



St Mary's
C of E Primary School
www.stmaryscofeschool.co.uk

PUPIL PREMIUM STRATEGY STATEMENT



Elements
Diocesan Learning Trust
Reunited together in the love of God

St. Mary's CofE Primary School

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 outcomes for disadvantaged pupils last academic year.

SCHOOL OVERVIEW

Detail	Data
School name	St Mary's CE Primary
Number of pupils in school	(Recep – Year 6)
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was first published	December 2024
Date this current statement was published	December 2024
Date on which it will be reviewed	November 2027
Statement authorised by	A. Wainwright-Headteacher
Pupil premium lead	A. Wainwright-Headteacher
Governor / Trustee lead	Mrs E Green

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£49,470
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>	£49,470

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Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CofE Primary School our use of the Pupil Premium Grant is underpinned by our school vision:

'Instilling a life-long love of learning in a supportive Christian community. Giving everyone the strength to enable them to flourish.'

Our vision is theologically rooted in Isaiah 40:31 which states that 'those who trust in the Lord for help will find their strength renewed.' This passage teaches that God's glory is not just that he has power, but that he loves to use it to help those who need it. God is not too great to care, but in fact he's too great not to care. At St Mary's we celebrate those of all faiths and none and believe that there is something mysterious and potentially wonderful in everyone (*Rowan Williams, Former Archbishop of Canterbury*). By recognising this as a community we can help others to find their inner strength to 'Rise on wings like eagles' (*Isaiah 40:31*) enabling everyone to flourish.

The key principle of our strategy is to make it an integral part of our whole school improvement plan to provide a safe and stimulating learning environment for all where everybody works together in the best interests of the child. The school improvement plan is aspirational for all and is driven by two main principals:

- 1) Living well together
- 2) Teaching so that children learn.

Disadvantaged pupils are not targeted as a separate cohort or a bolt on compared to other pupils but are targeted as a focus group that is included within all areas.

Living well together is a fundamental element of our Christian vision and is at the heart of all decision making at St Mary's. Our ultimate objectives for our disadvantaged pupils are for them to achieve as highly as their non-disadvantaged peers, and for everyone to feel an integral part of our school community, participating in all aspects of school life. We want all children to experience a broad, balanced and enriched curriculum no matter their background or prior experience.

Relationships are key at St Mary's and staff take pride in gathering information about the whole-child and use this information to build relationships and ensure equal opportunities for all.

Our current strategy plan works towards achieving this by ensuring that all staff have a good understanding of the importance of maintaining high expectations of all pupils regardless of background. Restorative practice is central to our behaviour policy and therefore the culture of our school. We strive to strike the right balance between challenge and support - maintaining high expectations; ensuring we support all children to meet these. We treat each child as an individual, ensuring we are always acutely aware of those from disadvantaged backgrounds who may need more support to thrive at school.



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High-quality teaching is also fundamental to 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 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, 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 sustained high-quality teaching for all pupils
- Ensure targeted interventions are delivered by skilled and knowledgeable staff for children identified as needing additional support to access the curriculum successfully.
- Ensure all children are able to access visits, residential visits, after school activities and wider opportunities that exist throughout the school.
- Ensure all children have access to well-being and mental health support.
- Ensure an enriching and varied, high quality curriculum is in place and accessible to all pupils



