

Pupil premium strategy statement

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's C of E Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	10 pupils
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Amy Townsend
Pupil premium lead	Mrs Victoria Sheppard
Governor / Trustee lead	Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,380
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,380

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, make good progress from their starting points and achieve high attainment across all subject areas. This is irrelevant of their backgrounds or the challenges they face.

Our pupil premium strategy focus is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the individual challenges faced by our vulnerable pupils, such as those who are Young Carers; pupils who are adopted; pupils who are living with challenging family circumstances. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and structured conversations, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- prioritise our pupils' emotional needs ensuring that they have the right attitudes for learning (self-esteem, resilience, positive relationships).
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through a quality first teaching approach.
- make certain that disadvantaged pupils' needs are accurately diagnosed and they are challenged in the work that is set.
- act early to intervene at the point need is identified.
- monitor pupil progress to ensure provision is effective.

Challenges

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

Challenge number	Detail of challenge
1	<p>LEARNING</p> <p>Ensuring that priority learners are supported to achieve their academic potential by closing learning gaps. This will be achieved through access to the best possible teaching and, where needed, evidence-based interventions tailored to their individual needs</p>
2	<p>PHONICS AND READING</p> <p>Assessments, observations, and discussions with pupils suggest our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and/or their retention of new learning.</p>
3	<p>UNDERSTANDING MASTERY IN MATHS</p> <p>Understanding for maths mastery to develop fluency and reasoning skills to improve attainment and raise levels.</p>
4	<p>SOCIAL, EMOTIONAL AND COMMUNICATION DEVELOPMENT</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to unstable family circumstances. These challenges particularly affect our disadvantaged pupils, including their attainment, stability and structure at home, and sometimes their parents' engagement with school.</p>
5	<p>ATTENDANCE</p> <p>Increase attendance rates in line with National Attendance figures. This reduces their school hours and can cause them to fall behind on average. Internal data shows that attendance rates for some priority pupils are lower compared to their peers.</p>
6	<p>ENRICHMENT</p> <p>Ensuring that all children within our school community have equitable access to cultural capital. For our priority learners, we aim to provide targeted support where needed, enabling them to participate fully in a rich range of extra-curricular experiences, including trips, residential opportunities, and after-school clubs.</p>

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
<p>1. Improved writing attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Regular writing moderation is carried out within the school and LSP • Marking & Feedback Policy enables pupils to respond to feedback immediately and understand the processes of editing & improvement • PP Lead checks in weekly with individual PP pupils to monitor and review their personal 'writing targets' • PP Lead uses data termly to evaluate success/effectiveness of strategies (Summative Writing assessments and writing work scrutiny) • SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT • Where relevant, CTs will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps • Pupils with SEND will be closely monitored through their APDR/IEP
<p>2. Improved reading attainment among disadvantaged pupils.</p>	<p>School Systematic Synthetic Phonics programme is embedded across EYFS / KS1</p> <ul style="list-style-type: none"> • KS1 Phonics Screening outcomes show that at least 80% reach the expected standard in both PP and non-PP groups • Raised profile of Reading across the school, through school assemblies, text driven Literacy and subject units, reading areas in classrooms and reading for pleasure sessions • PP Lead checks in weekly with individual PP pupils to monitor and review their personal 'reading targets' • PP Lead uses data termly to evaluate success/effectiveness of strategies (Reading Age, Phonics & Summative Reading assessments) • SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT • Where relevant, CTs will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps • Pupils with SEND will be closely monitored through their APDR/IEP

<p>3. Improve mathematical fluency and reasoning skills to help raise attainment and ensure that foundations are strong.</p>	<ul style="list-style-type: none"> • The gap between PP and non-PP pupils will be reduced and PP pupils will make progress at an extended rate to non-PP pupils • Mathematical skills are embedded and pupils have strong foundations of maths and build on this.
<p>4. To achieve and sustain improved wellbeing and communication for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ○ Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ✓ qualitative data from pupil voice, pupil and parent surveys and teacher observations ✓ a significant improvement in structures and routines at home, including punctuality and attendance at school ✓ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ○ Strong relationships are built between school and the families of our disadvantaged pupils, ○ Engagement with disadvantaged pupils' parents is increased and monitored. This may include workshops, programmes, strategies and advice shared and used by pupils and/or their families and a timetable of regular check-ins is established ○ Nurture UK accreditation is achieved and we ensure that the 6 principles of nurture are well embedded ○ Boxall data is used to identify, track and tailor provision to support the emotional needs of priority pupils ○ Approach to supporting positive behaviour is based on relationships and principles of Nurture ○ Pupil voice opportunities reflect that children feel part of the school community and are well supported ○ Parent surveys demonstrate excellent relationships with parent community ○ Menu of evidence based interventions available to support SEMH needs
<p>5. Increase attendance rates for pupils eligible for Pupil Premium</p>	<ul style="list-style-type: none"> ○ Reduce the number of priority pupils who are persistently absent ○ Meet with parents/carers to support transition into school

	<ul style="list-style-type: none"> ○ PP Lead/SLT to put in place encouragement for pupils to want to come to school on time fostering positivity. ○ Effective use of external support services including EWO, school nursing team and other agencies to support in removing attendance barriers ○ School to have a good working relationship with all families
<p>6. Ensuring that all children within our school community have equitable access to cultural capital. For our priority learners, we aim to provide targeted support where needed, enabling them to participate fully in a rich range of extra-curricular experiences, including trips, residential opportunities and school clubs.</p>	<ul style="list-style-type: none"> ○ Trips and visitors planned for all pupils to enrich our curriculum offer and their experiences. ○ Provision of a wide range of extra-curricular activities accessed by priority pupils at no cost or a subsidised rate to allow children equal access ○ Support to access breakfast/after school wrap around care ○ Opportunities for pupil voice groups and school council

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 & Learning (for example, CPD, recruitment and retention)

Budgeted cost: £5, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focus on ensuring high quality teaching through using Walkthrus to embed LSP pedagogy framework</p> <p>Developmental Drop Ins (DDIs) for all teaching staff to improve practice</p>	<p>EEF: Effective Professional Development</p> <p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	<p>1, 2, 3</p>
<p>Targeted whole school CPD in reading including:</p> <p>Reading Ambition for all</p> <p>Unlocking Letters & Sounds training</p> <p>ULS intervention training for all staff</p>	<p>DfE Reading Framework 2023</p> <p>DfE phonics information</p> <p>EEF phonics toolkit</p>	
<p>Build pastoral care in class eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively in the mornings and possible check out before they leave school, ensuring their positive attitudes to school each day.</p> <p>Building a relationship with a member of</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Being able to effectively manage emotions will be beneficial to children. Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice.</p> <p>EEF Social and Emotional Learning</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	<p>4</p>

staff for weekly check in linked to emotional wellbeing through targeted educational support.		
Embed our school values (attitudes to learning) through whole school assemblies, rewards and classroom expectations.	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying (EEF) EEF Behaviour interventions Supporting-the-attainment-of disadvantaged-pupils DfE	4
Use standard diagnostic assessments to support progress of learning e.g. reading, phonics and maths, and rich questioning. Train staff to ensure assessments are interpreted and administered correctly and support given from outcome to help move progress forward.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. EEF Standardised tests Assessing and Monitoring Pupil Progress	1, 2, 3
Embed use of knowledge organisers and expert language across the school curriculum. We will share these with pupils/parents through Learning overviews and use and display them in our classrooms.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. EEF Oral language interventions Supporting-the-attainment-of disadvantaged-pupils DfE	
Focus on metacognition and use regular quizzes/recaps to review learning and	Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working	1, 2, 3

<p>retain knowledge in Long Term Memory.</p>	<p>memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once. (Cognitive Load Theory OFSTED) Revisiting and repetition strengthens neural pathways.</p> <p>EEF Metacognition</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	
<p>Review and ensure consistency and effectiveness of Marking and Feedback. Update school policy and monitor effectiveness of verbal and written feedback.</p>	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>EEF Feedback</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	<p>1, 2, 3</p>
<p>Increase mathematical fluency and reasoning skills</p>	<p>CPS (concrete, Pictorial, Abstract) approach is useful for embedding understanding of mathematical concepts and following the mastery learning approach will support learners.</p> <p>EEF Mastery approach</p>	<p>3</p>
<p>Increase attainment and progress in reading and writing for pupils</p>	<p>We want to ensure that pupils can achieve high attainment across all subjects and fully access the curriculum and new learning opportunities.</p> <p>Particular emphasis on reading for pleasure and vocabulary development is consistently shown to improve attainment.</p> <p>These strategies have a moderate or high impact for a low or moderate cost.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Phonics/Reading intervention/targeted support to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks EEF Phonics	1, 2, 3
Provide each PP pupil a staff mentor for 1:1 support. PP Mentor will use 1:1 targeted session to engage in quality conversation, weekly, and time to address individual learning targets, which will be reviewed and monitored by CTs and PP Lead every term (x6).	A professional, personal and effective relationship built between staff member and PP child to listen to their needs, provides encouragement and advice. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. EEF One to one tuition	4
Provide staff with relevant CPD, including: Phonics PP Lead Network, Overcoming Barriers to Engaging with Families	When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit. Supporting-the-attainment-of disadvantaged-pupils DfE NFER – High Quality Teaching for All / Deploying Staff Effectively	1,
Develop Social and Emotional Learning opportunities to increase their resilience through raised self-esteem. Accessing mental health and wellbeing	We want to develop SEL for all PP pupils. EEF toolkit suggests interventions focused on SEL improve attainment by supporting improved social and emotional dimensions of learning.	1, 2, 3, 4

resources and agencies where appropriate.		
<p>Review specific ‘pupil need’ every term (x3) through school identification and current recording systems, including Pupil Need Overviews, Graduated Response Provision Maps and future online SEND system ‘Provision Map’, to ensure provision is effective and meaningful.</p> <p>These records will be reviewed by SENDCO and be communicated regularly with parents.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF Parental Engagement</p>	1, 2, 3, 4

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

Budgeted cost: £2 000,

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Breakfast Club/after school club to assist targeted families of disadvantaged pupils to get their children in school on time, and ready for learning and supported after school.	Engaging parents to ensure their children are in school on time, provides them with the right attitudes for learning at the start of the school day. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	6
Whole staff training on behaviour management with the aim of developing our school ethos and raising behaviour expectations across school.	Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions	1, 2, 3, 4
Cost of Living: Contribute up to £150 towards: school uniform	Give wider opportunities to children with limited experience. (Moderate impact for moderate cost	6

<p>school, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition, school trips (including outdoor adventure learning and sport) and transport.</p>	<p>EEF) To ensure pupils are ready to learn and are well supported for schooling.</p>	
<p>PP Lead/Mentor contact with identified families. Targeted phone calls before enrichment activities and/or Parents Evening appointments</p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. (EEF) Learning Mentor/PP Lead weekly sessions provide strategy and an outlet for identified pupils/families, which feeds into lunchtime behaviours, friendship building and sign posting external support for families. PP Lead provides a link between home, primary school and prospective secondary school.</p>	

Total budgeted cost: £17, 380

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.

We have analysed the performance of our school's disadvantaged pupils during the year 2024-2025, drawing on national assessment data and our own internal summative and formative assessments carried out by staff.

The data demonstrates that there is very strong progress towards closing the attainment gap for outcomes at PSC and early reading assessments between disadvantaged and non-disadvantaged pupils. Due to our low numbers of pupils in receipt of the pupil premium in KS1, we must carefully consider the statistical significance of individual cohorts and continue to review our data on a wider basis.

