

Pupil premium strategy statement

This statement details our school's use of pupil 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
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	27.11.25
Date on which it will be reviewed	27.11.26
Statement authorised by	Alison Daniel
Pupil premium lead	Alison Daniel
Governor lead	Andy Jarman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,535
Recovery premium funding allocation this academic year	N/A
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	£43,535

Part A: Pupil premium strategy plan

Statement of intent

It is our intent that our disadvantaged pupils:

- *Have every opportunity to achieve their potential, both academically and in terms of their personal development.*
- *Will experience the same high expectations within a high quality, broad and balanced curriculum as all pupils, with support where necessary.*

This will include:

- *Provision to allow pupils to self-regulate their emotions and behaviour*
- *Support for mental health and wellbeing*
- *Additional adult support to allow them to access high quality teaching and learning experiences in class*
- *Interventions, where appropriate, to support specific needs*
- *Access to extra-curricular activities*
- *Access to school trips/visits/experiences*
- *Access to assessments by external professionals as appropriate e.g. Educational Psychology*

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of our pupil premium children also have identified complex additional needs, either social and emotional or SEND.
2	Some of our pupil premium children have limited opportunity for support at home
3	Despite provision of IT, comprehensive remote learning package and invitations into the setting, some PP children had disrupted access to education during the Covid pandemic and are therefore presenting with gaps in knowledge and considerable SEMH needs.
4	School attainment at the end of all key stages is in line with or above national figures. The focus for school improvement now is to make greater levels of progress and enable more pupils to achieve at a higher standard, particularly in reading, maths and writing.

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
All disadvantaged pupils will experience equality of opportunity in terms of academic and personal development opportunities	All disadvantaged pupils will make good progress from their starting points All disadvantaged pupils will have the opportunity to engage in extra-curricular activities
Disadvantaged pupils will have barriers to learning removed wherever possible.	Pupils will benefit from daily reading in school emotional/pastoral support where required SEND interventions as required Additional hours of EP time purchased to enable assessments to take place in a timely way.
Expectations of all pupils including disadvantaged pupils are high and children are supported to achieve high standards.	Provision for each individual meets their needs appropriately to enable them to make good progress from their starting points.

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: £1,200 online phonics teaching resources and support, £5,800 TA time for Early Bird sessions 8 hours per week. Additional phonics resources £500. LBQ £1,000

Total £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed training for phonics teaching including resources Further embed 1:1 tuition in phonics for children requiring additional support.	EEF toolkit states that high quality consistent phonics teaching can make up to 5 months additional progress	4
Early bird sessions for all PP children to allow for pre-teach and additional comprehension both individually and in small groups	EEF toolkit states that extending the school day can lead to up to an additional 3 months progress. 1:1 tuition can lead to an additional 5 months progress. Small group tuition can lead to an additional 4 months progress.	1/2/3/4
Additional adult support in class to provide high quality interactions and to carry out daily interventions with children lacking support at home e.g. daily reading	EEF Toolkit states that:- TA interventions can make up to 4 months additional progress	2/3/4
Learning by questions (LBQ) tutoring for KS2 pupils to plug gaps in maths application	EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress.	2/3/4

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

Budgeted cost: £ 7,968 (*Experienced TA support 4 afternoons per week*)

Total £7,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 provision for all PP children as required following Pupil progress meetings	EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress. Small group tuition can lead to an additional 4 months progress. Oral language interventions can lead to up to 6 months additional progress.	2/3/4
Reassign KS1/EYFS TAs in the afternoons to support KS2 children in need of interventions	EEF Toolkit states that:- TA interventions can make up to 4 months additional progress 1:1 tuition can lead to an additional 5 months progress. Small group tuition can lead to an additional 4 months progress. Oral language interventions can lead to up to 6 months additional progress.	2/3/4

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

Budgeted cost: *trips (£4,000), TA time 15 hours per week (£13,323), Sports clubs (£100) Dance Clubs (£110)*

Total £17,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Emotional Literacy Support across the school to enable self-regulation of emotions and behaviour	EEF toolkit states that with support for emotional intelligence can make up to an additional 4 months progress	1
Pay for all PP children to attend trips and extracurricular activities	EEF toolkit states that pupils can make an additional: 3 months progress if engaged in arts participation	1

	1 month progress if engaged sports provision 5 months progress if engaged social and emotional support	
Further embed relational practice through use of Zones of Regulation and revision of Behaviour and Relationships Policy with EP service.	EEF toolkit states that with support for emotional intelligence can make up to an additional 4 months progress	1

Total budgeted cost: £34,001

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Results taken from statutory assessments (EYFS/Year 6) and teacher assessments at the end of the Summer Term 2025

Year Group	No. of pupils PPG/LAC/Post LAC	Reading Percentage at or exceeding ARE PP	Reading Percentage at or exceeding ARE All pupils	Writing Percentage at or exceeding ARE PP	Writing Percentage at or exceeding ARE All pupils	Maths Percentage at or exceeding ARE PP	Maths Percentage at or exceeding ARE All pupils
N	0	N/A	100	N/A	100	N/A	100
R	0	N/A	78	N/A	78	N/A	89
1	2	100	90	100	67	100	93
2	5	60	66	33	43	40	62
3	3	33	67	33	63	0	70
4	6	66	70	33	60	50	74
5	4	75	71	75	81	75	74
6	8	63	71	63	74	63	78
Total	28						

Whilst comparison of percentages achieving age related expectations in small cohorts can be counterproductive, it can be seen that 1:1 and small group provision supported our PP children to make good progress from their starting points. Our older children had found the return to school following the pandemic challenging, with lost learning and anxiety. The combination of academic support plus increased pastoral support allowed them to be more settled in school and ultimately ensured that they were ready for the next stage of their education.

PP children are given priority places in all extra-curricular clubs. Costs for trips and visits, including for the Year 6 residential were met out of the PP budget ensuring that they were able to experience a wide range of provision.

Some of our children eligible for PP also have additional complex needs, so the focus for them is on acquiring core foundational skills and making good progress from their starting points.

There is ongoing work to be done in terms of supporting pupil wellbeing as well as their learning, with the embedding of a mastery approach in maths and a review of reading provision being the focus for 2025-26.

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
LBQ Maths Support	Learning by Questions
Times Tables	Times Tables Rock Stars
Maths homework	Mathletics
Support for spellings	Spelling Shed
Computing and times tables	Purple Mash

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Disadvantaged pupils are supported by high quality provision-mapping including ongoing assessment of need and individual programmes of study where appropriate.

Venn diagrams map PP, SEND, CIN and EAL children and match them to everyday strategies used to support them as part of quality first teaching.