

Pupil premium strategy statement

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

School overview

Detail	Data
School name	St Mary's CE Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Adam Watson Executive Principal
Pupil premium lead	Hayley Cupit Head of School
Governor / Trustee lead	Gary Paterson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20682
Pupil premium funding carried forward from previous years	£2176
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	£22858

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is, “Encourage one another and build each other up”. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential academically, socially and morally.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. It is also based on research conducted by EEF.

Quality first teaching is at the heart of our approach, 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, whilst at the same time benefiting the non-disadvantaged pupils in our school too.

Our intention is that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adapt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1.	Our assessments show that 55% of our PP pupils fall under the category of SEND. We need to work towards early identification of needs. We also need to ensure that strategies within the classroom are effective for SEND/PP pupils and have a positive impact on progress. Alongside this, we need to work with families and external agencies to ensure that a full package of support is in place for these children.
2	Assessments, observations and discussions with pupils indicate that oracy is key and that there are vocabulary gaps which are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers which can negatively impact their development as readers.
4	Observations and discussions with children and families have identified social and emotional issues for many children. These can affect their self-esteem, behaviour, motivation and attainment.
5	Our analysis has identified that disadvantaged pupils do not tend to have as many enrichment opportunities in their life, affecting wider knowledge and cultural capital.
6	Our analysis has identified that disadvantaged pupils tend to struggle to access learning opportunities at home which can impact attainment, self-esteem, behaviour and motivation in school.

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
Staff CPD leads to enhanced provision (challenge 1,2,3)	- Enhanced teacher skills and confidence. - CPD has an impact on all children's progress especially those children both in receipt of Pupil Premium and with SEND.
Improved oracy and language skills among disadvantaged pupils (Challenge 2)	- Assessments and observations indicate significantly improved oracy among disadvantaged pupils. - This is evident through learning walks, pupil interviews, book looks, engagement in lessons and ongoing formative assessment.
Improved phonics and reading attainment amongst disadvantaged pupils at the end of KS2. (Challenge 3)	Outcomes in reading at the end of KS2 are at least in line with national averages and the gap will be narrowed with the non - disadvantaged. Internal assessments will show that children are making accelerated progress.
Disadvantaged pupils have access to a wide range of opportunities, like their peers. (Challenge 5)	- Clubs target disadvantaged pupils. - Trips, visits, tuition etc all offered to disadvantaged pupils - Uptake enhances their experience and cultural capital.

Nurture and social and emotional support leads to more confident learners. (Challenge 4)	- Targeted pupils are happier and more confident - Pupils' resilience for learning enhanced - Pupil progress is good as a result.
Disadvantaged pupils have improved attainment in reading, writing and maths, closing the gaps with their peers. (Challenge 5, 3,1)	- Outcomes in writing, reading and maths at the end of KS2 are at or above national average and the gap will be narrowed. - Teacher assessments will show that children are making good progress and the gaps are narrowing.

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: £3102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum implementation to include resourcing the ambitious reading spine	EEF Toolkit - Reading comprehension = low cost, with high impact and based on extensive evidence.	1,3,5
Professional development for teaching staff and classroom support staff with a focus on enhancing provision for pupils with SEND	EEf guide to pupil premium "An effective teacher, supported to keep improving, is the key ingredient of a successful school and should be a top priority for PP spending."	1,2,3,5,6,
Staff CPD for phonics	EEF Toolkit - phonics and early reading work = high impact	6,3,
Embedding Oracy across the school using techniques delivered during the teacher days. This can support children in articulating their ideas across all curriculum areas	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:	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Also research based approach in school using: “Transform Teaching and Learning through Talk: The Oracy Imperative” Amy Gaunt & Alice Stott	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support, particularly looking at those KS 1 and KS2 children who need additional support	Systematic phonics approaches have a strong evidence base to support a positive impact on reading. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3,6
Targeted small group tuition for Year 1&2 and KS2	Small group tuition has a moderate impact on progress. This can be enhanced through the use of diagnostic assessments to tightly align the intervention with the pupil's needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2, 3, 6
Delivering school led tutoring sessions in the mornings for targeted pupils. The focus on the tutoring will be closely aligned with the gaps in knowledge and understanding highlighted via QLA in	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Short, regular sessions (about 30 minutes, three to five times a week)	1,2, 3,6

termly assessments. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.	over a set period of time (up to ten weeks) appear to result in optimum impact. And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Homework club	EEF Toolkit - good impact for low cost, based on limited research	6

