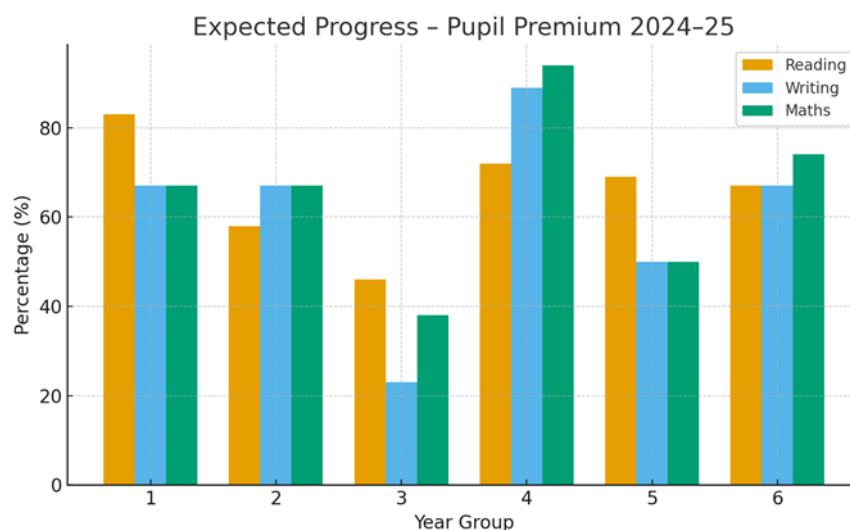
This supports the case for continued writing moderation, scaffolded composition strategies, and structured vocabulary support.

Analysis

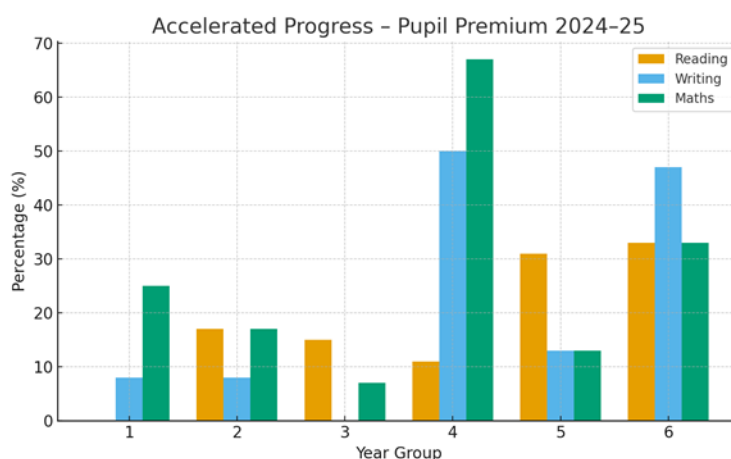
Percentage of PP Pupils Who Are Also SEN



The proportion of Pupil Premium pupils with Special Educational Needs (SEN) rises significantly across year groups. Early Years starts at around 17%, but this increases sharply to **33% in Year 1 and Year 2**, and **38% in Year 3**. After a slight dip in Year 4 ($\approx 33\%$), the trend accelerates, reaching **44% in Year 5** and peaking at **52% in Year 6**. This means over half of PP pupils in Year 6 have additional needs, indicating growing complexity as pupils progress through school. The data highlights the need for **adaptive teaching**, **graduated response frameworks**, and strong collaboration between the SENCo / PP lead and teaching staff.



Progress varies significantly across year groups. **Year 4 is the strongest**, with 72% in Reading, 88% in Writing, and 93% in Maths, indicating highly effective interventions. **Year 1 also performs well**, especially in Reading (83%). However, **Year 3 shows the weakest outcomes**, with only 46% in Reading, 24% in Writing, and 38% in Maths, highlighting the urgent need for targeted support. Writing is the most inconsistent subject, peaking in Year 4 but dropping sharply in Year 3 and Year 5 (≈50%). Maths generally trends higher than Reading and Writing, except for the Year 3 dip. Sustaining Year 4 gains and addressing Year 3 gaps are priorities, alongside improving writing consistency across cohorts.



