

Pupil premium strategy statement – St Mary’s CE 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
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	20.4%
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 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	A. Wainwright
Pupil premium lead	A. Wainwright
Governor / Trustee lead	S. Bradford and H.Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45450
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>	£45450

Part A: Pupil premium strategy plan: Statement of intent

Our current strategic plan, which was created last academic year, focused on living well together, in line with our school's deeply imbedded Christian vision. Our ultimate objective continues to be for our disadvantaged pupils 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. This academic year our school development plan focuses on senior leaders taking the time to find out more about the cultural capital of the children in our school to strategically plan a personal development program which aims to close gaps in experiences of the world.

This year our focus will sharpen further on ensuring that all staff have a good understanding of the importance of maintaining high expectations of all pupils regardless of background. Furthermore, a key area of development for us this year will be to ensure that children have high expectations of themselves- our aim is to cultivate resilience and independence in all children, empowering them to be intrinsically motivated to achieve their goals. Restorative practice also remains 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. All staff are aware of our inclusion register which carefully considers the context of our community.

High-quality teaching is still 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 and at the same time will benefit the non-disadvantaged pupils in our school. Our school development plan clearly responds to the insights provided by our data and dynamic plans are in place to close gaps, improve teaching and increase engagement in lessons. We ensure our curriculum is an equitable offer that focuses on cementing the fundamental skills children need to be successful in life, giving priority to communication and language, early reading and developing a wide and ambitious vocabulary through accessing a high-quality English curriculum.

The key principles of our strategy remain as:

- 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

With an additional, sharper focus on:

- Ensuring staff have high expectations of all children
- Building resilience and independence in all children- ensuring they have high expectations of themselves.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties in transferring knowledge and skills from working memory to long-term memory, which hinders secure learning and slows the closing of attainment gaps, regardless of a pupils background or starting points.
2	Ensuring parents receive support and encouragement from school to engage in home learning that helps children to be more successful at school.
3	Lower levels of resilience and independence compared with their peers resulting in greater reliance on adult support and reduced self-esteem and motivation to attempt new or challenging tasks.
4	41% of children who attract the pupil premium grant also sit on our SEND register, therefore this can be an additional barrier to learning predominately associated with poorer listening and attention skills and/or frequent emotional dysregulation.
5	The well-being and mental health of some children specifically around anxiety and manging feelings of anger.
6	Gaps in literacy skills, especially for pupils in KS2 who are not yet fluent readers or confident writers. Limited exposure to a wide vocabulary and reduced opportunities to develop spoken language further restrict progress, often influenced by lower cultural capital and fewer enriching experiences.

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"> • A higher percentage of children achieving an age-related expectation in Communication & Language at the end of Reception- clear action plans in place for those who don't as they transition into KS1. • Improved standardised scores and reading age of children in Years 3-5. • Targeted interventions clearly show small steps of progress, which are celebrated with children. • KS2 SATs results for disadvantaged pupils show personal progress targets have been met. • Ambitious English curriculum is imbedded throughout school and taught consistently well.
Improved attainment across the curriculum, among disadvantaged pupils,	<ul style="list-style-type: none"> • Pupil voice shows that children can recall learning in all foundation subjects.

because children can remember and do more and listening and attention in lessons is improved.	<ul style="list-style-type: none"> • 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 and do not have an identified SEND. Progress from start points is evident for all. • Children are engaged in learning for longer periods of time.
To improve resilience and independence in children	<ul style="list-style-type: none"> • Children have a positive attitude to learning demonstrated through engagement in lessons. • Children are 'having a go' before asking for adult support. • Children celebrate making small steps of progress towards bigger targets. • Targeted interventions give children the chance to be more successful in lessons. • Relationships with teachers give children a safe space to have a go- this is reflected in lesson observations and pupil voice.
To close gaps in KS2 Literacy	<ul style="list-style-type: none"> • High quality phonic intervention has closed targeted gaps and improved reading fluency. • Extracurricular experiences have supported an understanding of the world and the acquisition of new vocabulary in context. • Children have experienced a variety of appropriate, relevant and challenging texts.
Continued good 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 2025/6 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 • A dynamic PSHE curriculum that is responsive to our context • Robust safeguarding procedures with clear lessons learnt and root cause analysis in place • A greater ability amongst children to regulate and discuss their emotions.
To achieve and sustain high levels of positive parental	<ul style="list-style-type: none"> • A clear home learning policy is in place. • Teachers have worked with specific parents to ensure they are well equipped to support their child at home.

