



/Pupil Premium Strategy Statement St Mary's C of E Primary School-2025/26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Dave Ellison-Lee
Pupil premium lead	Laura Oakes
Governor / Trustee lead	Jo Westaby (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,995
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£65,995

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our commitment is for every child in our school to reach their full potential. All children will be offered a broad and balanced curriculum tailored to meet their individual needs. At St Mary's, most of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. In addition, the school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths and therefore funding will also be allocated to enable children to participate actively in wider and extracurricular activities.

Eligibility and funding

Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals.
- Looked-after and previously looked-after children.

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

What are the key principles of your strategy plan?

Teacher development, enhancing the quality of teaching and developing teacher subject knowledge.

Teacher Development:

- Enhancing quality of teaching
- Developing teacher subject knowledge

- Curriculum Planning and resources

Targeted Academic Support:

- Centralised teacher CPD and Embed sessions,
- Structured small group interventions
- Explicit teaching of meta-cognition skills

Wider strategies:

- Social and emotional support,
- Personal curriculum opportunities
- Support for Pupil Premium children with SEND

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

We recognise that a key factor in achieving high standards of pupil attainment is through teacher development and high-quality teaching and learning. Through delivery of a programme of strong, sustained CPD, focused on evidence-led teaching approaches there will be an improved quality of teaching. We will also concentrate our spending on developing teacher subject knowledge. Combined these will have a high impact on pupil outcomes. This will have an impact on closing the disadvantage attainment gap while at the same time will benefit the non- disadvantaged pupils in our school.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and supported as appropriate. We will monitor the children's attainment and progress, as well as their emotional and social well-being to measure impact of the Pupil Premium. Pupils will have opportunities to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing. Spending will ensure that no pupil misses out of such important aspects of education, that learning is enriched, and their self-confidence grows.

Challenges

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

	Detail of challenge
1	Ensure evidence-based pedagogy is strong across the whole school
2	The proportion of Pupil Premium children in EYFS meeting GLD is lower than that of non-disadvantaged children.
3	High proportion of disadvantaged children have recognised SEND needs

4	Close the attainment gap for children who did not meet end of phase expectations and have not secured the foundational skills or knowledge for the next phase of their education
5	The proportion of disadvantaged children meeting the standard of the phonics screen is lower than that of non-disadvantaged children.
6	Pupil Premium children have higher issues with SEMH and well-being.

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge. Teachers make well-informed pedagogical choices and use adaptive teaching strategies to secure good progress for all pupils. Pupils are shown to know and remember more over time. Outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers.
Strong models of behaviour can be seen in all interactions across the school and have a positive impact on teaching and learning.	Behavioural management strategies are consistent across the school. Learning walks demonstrate that behaviour is consistently good across all classes/phases/times of day. Feedback from parental survey shows that the overwhelming majority think that behaviour is at least good. All staff feel confident in dealing with incidents of poor behaviour that do arise.
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
All disadvantaged children are supported to make good progress, including middle and higher attainers.	Attainment of children is closely tracked to ensure that all disadvantaged children make progress in relation to their starting points.
Disadvantaged children take pleasure in reading and reading attainment improves.	Disadvantaged children enjoy reading and have the opportunity to share books frequently with an adult. All children who do not have additional SEND needs meet the standard of the national phonics screen at the end of Year 1.

PP children with SEND are monitored closely, they are benefitting from quality and targeted interventions including from specialist provision.	Accelerated progress being made by PP/SEND pupils because of the effective teaching/interventions put in place. Recognised intervention has helped reduce the attainment gap between SEND/PP and others. SEND/PP children make accelerated progress though they may still be working below ARE.
SEMH needs are identified early. Teachers recognise when to refer and use strategies to support.	SEMH needs are identified early. Swift referrals are made for appropriate help. Referrals made to Emotional coach within school. Staff are confident in referring and supporting in class.