Accelerated progress varies widely across year groups. **Year 4 is the clear success**, with 68% in Maths and 50% in Writing, reflecting highly effective interventions, though Reading lags at 11%. **Year 6 also performs well**, with Writing at 46% and Reading/Maths at 33%, showing strong end-of-key-stage gains. **Year 5 demonstrates moderate progress**, led by Reading (31%), but Writing and Maths remain low (≈13%). **Years 1 and 2 show modest gains**, particularly Maths in Year 1 (25%), while Writing is weakest early on. **Year 3 is the most concerning**, with minimal progress across all subjects (Reading 8%, Writing 15%, Maths 6%). Sustaining Year 4 gains and addressing Year 3 gaps should be priorities, alongside improving early writing outcomes.

Key Stage 2

CONTEXT	St Mary of Charity CEP School (2051)		Local Authority - Kent		
	Value	Cov.	Value	Gap	Cov.
Cohort	14	-	5,858	n/a	-
Sex (Male)	42.9%	100.0%	50.8%	-7.9%	100.0%
SEN Support	28.6%	100.0%	23.9%	+4.7%	100.0%
EHCP/Statement	21.4%	100.0%	10.5%	+10.9%	100.0%
Ethnicity (BME)	7.1%	100.0%	14.0%	-6.9%	100.0%
Language (EAL)	14.3%	100.0%	12.1%	+2.2%	100.0%
Disadvantaged	100.0%	100.0%	100.0%	0.0%	100.0%

St Mary of Charity has a Year 6 **Pupil Premium cohort of 14 pupils**. In direct comparison to other pupil premium year 6 cohorts in schools in Kent, SMC has a **much higher proportion of pupils with complex needs**, including **SEN Support (28.6% vs 23.9%)** and **EHCP/Statements (21.4% vs 10.5%)**, indicating significant additional challenges. Ethnic diversity is lower (**7.1% vs 14% BME**), while **EAL is slightly higher (14.3% vs 12.1%)**. The male proportion is slightly below the LA average (**42.9% vs 50.8%**). These figures highlight that St Mary of Charity serves a **high-need, fully disadvantaged cohort with double the EHCP rate**, requiring strong SEND provision, targeted interventions, and resource allocation to meet complex needs effectively

ATTAINMENT & ASSESSMENTS

Subject	Level	St Mary of Charity CEP School (2051)		Local Authority - Kent	
		Value	Cov.	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	28.6%		41.8%	-13.2%
	GDS/High Score	0.0%		2.7%	-2.7%
Reading	≥Exp.Std.	28.6%		59.5%	-30.9%
	High Score	7.1%		19.4%	-12.3%
Writing (TA)	≥EXS	42.9%		56.0%	-13.1%
	GDS	7.1%		5.9%	+1.2%
Maths (test)	≥Exp.Std.	50.0%		54.1%	-4.1%
	High Score	0.0%		11.9%	-11.9%

St Mary of Charity is below Kent averages in most attainment measures. Only **28.6% of pupils met the expected standard in Reading** compared to **59.5% locally** (gap: -30.9%), making Reading the weakest area. Writing is stronger, with **42.9% at expected standard vs 56% LA** (gap: -13.1%) and slightly above LA for greater depth (**7.1% vs 5.9%**). Maths is the most positive, with **50% meeting expected standard vs 54.1% LA** (gap: -4.1%), though no pupils achieved GD scores. Combined Reading, Writing, and Maths attainment is **28.6% vs 41.8%** (gap: -13.2%), and no pupils achieved greater depth across all 3 subjects. Overall, Reading requires urgent improvement, writing needs consistency, and Maths shows relative strength but lacks higher-level achievement.

Pupil Premium Attendance

Overall Absence

Your school's Disadvantaged cohort of 79 enrolments have an **Overall Absence** of **7.3%**.

This is **3.1%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 0.9%** from +2.2% in 2023/24, to +3.1% in 2024/25.

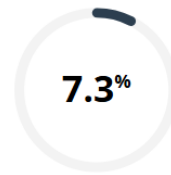
Your Disadvantaged cohort's **Overall Absence** has **increased by 0.7%** from 6.6% in 2023/24, to 7.3% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 55** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+3.1%
National: Disadvantaged	0.0%
School: Non-Disadvantaged	+4.1%

SCHOOL: VALUE



Persistent Absence

29.1% of your school's Disadvantaged cohort are **persistently absent**, **23 pupils** out of 79.