<p>engagement with home learning - particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Children show a greater understanding in lessons and therefore make progress.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Increased attendance from 2024/25 continuing to close the gap with national 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 • Improvement in statistics in the similar schools comparison report.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22,108.80

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-specifically strategies around engagement.	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, 3, 4, 6
Maintaining smaller classes for core teaching 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.	1,3,4,6
Ensuring the senior leadership team are given sufficient strategic time to drive strategic improvement and support and monitor the most vulnerable children. Ensuring that we support and develop our	NCTL Review of outstanding leadership in primary schools found that successful distribution of responsibilities had a positive impact on improving teaching and learning. https://assets.publishing.service.gov.uk/media/5a7d7ed340f0b64fe6c240fe/DFE-RR374D - Outstanding primaries lit review.pdf 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	All

<p>EYFS Lead to successfully implement oracy strategies across the school. In addition, time out of class is essential to develop, model and monitor best practice around resilience, independence and communication and language.</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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,4,6,3</p>
<p>Designated Teaching Assistants 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.</p> <p>: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,6</p>
<p>Continued Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Release time for Class teachers to attend CPD and</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:</p> <p>Maths guidance KS 1 and 2.pdf</p> <p>(publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,4,3</p>

implement 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.	<p>EEF Reading Comprehension Strategies suggests that low cost approaches have the potential to impact learning by 6 months.</p> <p>EEF Reading Comprehension Strategies EEF Preparing For Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,6
<p>High quality curriculums purchased to support Literacy skills:</p> <ul style="list-style-type: none"> -Read Write Inc Phonics - CUSP English 	<p>The National Audit Office found that High-quality teaching and a coherent, sequenced curriculum narrow disadvantage. Reviews and UK reports (e.g. NAO / BERA) emphasise that well-designed curricula and consistent high-quality instruction are among the most effective ways to improve outcomes for disadvantaged pupils.</p> <p>Because CUSP explicitly implements approaches with strong independent evidence (oral language, explicit vocabulary, sequenced knowledge, retrieval practice, strong teacher instruction), we expect it to help disadvantaged pupils, especially where baseline language/vocabulary is weak. The evidence supports the <i>components</i> strongly.</p> <p>The Education Endowment Foundation (EEF) rates systematic phonics, as a whole approach, as having a positive impact on early reading — roughly + 5 months of progress on average when effectively implemented.</p> <p>In its large-scale independent evaluation of RWI, children in the RWI group made on average one extra month’s reading progress compared with control schools.</p> <p>That evaluation also found a stronger effect for disadvantaged pupils these pupils made on average three additional months’ progress in reading compared with their peers in control schools.</p>	1,6

Enhanced SENCO release time to ensure those who are also disadvantaged are receiving high quality support.	Broader school-leadership literature links leadership capacity to pupil outcomes (including disadvantaged pupils). Protected leadership time to steer teaching and monitor practice improves outcomes, this is directly applicable to the SENCo role as a specialist leader of inclusion.	
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

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

Budgeted cost: £ 9270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (small group or 1:1) targeted at disadvantaged pupils who require further phonics support with skilled TA/ Senior Leaders.	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 They have also proven to be more effective when delivered by a skilled adult. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	6,4,3
Structured interventions for Maths-Number Stacks. With a specific member of staff assigned,	EEF- Broader reviews of early-years / Key Stage 1 interventions note that structured tutoring by adults (TAs or teachers) — carefully designed programmes rather	6,3,4

completing additional hours work to deliver interventions.	than ad-hoc support — show moderate to strong effects for numeracy for children at risk or struggling.	
After school teacher and Senior Leader booster sessions for year 6	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 not inhibiting pupils’ access to the curriculum	1,3,4,6

