

Pupil premium strategy statement – St Mary's Church of England Primary School

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
School name	St Mary's CE Primary School
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Primary 2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Laura Wallis
Pupil premium lead	Chris Frankish
Governor / Trustee lead	Kate Jacques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,590
Recovery premium funding allocation this academic year	£0
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	£86,590

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to use Pupil Premium funding strategically, in line with DfE guidance and the 'menu of approaches', to ensure that every disadvantaged pupil grows academically, socially, emotionally and spiritually. As a Church of England school our work is rooted in the values of respect, friendship, trust, perseverance, wisdom and hope and we are committed to nurturing the whole child and providing an ambitious, inclusive education for all.

We are determined that that disadvantage is never a barrier to accessing a broad and rich curriculum. We prioritise **high-quality teaching**, recognising it as the most powerful lever for improving outcomes for disadvantaged pupils. By investing in professional development, developing strong subject knowledge and ensuring a consistent approach to high quality instruction, we strive for every child to receive excellent teaching rooted in care, empathy and high expectations.

We provide **targeted academic support** closely aligned with evidence from the Education Endowment Foundation to close gaps and accelerate progress for disadvantaged pupils. Interventions in reading, phonics, writing and maths are tailored to individual needs, monitored carefully for impact, and delivered in a way that builds pupils' perseverance, confidence and self-belief.

We also invest in **wider strategies that remove non-academic barriers**, recognising that social, emotional, spiritual and mental wellbeing are central to pupils' readiness to learn. Many disadvantaged pupils face challenges linked to SEMH, attendance, or limited enrichment opportunities. Our approach therefore includes pastoral support, family enrichment and the creation of a nurturing environment where every child feels safe, valued and supported to flourish.

Our strategy is built on **robust evidence** from national research combined with a deep understanding of the experiences and challenges within our own community. Through regular monitoring, reflection and review we ensure that Pupil Premium funding is used purposefully, effectively and responsibly.

Above all, as a Church of England school we aim for every child – including those who face disadvantage – to develop a sense of hope, aspiration and spiritual growth. We seek to form resilient, compassionate learners who are empowered to contribute positively to their community and to live life in all its fullness.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower starting points in language, communication and early vocabulary.</p> <p>Many disadvantaged pupils enter school with weaker oral language skills and limited vocabulary, which impacts early reading, phonics progression and broader curriculum access.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - EEF Early Years Toolkit states that gaps in communication and language emerge early and strongly predict later attainment. - Ofsted's EIF highlights spoken language development as essential to curriculum access.
2	<p>Gaps in reading fluency, phonics and comprehension.</p> <p>Some disadvantaged pupils struggle to keep pace with expected progress in early reading, leading to widening gaps in fluency and comprehension that affects learning in all subjects.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - DfE reading framework emphasises that early reading success is crucial for long-term, attainment. - EEF Phonics evidence shows high impact (5+ months) if intervention has high fidelity.
3	<p>Social, emotional and mental health needs (SEMH)</p> <p>A significant number of disadvantaged pupils require support with emotional regulation, anxiety, resilience and self-esteem. This affects readiness to learn, relationships and behaviour for learning.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - EEF SEL(PSHE) guidance shows social and emotional learning can improve attainment by +4 months when implemented well. - DfE Mental Health in Schools guidance notes higher vulnerability among disadvantaged pupils.
4	<p>Limited access to enrichment and wider experiences</p> <p>Some disadvantaged pupils have fewer opportunities beyond school, which can restrict their confidence, creativity, aspirations and engagement with the wider community.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - Ofsted EIF stresses the importance of a 'rich and ambitious curriculum'

	<p>for all pupils, especially those experiencing disadvantage.</p> <ul style="list-style-type: none"> - EEF notes that enrichment can enhance wellbeing, behaviour and engagement, contributing indirectly to attainment.
5	<p>Variability in attendance and persistent absence for a small group of children</p> <p>A minority of disadvantaged pupils have lower attendance and higher rates of persistent absence. This reduces curriculum access and impacts academic progress, routine and engagement.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - DfE research consistently links attendance with attainment. Pupils with poor attendance achieve significantly less well. - Ofsted identifies attendance as a key factor in ensuring disadvantaged pupils access the full curriculum.