This is **18.8%** higher than the **national Non-Disadvantaged** cohort at **10.3%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 5.6%** from +13.2% in 2023/24, to +18.8% in 2024/25.

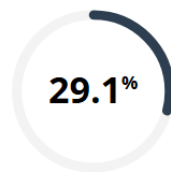
Your Disadvantaged cohort's **persistent absence** has **increased by 4.4%** from 24.7% in 2023/24, to 29.1% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 71** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+18.8%
National: Disadvantaged	+4.9%
School: Non-Disadvantaged	+23.3%

SCHOOL: VALUE



Severe Persistent Absence

0.0% of your school's Disadvantaged cohort are **severely persistently absent**, **0 pupils** out of 79.

This is **0.6%** lower than the **national Non-Disadvantaged** cohort at **0.6%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 1.1%** from +0.5% in 2023/24, to -0.6% in 2024/25.

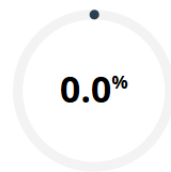
Your Disadvantaged cohort's **severe persistent absence** has **decreased by 1.1%** from 1.1% in 2023/24, to 0.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 1** for **severe persistent absence** when compared to other schools.

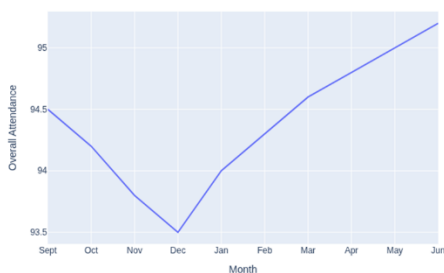
GAP TO:

National: Non-Disadvantaged	-0.6%
National: Disadvantaged	-1.6%
School: Non-Disadvantaged	0.0%

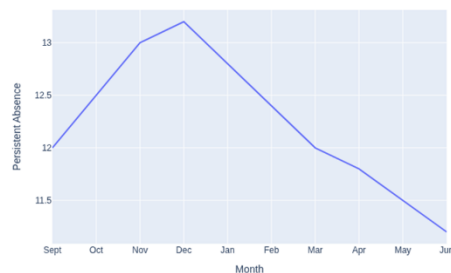
SCHOOL: VALUE



Overall Attendance Trend



Persistent Absence Trend



Persistent Absence Overview and Strategic Response

During the previous academic year, one child in Year R was recorded on our school roll but did not attend at any point. This anomaly has contributed to a statistical decrease in the number of pupils classified as severely persistently absent. While this reduction is notable, it does not reflect an improvement in attendance patterns across the wider cohort, but rather a data-specific circumstance.

Persistent absence continues to be a concern, particularly among pupils with Special Educational Needs and Disabilities (SEND). A significant proportion of these absences is attributed to anxiety-related issues, which have been identified as a key barrier to regular attendance. In response, the school has implemented a multi-faceted strategy aimed at addressing the underlying causes of anxiety and disengagement.

Key initiatives include:

- **Enhanced Nurture Provision:** Targeted support for vulnerable pupils through structured nurture groups, promoting emotional resilience and school readiness.
- **Mental Health and Wellbeing Support:** Increased access to mental health resources, including therapeutic interventions, to support pupils experiencing anxiety.
- **Parental Engagement:** Strengthening relationships with families through regular communication, workshops, and collaborative planning to ensure parents feel supported and involved in their child's education.

Additionally, two staff members have expressed a professional interest in Emotionally Based School Avoidance (EBSA). This area of focus has been formally integrated into their appraisal targets, particularly in relation to improving outcomes for Pupil Premium (PP) students. Their involvement is expected to enhance the school's capacity to identify, understand, and respond to EBSA-related challenges, contributing to a more inclusive and supportive learning environment.

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
Speech & Language Link	https://speechandlanguage.info/speech
Widgit	https://www.widgit.com/
PIXL	https://www.pixl.org.uk/
Learning with Parents	https://learningwithparents.com/