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: £ 24,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies and have time to practice them with peers and apply them to future classroom practice. EEF Effective Professional Development Guidance Report Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust	1,2,4,5

Development of high- quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place. Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice. The Great Teaching Toolkit: Evidence Review – Evidence Based Education	1
To identify a pupil premium champion in school to lead on raising attainment strategically.	Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/	4

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

Budgeted cost: £38,121.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	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 of 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 4, 5
Purchase of standardised diagnostic	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	4

assessments through Smart Grade. Training for staff to ensure assessments are interpreted and administered correctly.		
LSA to support EYFS to run Talk Boost	Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit	2,,4
School-led interventions. A significant proportion of the pupils who receive interventions will be disadvantaged.	Interventions 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF 2,3,4 and 8	2,4
Improve the quality of social and emotional (SEL) learning.	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)	6

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

Budgeted cost: £3,455,40

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Pupil Premium pupils will have access to Emotional support of Relax Kids coach	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	7
All Pupil Premium pupils have access to Coram Scarf to support their Personal, Social and Emotional Education	We have identified a need to use an extensive scheme to support our PSHE lessons and RSE offer.	3
All Pupil Premium pupils receive school milk	We have identified a need to set a small amount of funding aside to support children's nutrition and good health	7
Pupil Premium pupils are supported with 50% of the cost of one school trip	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, behavior and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	7
Pupil Premium pupils in Year 3 are supported with 50% of the cost of swimming for one term.	Physical activity has important benefits in terms of health, wellbeing and physical development.	3,7

Total budgeted cost: £65,995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Attendance Figures 2024-25

School 96.2% against national 94.5%

School Pupil Premium eligible 94.8% against national 92%

The school use HeadStart assessments for Reading and White Rose assessments for Maths to assess pupils so that areas of need could be identified and addressed. This is further supplemented for our disadvantaged pupils with Cognitive Ability Tests (CAT4) which assesses how well a student can think about tasks and solve problems using a range of different questions. They are used to provide information to teachers, pupils and their parents about how best an individual can learn and reach his/her potential in school.

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, quizzing and other retrieval practices are used to ensure secure knowledge, and will continue to be embedded throughout the school and in all areas of the curriculum. This will also feed into support staff training as they play a significant role in pre-teaching and overlearning.

The mastery approach is being used to teach maths, allowing all pupils to securely consolidate and embed key facts and methods to enable all pupils to use reasoning and problem-solving skills and to question and investigate mathematical principles.

Support staff continue to offer high-impact provision in class, directed by class teachers, to support pupils who need it and run interventions for individuals and small groups as needed at other times of the day so that we have maximum impact for children.

EYFS-PP children were given additional interventions in Phonics, writing and number daily by an experienced Senior Teaching Assistant.

Year 1-Provided small group and 1 to 1 work with an experienced LSA focused on overcoming gaps in learning in Phonics.

Percentage of pupils in year 1 achieving the phonics screening was 87%.

The major focus of our work, through the pupil premium, is aimed at improving pupil progress, enabling children to meet at least age-related expectations in Literacy and Numeracy. Interventions supported children with specific identified needs; without which may have put them at risk of underachievement.

Most children were supported through intervention, and specific programmes such as Sounds Write, Talk Boost, SATs Companion and Test Base.

Parents were supported financially with school visits and activities. This included trips and activities like swimming. Pupil premium funding was used to support children's learning by providing Trust and School led CPD for staff with a focus on supporting SEND children.

Children's learning was enriched using an ambitious curriculum, and their self-confidence continued to grow. Regular low stake and cumulative assessments showed that PP children were retaining more. No child missed out of aspects of education.

Children have been supported in school by an external Relax Kids coach who specialises in emotional coaching.

Help was given with the cost of having milk at school. Nutrition was supported and the health of children is generally very good.

Externally provided programmes

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

Programme	Provider
Speech and Language	Talk Boost
HeadStart Reading Assessments	Smart Grade
White Rose Maths Assessments	Smart Grade
SATS Companion intervention	SATS Companion
TT Rockstars	Maths Circle
Numberbots	White Rose
Sounds write Intervention	Sounds Write
Instructional Coaching	Walkthrus
PSED	Coram Scarf
Spellings	Spelling Shed
Handwriting	Letterjoin
Intervention and Tuition	Test base