We continue to work on reducing and closing the disadvantage attainment gap for Key Stage Two. Pupils access daily phonics intervention to close the gaps of phonic areas if they were not successful in their phonics screening check previously. The results have been rewarding and a huge difference in pupil confidence, self-esteem and eagerness in reading is very evident. Parents have commented on how much the children enjoy reading at home more than ever, which is a huge step forward too.

Disadvantaged pupils represent a high proportion of our Key Stage 2 pupils. In KS2, we continue to reduce and eliminate the disadvantaged gap, particularly moving forward where we have a higher number of pupils within this group. Quality first teaching and universal provision has improved across the school through dedicated CPD delivered by SLT and curriculum leaders. We now offer a wider range of provision and resources to support all pupils through Universal Provision, which is having a positive effect on our pupil premium pupils. ECTs are being supported to successfully implement a higher standard of quality first teaching pedagogy in all classrooms. This follows trust approaches, priorities and is supported through trust-wide CPD on closing the disadvantaged gap, led by evidence from external experts such as Marc Rowlands, which has continued to inform practice.

Targeted Support:

In line with diagnostic assessments our pedagogy supports assessment for learning through regular opportunities to check for understanding built in. These strategies are developing in curriculum areas across the school. This has supported teachers to identify misconceptions and barriers to learning on a lesson-by-lesson basis in order to immediately support pupils via interventions such as post/pre-teaching and provision to ensure gaps in learning are filled. In line with our developing pedagogy, we ensure that

quality teaching is well matched to pupil needs through universal provision and interventions when possible. Rigorous monitoring of groups has taken place and stronger assessment records including question level analysis has supported teachers to track this across lessons and units. As stated in the EEF high quality teaching guide, we know that expert teachers are best placed to deliver guided instruction and intervention. We ensured that LSA and HLTA support is targeted based on their skills set. Our LSA has been targeting phonics across the school to deliver ULS interventions and support to plug gaps and build fluency in reading and our HLTA has supported pupils with particular SEMH need.

We continue to invest in a HLTA in Key Stage 2 to deliver intervention support in class following immediate in-lesson diagnostic assessments, such as NFER assessments used throughout years 3-5. In year 4, we identified a wider gap in maths and reading and therefore placed an HLTA to offer targeted support. Through targeted in-class intervention informed by real-time diagnostic information and the NFER cycle, this role focused on closing learning gaps, ensuring pupils were well prepared for academic success and supported well-being and good mental health. This approach remains closely aligned with EEF guidance on high-quality teaching and effective intervention. We will continue to review this approach and the distribution of additional staff throughout the academic year.

Through targeted in-class intervention informed by real-time diagnostic information and the NFER cycle, this role focused on closing learning gaps and ensuring pupils were well prepared for academic success. This approach remained closely aligned with EEF guidance on high-quality teaching and effective intervention.

Attendance:

We recognise that persistent absence is a huge barrier to educational attainments and school staff worked and continue to work closely with all stakeholders to ensure that disadvantaged families are fully supported to improve their attendance. We have worked closely with members of the Church Community where they have offered support to families at our school, encouraging a nurture group on Wednesday afternoons. Parents/carers are invited for refreshments and this gives them a chance to talk through worries and together find solutions, access good advice and even have a positive hand forward in attending other groups and meetings that will offer them and their children support. As a school, we also provide bi-termly coffee mornings that have been linked to general support, SEND and wellbeing, where parents are able to come along to find out further information as to what is on offer in our local area that may be supportive and have questions answered in regards to school and learning. It has been an opportunity for them to talk about what is not working at home and discuss strategies around this.

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
Unlocking Letters and Sounds	Ransom Publishing
Times Table Rockstars / Numbots	Maths Circle
Nessy	ILT Education

Service pupil premium funding (optional)

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