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

Budgeted cost: £ 14071.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health lead to have release time and training to Improve the quality of PSHE, ensuring there is a focus on mental health and how we understand our emotions.</p> <p>Emotional Literacy approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p>EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p>	3,5
Whole staff training on behaviour	Both targeted interventions and universal approaches can have positive overall effects:	3,1,4,5

management approaches with the aim of embedding high expectations for all.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/behaviourinschools--2	
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. This in turn improves children's understanding of the world and broadens their vocabulary.	6,5
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.	2,5
Increase opportunities to develop parental engagement. Parent workshops, Class Dojo, regular reading sessions, Senior leadership time spent on	EEF-Levels of parental engagement are consistently associated with improved outcomes.	2

<p>developing home learning policies that consider all stakeholders.</p>		
<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>1,2,3,5</p>
<p>Senior mental health lead, senior leadership team and Behaviour outreach 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</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>4,5,3</p>

<p>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>https://assets.publishing.service.gov.uk/media/5a800636e5274a2e8ab4dbb5/Supporting children with challenging behaviour through a nurture group approach.pdf</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>5,3</p>
<p>Rolling out Forest School (subsidised by school)</p>	<p>There is extensive research into the positive effects on well-being, risk taking and resilience of outdoor learning. Recent research around outdoor learning has found that a sedentary life style is linked to a shorter life expectancy. In addition, the EEF concluded that well thought out activities on a school's own grounds can have as much impact on self-regulation, behaviour and engagement as offsite excursions.</p>	<p>1,5,3</p>

Total budgeted cost: £ 45,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- In 2024/2025:
 - 100% of the disadvantaged pupils in Reception achieved GLD
 - 100% of the disadvantaged Year 2 Phonics resits achieved a pass
 - A higher percentage of disadvantaged children passed the Year 1 phonic check in 2025 than 2024.
 - 20% more children achieved 25/25 in the multiplication checks in 2025 than 2024.
 - Disadvantaged children achieved better results in reading and writing at the end of KS2 in 2025 compared to 2024.
 - The decline in results has been at least stemmed in all areas.
- Attendance has improved throughout 24/25 and into the new academic year, with us achieving above national attendance in the national data published for the week beginning 3rd November 2025.
 - In the Autumn Similar School's Attendance Report our attendance of children eligible for free meals was 13th out of 20 school which was noted as a strength.
 - Case studies show significant improvements in attendance (over 10%) in some cases of disadvantaged children identified for targeted attendance support last academic year.
- Comparison to local and national averages tells us that school still needs to improve outcomes at the end of KS2, especially in Mathematics. We are achieving above national in Year 1 and 2 phonics and in GLD. This includes disadvantaged children who did not meet GLD now passing the Phonics check by the end of Key Stage.
- Pupil voice captured throughout the year by leaders at all levels, including governors, has told us that children enjoy and can talk about their learning across the curriculum.
- Internal reading data shows that CUSP curriculum is having a positive impact on outcomes in reading and children are understanding a wider range of vocabulary. We continue to now work on translating this into their writing. Children in KS1 continue to make good progress in phonics with many Reception children making accelerated progress.
- Suspensions have reduced from 19 in 2023/2024, to 7 in 2024/2025 and currently stand at 1 to date in 2025/2026 showing that behaviour throughout the school is improving as a result of restorative practice, strong relationships and an increased understanding of individual needs.
- Children readily access nurture and mental health provision and know who the key adults are that they can speak to.

- In our most recent parent survey 100% of parents would recommend this school, there were no problems identified with bullying and parents felt their children were happy at school. Parental events are popular and well attended- harder to reach parents have key adults that they communicate with through their preferred medium. This has impacted positively on wellbeing and attendance.

The evidence above strongly suggests that we are on target to achieve the outcomes of our strategy. A priority for us is to continue to promote high expectations across all areas of learning- supporting teachers to achieve this through strong leadership support and continued professional development.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider