Pupil premium strategy statement

St Mary Queen of Martyrs

Updated for academic year 2025-2026

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 effect that last year's spending of pupil premium had within our school.

School overview:

Detail	Data
School name	St Mary Queen of Martyrs
Number of pupils in school	328 including Little Cuthbert's
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**2025-2026** 2026-2027 2027-2028
Date this statement was published	**September 2025**
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs C Coldham
Pupil premium lead	Miss A Uney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£118,170
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	£118,170

Part A: Pupil premium strategy plan

Statement of intent

Context of our school:

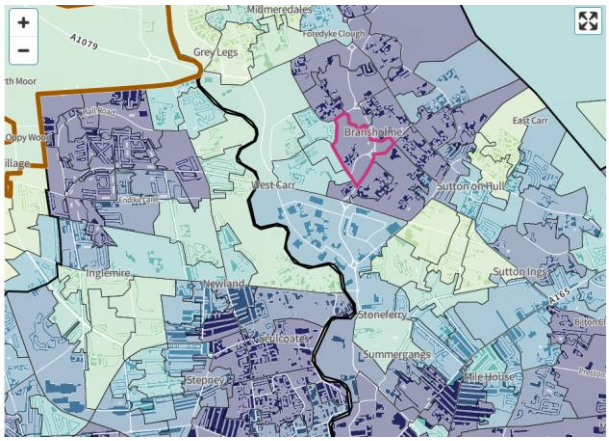
St Mary Queen of Martyrs VC Academy is located to the east of the city and borders several large housing estates. Hull is the 15th most deprived area in England (IDACI 2025) 41% of our children live in the 5% highest level of deprivation nationally. The IDACI information below shows this information.

https://deprivation.communities.gov.uk/about-your-neighbourhood/E01012789

The latest available data, released in 2025, shows that:

Kingston upon Hull 002F is more deprived than most neighbourhoods in England

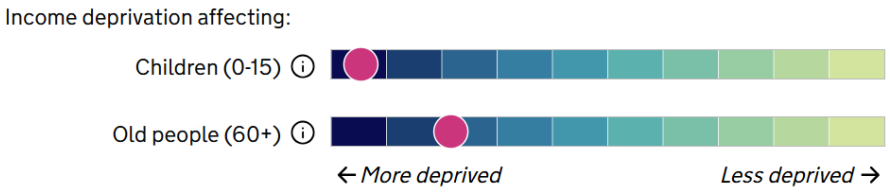
Only 3% of neighbourhoods in England are more deprived (ranked 1,098 out of 33,755 neighbourhoods).



Most other neighbourhoods in Kingston upon Hull, City of (133 out of 167) are less deprived overall than Kingston upon Hull 002F (IDACI 2025)

Kingston upon Hull 002F has a higher rate of income deprivation affecting children (IDACI) than most neighbourhoods in England.

It also has a higher rate of income deprivation affecting older people (IDAOPI) than most neighbourhoods in England.



Addressing Barriers to Learning for Disadvantaged Pupils

At St Mary Queen of Martyrs, we recognise that disadvantaged pupils often face multiple and complex barriers to learning, which may include:

- Challenging family circumstances

- Social, emotional and mental health needs, including low self-esteem and limited engagement with education
- Poor attendance and punctuality
- Underdeveloped language acquisition and communication skills

We ensure that all staff have a clear and shared understanding of the levels of deprivation our pupils may experience and the impact this can have on their learning and wider development. This understanding underpins our inclusive ethos and informs our whole-school approach to closing the attainment gap.

Detailed, pupil-level data is regularly analysed and disseminated to staff, enabling them to identify key areas for intervention and tailor their support accordingly. Staff are made aware not only of individual pupil needs but also of which evidence-based strategies have previously proven effective in raising outcomes.

Through this targeted, informed approach, we are committed to ensuring that all disadvantaged pupils make strong progress, achieve well, and are fully supported to thrive both academically and personally.

Our Principles for Supporting Disadvantaged Pupils

At St Mary Queen of Martyrs, our approach to supporting disadvantaged pupils is rooted in equity, inclusivity, and the belief that all children deserve the opportunity to thrive. Our key principles are:

- We recognise that not all pupils who receive Free School Meals (FSM) are socially disadvantaged, and equally, not all socially disadvantaged pupils are eligible for FSM.
- We reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being socially disadvantaged, based on legitimate evidence and professional judgement.
- Funding is allocated following a rigorous needs analysis, which identifies priority classes, groups, or individuals. Due to limited resources, not all pupils eligible for FSM will receive Pupil Premium interventions at the same time.
- Teaching and learning approaches are carefully planned to meet the diverse needs of all learners.
- Provision is designed to ensure that all pupils are confident, emotionally secure, and ready to access learning effectively.

Our Ultimate Objectives

We are committed to the following key outcomes:

- To support all children socially and emotionally, removing barriers to learning.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure attendance for all pupil groups remains above national expectations.

Achieving These Objectives

Our current Pupil Premium Strategy is underpinned by national research, internal data analysis, and a deep understanding of our school context. It ensures high-quality, targeted provision that enables all pupils to "be the best that they can be - equity for all with no child left behind."

Key elements of our approach include:

- **Quality First Teaching** for all pupils, consistently delivered across the school.
- **Highly Intentional Teaching** which is essential for some, beneficial for all
- **Reduced class sizes**, where possible, to enable more personalised learning.
- **Targeted small group interventions** focused on core areas of need.
- **Teaching Assistant (TA) support** with a "keep up, not catch up" ethos.
- **One-to-one provision**, including speech and language therapy.
- **ELSA (Emotional Literacy Support Assistant) interventions** to promote emotional wellbeing.
- **Pastoral and inclusion support**, including dedicated staff roles.
- **Funded enrichment opportunities**, such as breakfast club, music lessons, educational visits, and access to extracurricular clubs.

This provision is reviewed regularly and adapted according to individual pupil needs. However, our overarching goal remains constant: to ensure every child is supported to reach their full potential and **"be the best that they can be."**

Challenges

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

Challenge number	Detail of challenge
1	Low levels of language and communication skills
2	Lower than average levels of confidence which can affect attitudes to learning, social skills, behaviour and attendance
3	Lower than average phonics skills when starting EYFS/KS1 (linked to challenge number 1)
4	Reluctance to engage with external agencies (social care support, health, speech etc)
5	Attendance and punctuality difficulties
6	Limited experiences beyond local community/area

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
Progress in language and communication skills (CN1)	Confident and articulate speakers

Increased levels of confidence (CN2)	Pupil voice and TA (ELSA) support demonstrate increasing levels of confidence Pupil participation in Leadership roles and club attendance
Progress in Read Write Inc (CN3) Development of early reading skills (CN3)	Rapid movement within groups and more children passing Phonics Screening Check; with more children attaining a higher pass mark and the cohort not achieving less than 90%.
Increase Attendance and decrease levels of persistent absenteeism (CN5) Targeted support vulnerable families	Attendance is above national average. (97%) Rates of persistent absenteeism continue to decrease and persistent absenteeism families work in collaboration with the school
Pastoral and inclusion support helps support families in accessing services. (CN4)	Rates of closed cases due to non-attendance decrease
Increased Enrichment opportunities for children (CN6)	Children value school and enrichment opportunities and they can talk confidently about experiences beyond the classroom.