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

Budgeted cost: £7426

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider curriculum Art/theatre/drama workshops and shows Musical instrument tuition, Forest School	EEF Toolkit - arts participation provides impact with low cost EEF research 2015, supported by Sir Kevan Collins, asserts that the arts has a positive impact on the cognitive and non cognitive outcomes for children. Cultural Capital enriches experiences and knowledge of pupils	All
Extra - curricular clubs and activities	Our analysis shows improved self confidence, resilience for learning and social skills in targeted pupils.	All
Supporting pupils to take part in enrichment activities to enhance social and emotional development.(Clubs, forest school)	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	All
ELSA programme (Emotional Literacy)	EEF Toolkit - behaviour interventions = moderate impact for low cost based on moderate evidence	All
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £22858

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.

Impact of CUSP. All children have had access to an ambitious, well sequenced curriculum with research informed pedagogy. The positive impact of the CUSP curriculum has been gathered through pupil book studies, external curriculum reviews and data analysis.

Impact of IPAT CPD on teaching and learning. Quality first teaching in every classroom based on pedagogical research.

Impact of release time to support professional development and subject leadership has meant that staff can become confident in conducting pupil book studies, evaluating and reviewing the CUSP curriculum and identifying future areas for development.

Impact of professional development of support staff (Level 2/5 LSA, Soundwrite training, Teamteach) has resulted in high quality teaching in all areas of the curriculum.

Ensuring we have well trained ELSAs and staff who are able to work with individual children has meant that the well-being of all children including those who are disadvantaged is good, giving them the tools to want to attend school and ensuring they are able to access quality teaching and learning. Mental health remains a key area for all pupils.

There has been a positive impact of enhanced staffing to facilitate small group work which has benefited all children, particularly those children in receipt of Pupil Premium funding and on the SEND register. Children have benefited from quality first teaching whilst also benefiting from a smaller group setting. This has particularly had a positive impact on those children who struggle emotionally and socially, boosting confidence, self esteem and having a positive impact on behaviour in the class as well as across the school.

Access to enrichment activities

100% of pupils in receipt of Pupil Premium funding have been able to participate in 100% of trips and visits.

100% of pupils are able to participate in wider interest clubs like choir, chess club, sports club, reading club.

100% of pupils in receipt of Pupil Premium funding have been able to access swimming.

Music lessons are provided for our pupils in receipt of Pupil Premium funding on a rolling programme so that all pupils will receive music lessons during their time at St Mary's.

Targeted children have benefited from sessions with our ELSA (Emotional Learning Support Assistant) and we have seen positive outcomes from these sessions regarding self esteem, behaviour,

Targeted children have benefited from our Forest School sessions and we have seen an increase in confidence, self esteem and resilience.

Residentials, school trips and swimming are subsidised so that pupils can access.

This has meant that these pupils feel connected to the school, want to attend school which contributes to our high attendance rate.

Attendance 2024/2025 for those eligible for pupil premium: **89.47%**

Statutory Assessment Data 2024/2025

EYFS - Percentage of pupils achieving a Good Level of Development (GLD)

Pupils in receipt of PP funding	Whole cohort
0% of pupils in EYFS in receipt of PP funding.	60% (9/15)

Phonics Screening Check (Year 1) - Percentage of pupils achieving a score of 32+

Pupils in receipt of PP funding	Whole cohort
50% (1 out of 2)	69%

End of Key Stage 2

Pupils in receipt of PP funding	Whole Cohort
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Maths 33% Reading 66.7% Writing 33% GPS 33%	Maths 67% Reading 89% Writing 67% GPS 78%

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Planning, implementation and evaluation

When making decisions about our pupil premium strategy, we reflected on previous years' spending, identifying what has worked well and what has not. Through internal data, observations, and discussions with parents/carers, teachers, and pupils, we identified different barriers and challenges.

We read various reports and research about effective pupil premium use. The EEF's implementation guidance helped us develop our strategy, especially in determining which approaches are likely to work in our school. We will continue to use this information in implementing activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.