CHALLENGES

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

Challenge number	Detail of challenge
1	<p>Moving knowledge and skills from the working memory to the long-term memory so that learning takes place and gaps are reduced, regardless of start points.</p> <p>Evidence suggests (from monitoring/pupil voice/teacher feedback/assessment results) that children enjoy their learning and engage well, but as they progress through the school, they have sometimes forgotten learning from previous years that is an essential building block that allows them to access the age-appropriate learning that year.</p>
2	<p>Not achieving age related expectations in reading hinders holistic educational success for some children.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Lower levels of language (challenge number 5) also impacts on pupils' ability to understand what they have read.</p>
3	<p>The limited investment of some parents/carers in engaging with school as partners in their children's education.</p> <p>Schooling and education are not highly valued, with some parents having had a negative experience of school themselves or not experiencing a positive transition program when their child started at school. This is supported by: observations; discussions with children and parents; pupil attendance and parental workshop uptake - especially in KS1. Lower levels of engagement from some families affects punctuality and attendance issues. Attendance rates for pupils eligible for PP are below the target for all children nationally of 96%. This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.</p>
4	<p>The well-being and mental health of some children and their families.</p> <p>Pastoral work, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Many pupils need significant support to manage emotions and behaviour. Many pupils also need additional support around anxiety and separation. This in turn can affect attendance as mentioned in Challenge 3. Teacher referrals for support have markedly increased since the pandemic.</p>
5	<p>For some children: reduced language skills on entry, with limited opportunities to develop the acquisition of new vocabulary needed to understand and retain new knowledge.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, lower word acquisition and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers, thus slowing down reading progress in subsequent years. This can be linked to lack of enrichment opportunities that develop cultural capital and knowledge of the world, especially during school closures during their younger years meaning less opportunities to develop a wide and varied vocabulary. These challenges particularly affect disadvantaged pupils, including their attainment.</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
Improve the oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Higher percentage of children achieving an age-related expectation in Communication & Language at the end of Reception • Improved standardised scores and reading age of children in Years 3-5 • Improved KS2 SATs results for disadvantaged pupils
Improved attainment across the curriculum, among disadvantaged pupils, because children can remember and do more.	<ul style="list-style-type: none"> • Pupil voice shows that children can recall learning in all foundation subjects. • Teacher assessments in core subjects show improvements in all year groups. • End of KS2 SATs - at least Expected outcomes for all disadvantaged children in Reading and Maths.
Improved outcomes at the end of EYFS for disadvantaged pupils	EYFS outcomes show disadvantaged pupils have strong foundations for learning, barriers for pupils and families have been tackled and pupils are ready to learn.
Improved attainment for disadvantaged pupils in the Year 1 phonics check.	Year 1 phonics check results show disadvantaged pupils have a secure phonic understanding and use of decoding and blending effectively at the start of their reading journey.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations. • Easier separation from parents in a morning. • Successful nurture systems are run throughout school. • Senior mental health lead is fully trained and having a positive impact on pupils and families. • A significant reduction in behaviour incidents impacting negatively on mental health and wellbeing. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Improved attendance.
To achieve and sustain high levels of positive parental engagement with school - particularly for our disadvantaged pupils.	<ul style="list-style-type: none"> • Improved school attendance. • Improved attendance at workshops and events.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Increased attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils improving, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed. • the percentage of all pupils who are persistently absent being lower than average and the figure among disadvantaged pupils being no higher than their peers.

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ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous professional development and coaching will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice including the introduction of a 4-part lesson based on retrieval, modelling and regular assessment. This will support pupils to make accelerated progress.	EEF Effective Professional Development Quality First Teaching using EEF principles including metacognition and the research into the benefits of formative assessment in supporting accelerated progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3, 4, 5
Maintaining smaller classes for this academic year ensuring there is a high ratio of experienced teachers within the staff team to help to close gaps.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Although this is costly, impact is at its greatest when high quality interactions are increased and disruption is decreased. This therefore links to our decisions to recruit experienced teaching staff.	1,2,4,5
Expanding the senior leadership team to increase capacity and drive strategic	NCTL Review of outstanding leadership in primary schools found that successful distribution of responsibilities had a positive impact on improving teaching and learning.	1,2,3,4,5

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<p>improvement. Ensuring that we recruited an EYFS Lead with an extensive background knowledge of oracy within the curriculum and experience of successfully implementing oracy strategies across a primary school. Time out of class to cascade oracy training to staff throughout the school and to monitor the impact.</p>	<p>https://assets.publishing.service.gov.uk/media/5a7d7ed340f0b64fe6c240fe/DFE-RR374D - Outstanding primaries lit review.pdf</p> <p>There is extensive evidence and oral language intervention (and therefore focused teaching) has the potential to impact learning by 6 months. EEF - Teaching and Learning Toolkit - Oral Language Interventions</p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>HLTA as Teaching Assistant to support Phonics in Year 1</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils. : Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Continued Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Release time for AHT/Maths Lead and Class teacher to attend CPD and implement</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1



changes in school.		
Leaders given responsibility for EYFS, Reading and Phonics as a priority to develop systems to enhance reading provision in the Early Years and KS1.	EEF Reading Comprehension Strategies suggests that low cost approaches have the potential to impact learning by 6 months. EEF Reading Comprehension Strategies EEF Preparing For Literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,4,5
PSHE Lead to complete Senior Mental Health Training to Improve the quality of PSHE, ensuring there is a focus on mental health and how we understand our emotions. Emotional Literacy approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3,4
Subscriptions to online apps and sites: TTRockstars, Purple Mash, Mastery Maths, White Rose, Third Space Learning	EEF: studies consistently find that digital technology is associated with moderate learning gains, on average additional four months progress	1,2,4



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

Budgeted cost: £9,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions (small group or 1:1) targeted at disadvantaged pupils who require further phonics support with skilled HLTA.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>They have also proven to be more effective when delivered by a skilled adult.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2</p>
<p>Structured interventions for Reading Writing and Maths across school</p>	<p>EEF – Pupils may require targeted academic support to assist language development, Literacy or Numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst no inhibiting pupils’ access to the curriculum</p>	<p>1,2</p>