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: £35,500 (including leadership support and SENDCo release)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCO weekly release time to support staff with the developmental of how to support SEND needs.	Use of EEF SEND research- Special Educational Needs in Mainstream schools recommendations	1,2, 4
Daily phonics session through RWi scheme with coaching lead released to ensure targeted CPD in particular supporting of new staff and to ensure maximum impact. Phonics Lead to monitor closely to ensure that pupils making below expected progress are identified quickly and provision is addressed.	EEF +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 3 4
Staff to access CPD beyond own school to improve quality of teaching and learning in Phonics, Reading & Writing	High quality staff CPD is essential to follow EEF principles. Weak language and communication skills. Pupils assessed as 'not on track' and will therefore not have the breadth of vocabulary on entry to FS1/2 Due to disadvantaged home context children unlikely to have the experiences to inform a wide ranging well developed vocabulary *EEF Developing Vocabulary in Early Years*	1 2 3

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

Budgeted cost: £42,340 (Teaching Assistants and CPD including updates)

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWi- phonics intervention is monitored daily by the Reading Lead as well as all pupils assessed and tracked. Children identified making slower than expected progress are provided with additional phonics intervention, 1:1.	https://www.ruthmiskin.com/en/about-us/case-studies/ https://www.ruthmiskin.com/en/about-us/mission/	1 3
In class targeted support and intervention to enhance provision in all areas for disadvantaged pupils. Developing pupil's confidence and vocabulary must be a part of this. Small group and 1:1 linked to the classroom teaching. Accurately monitor pupils and identify areas for support.	Sutton Trust identifies that smaller group teaching could be reteaching, gap/misconception addressing or vocabulary based work (EEF toolkit). EEF states 'evidence consistency shows the positive impact that targeted academic intervention support can have, including those who are not making good progress across the spectrum of achievement' Why we have specifically selected small group work, where possible, delivered by the/a teacher We know the importance of good implementation and the regular review of this. The EEF A School's Guide to Implementation (Dec 2019) highlights the 'important use of expert coaching/mentoring with structured peer-to-peer collaboration and implantation data to actively tailor and improve the approach'	
Before/after school 1:1 support	As above. Targeted pupils for 1:1 support	2
New Options Speech and Language Therapy (£1000 per term	+7 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches The RCSLT research shows children who receive speech and language therapy have improved outcomes.	1

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

Wellbeing and attendance lead contribution, Advotalk, ELSA, Applied Psychologists

Budgeted cost: £40,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead to work with DSL to analyse attendance	EEF (+3)	5

and contact low attenders/persistent absenteeism. Provide support with school attendance including free places at breakfast club for PP children and free music lessons for PP children with subsided places for other children.	Pastoral team work proactively to support attendance and improvements are starting to be seen and we wish to maintain this According to Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics' Historically disadvantaged pupils experience more frequent behaviour difficulties, however, implementation of these strategies in previous years has seen reductions in incidents across recent years Promote school being an Early Adopter Breakfast club school https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
ELSA support for vulnerable pupils Full time Elsa to deliver both support for families and bespoke and group support for children. Expand the ELSA role to reduce anxieties for the children with low attendance or PAS	Metacognition and self-regulation (+7) More identified SEMH issues with children has identified that resilience is low and PP children are more likely to be given Red card letters (part of our behaviour policy) and/or struggle on the playground impacting both on academic and personal progress. ELSA support work is available for all children. https://www.elsanetwork.org/elsa-network/	2, 5, 6
Pastoral and Inclusion team to meet weekly to strategically plan the links with external agencies and dedicate time to building trusted relationships, allowing for the best wider support for all pupils.	As safeguarding is the most important focus in our school, we have increased capacity within our school by extending the team to meet the need of our families. An increase in social care and wider agency engagement has resulted in the need for capacity and building these relationships.	
Applied Psychologists	Educational Psychologists provide support for vulnerable children. Assessments and consultations with staff and parents provide information around barriers and the best way to support according to specific need. Relevant and useful CPD is provided for staff.	

Total budgeted cost: £ 118,170

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.

Attendance:
September 2024-July 2025, whole school attendance was 95.69% with PAs at 14.34%
Target for academic year of 2025-2026 is 97%

Pupil Premium Impact Statement: Pastoral, Inclusion & Engagement
The Pupil Premium funding has been strategically used to strengthen our Pastoral and Inclusion provision, ensuring that disadvantaged pupils are supported to overcome barriers to attendance, engagement, and emotional wellbeing.

Pastoral and Inclusion Support
Our dedicated Pastoral and Inclusion Team, including our ELSA-trained staff and Designated Safeguarding Lead (DSL), delivered targeted interventions that had a measurable impact on outcomes for disadvantaged pupils:

- Improved overall attendance across key groups
- Reduced levels of persistent absenteeism, particularly among disadvantaged cohorts
- Fewer minutes late to school, improving learning time and daily routine stability
- Decreased parental anxiety around school attendance, enabling more consistent routines for pupils

Over 20 pupils received formal ELSA support, funded through the Pupil Premium, and additional pupils accessed informal emotional support through:

- Daily well-being check-ins
- Advotalk sessions
- Letterbox reflective activities

EEF Link – Social and Emotional Learning
EEF: Social and Emotional Learning (SEL)
Evidence shows that SEL interventions can improve pupils' academic performance by supporting emotional regulation and readiness to learn.
These interventions have been key in supporting emotional regulation, self-esteem, and school readiness among vulnerable pupils.

Pupil Leadership and Pupil Voice
To promote inclusion and develop confidence and a sense of ownership, we expanded our Pupil Leadership programme. By the end of the academic year, over 50% of pupils had taken on a leadership role, with many coming from disadvantaged backgrounds.
Roles included:

- Eco-Warriors
- Playground Leaders
- Corridor Monitors
- Team Captains
- Wellbeing Warriors
  (are just a few of the Leadership roles that we have in school).

☑ **EEF Link – Metacognition and Self-Regulation**
EEF: Metacognition and Self-Regulation

Encouraging pupil voice and leadership promotes self-reflection, independence, and responsibility, supporting self-regulation and learning engagement.
These leadership opportunities helped to build resilience, improve behaviour, and increase self-confidence among pupils who may previously have felt marginalised.

Parental Engagement
Recognising the importance of family engagement in improving outcomes for disadvantaged pupils, we significantly increased parental involvement opportunities:

- 40+ school-based events for families were held throughout the year
- Activities included craft days, grandparents' afternoons, and 'Stay and Pray' sessions
- These events improved trust and communication, built stronger relationships with hard-to-reach families, and created a more inclusive school environment

☑ **EEF Link – Parental Engagement**
EEF: Parental Engagement
Parental involvement is associated with improved academic outcomes. Approaches that build positive relationships and promote consistent communication are particularly effective.

Summary of Impact
Pupil Premium funding has directly supported a wraparound model of care that addresses academic, emotional, and social barriers to learning. As a result:

- Disadvantaged pupils are more emotionally secure and engaged
- Attendance for target groups has improved
- Families are more confident in accessing support
- Pupils feel a stronger sense of belonging and leadership within the school

☑ EEF Guide – Using your Pupil Premium Effectively
EEF: Guide to the Pupil Premium
Our strategy is underpinned by EEF's recommended tiered approach: (1) high-quality teaching, (2) targeted academic support, and (3) wider strategies including attendance, SEL, and parental engagement.
Our strategy continues to evolve based on impact data, pupil voice, and community need, ensuring that disadvantaged pupils are consistently supported to "***be the best that they can be***."

Phonics:
Year 1 children achieved a 78.2**%** pass rate in the Phonics Screening Check.
June 2026 Target is 90%
EYFS:
EYFS children achieved a GLD of 56**%.**
Key Stage 2:
Reading: 72%
Writing: 72%
Maths: 77%
SPAG: 86%
Combined: 63%

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
Timestable Rockstar	TT Rockstars
Nessy	Nessy Learning
Advotalk	Advotalk
Be Squared	Be Squared
Speech and Language	New Options
Educational Psychologist support	Applied Psychologists.