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

Budgeted cost: £7870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundatio n.org.uk) https://www.gov.uk/government/publications/behaviourinschools--2	1,4
Provide additional opportunities within extra-curricular clubs and curriculum enrichment activities to disadvantaged pupils to allow them to develop their skills, gain wider experiences, promote wellbeing and engagement with school.	Evidence suggests that involvement in extra-curricular activities may increase pupil attendance and retention. Extra-curricular experiences also help to build cultural capital, essential for forming schemas and creating the connections that are fundamental to learning taking place.	1,3,4,5
Home visits and information gathering on new children through updated welcome packs, parent meetings, stay and plays, SEYS meetings.	General approaches which encourage parents to be more involved in their child's education can have up to 4 months progress with a strong evidence base. EEF-Levels of parental engagement are consistently associated with improved outcomes.	3,4
Increase opportunities to develop parental engagement. Parent workshops, Class Dojo, regular reading sessions, Tapestry app in Reception	EEF-Levels of parental engagement are consistently associated with improved outcomes.	3

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<p>Office Admin assistant employed to monitor pupils and follow up quickly on absences. First day response provision. Headteacher to overview attendance of pupil groups and work to tackle attendance issues and persistent absence. Provide attendance reward system for whole school to raise aspirations. Develop and promote good attendance across the school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance of disadvantaged children improves overtime and is at least in line with national figures</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,3</p>
<p>Senior mental health lead, senior leadership team and school counsellor to liaise and work with targeted pupils and families</p>	<p>EEF: the association between parental involvement and a child's academic success is well established.</p>	<p>3,4</p>
<p>Changes to lunchtime staffing to accommodate accessible, individualised nurture provision for those who need it such as Mindful Mondays, open classrooms and reflection spaces to enable restorative practices.</p> <p>Soft starts as a form of nurture to support children with separation anxiety.</p>	<p>OFSTED Found that individualised nurture support that contributed to the culture of the school and the way staff spoke to children was the most effective.</p> <p>https://assets.publishing.service.gov.uk/media/5a800636e5274a2e8ab4dbb5/Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf</p>	<p>3,4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>



Rolling out Forest School (subsidised by school)	There is extensive research into the positive effects on well-being, risk taking and resilience of outdoor learning.	4,5
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TOTAL BUDGETED COST: £49,470



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 2022 to 2023 academic year.

Early Years – GLD

A focus on quality first teaching and interventions in EYFS was successful in supporting disadvantaged learners. 100% of PP children (2) achieved GLD with 65% of non-PP children achieving GLD. This was an increase from the previous year.

100% of PP children also achieved the Early Learning Goal in Understanding the World indicating an improvement in cultural capital through accessing a wide range of experiences.

KS1 Data

KS1 Year 1 Phonics Scores

PP children have benefitted from Phonics interventions. Phonics outcomes for PP children improved, with PP children performing better than non-PP.

2021-22 PP achieving Phonics score- 66% non PP achieving Phonics score- 61.5%

2022-23 PP achieving Phonics score- 80% non PP achieving Phonics score- 61.5%

2023-24 PP children continued to perform better than non-pp children with 75% (3 out of 4) passing the Phonics Screening Test. Non-PP achieving Phonics score- 71.4%

Quality First teaching and interventions had a positive impact on Reading, with the gap closing between PP and non PP. Greater focus on the attainment gap for Maths and Writing will continue through the 2023-24 PP strategy.

Expected Standard in:	PP	Non-PP
Maths	40%	61%
Reading	40%	61%
Writing	40%	26%



KS2 Data

Quality first teaching and interventions had a positive impact on reading, with PP children's outcomes the same as non-PP children. Greater focus on closing the attainment gap through improving teaching and learning will continue through the 2024-25 PP strategy. It is important to note that the 2023-24 leavers were greatly affected by frequent leadership changes.

Expected Standard in:	PP	Non-PP
Maths	33.3%	62.5%
Reading	22.2%	58.3%
Writing	22.2%	20.8%

Attendance

Attendance	PP	Non-PP
	90.4%	91.7%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continues to be a concern across school. An increasing number of children require support/interventions to improve SEMH. We used PP funding to provide wellbeing support for PP pupils and targeted interventions where required. Frequent changes in leadership resulted in both staff and pupil mobility across the period of the previous PP statement. With a new SLT, the school will hopefully be more settled with children feeling ready to fully engage in their learning. This should see results improve for all, especially those who are in receipt of the PP grant and benefit from structure, routine and, first and foremost, high-quality teaching.

Externally provided programmes

Programme	Provider
TTRockstars	TTRockstars
Purple Mash	2Simple
Phonics	Read Write Inc