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
Disadvantaged pupils strengthen their communication and language skills so they can access all areas of the curriculum confidently. Pupils develop a richer vocabulary and improved expressive and receptive language, enabling them to articulate ideas clearly and engage fully in learning.	<ul style="list-style-type: none"> - EYFS disadvantaged pupils make strong process on Communication and Language ELGs, with the majority meeting age-related expectations by the end of EYFS. - There are numerous examples of early intervention with referrals to the Speech and Language Service. Language intervention (via the school's Speech and Language Service) show significant improvement in vocabulary, narrative skills, and listening comprehension. - Observations, learning walks and pupil voice show pupils demonstrating increased confidence in talk, use of subject-specific vocabulary and improved conversational skills. - Staff report improved engagement, attention, and participation during class discussion, group work and partner tasks.
Disadvantaged pupils make accelerated progress in early reading, achieving secure decoding, fluency and comprehension so they can access the full curriculum and	<ul style="list-style-type: none"> - A clear majority of disadvantaged pupils pass the Year 1 Phonics Screening Check. Pupils who do not pass receive high-quality targeted support and achieve the required standard by the end of Year 2. - Teachers highlight disadvantaged children as

develop a lifelong love of reading.	<p>'priority readers' and hear them read regularly. Teachers can articulate improvements in reading fluency over time.</p> <ul style="list-style-type: none"> - Pupils talk confidently about books, authors and reading strategies in line with the school's reading culture, e.g. The 3pm Friday Book Club. - Internal and statutory reading data shows sustained improvement year-on-year for disadvantaged pupils.
Attendance for disadvantaged pupils improves to be consistently in line with peers. Persistent absence is significantly reduced, ensuring access to the full curriculum and a stable routine that supports academic and emotional development.	<ul style="list-style-type: none"> - Attendance for disadvantaged pupils is at or above 95% or improving rapidly towards this benchmark. - Persistent absence for disadvantaged pupils reduces by at least 30% over the academic year. - Improved punctuality and fewer recorded late marks. - Attendance interventions (supportive meetings, EWO involvement, Family Help drop ins) show positive change in family engagement. - Pupil voice demonstrates that pupils feel motivated, safe and eager to attend school. - Leaders will have an oversight of children's wellbeing and will play an active role in directing and monitoring support via termly SEMH reviews. The AHT for Inclusion will work with the Education Welfare Service to support children who have low attendance.
Disadvantaged pupils develop emotional resilience, improved self-regulation and strong relationships, enabling the to engage positively with learning and school life. Pastoral systems and spiritually nurturing environments support wellbeing and belonging.	<ul style="list-style-type: none"> - Behaviour logs show reduced incidents relating to emotional dysregulation, anxiety and conflict. - Internal wellbeing tools such as the Boxall Profile show measurable improvements over time. - Teachers report improved readiness to learn, focus and relationships with peers. - ELSA interventions show strong engagement and progress towards targets. - Where challenges persist, leaders have identified the right support services to be involved, e.g. the Mental Health Support Team and a plan is in place which draws on recommendations of these professionals.
Disadvantaged pupils experience a rich offer of trips, clubs, enrichment and cultural	<ul style="list-style-type: none"> - High participation rates of disadvantaged pupils in school clubs, trips, Year 6 residential and extracurricular opportunities. This includes: cookery

opportunities deepening knowledge and aspiration.	<p>and nutrition, STEM, Life Skills and Environment Explorers. This is tracked termly and leaders have an oversight of which children are accessing which experiences.</p> <ul style="list-style-type: none"> - Pupils can talk confidently about enrichment experiences and link these to curriculum learning. - There is evidence that enrichment opportunities have directly impacted on the children's academic attainment, e.g. in their writing. - Subject leader monitoring shows improved background knowledge, vocabulary and confidence linked to wider experiences. - Pupils feel included, valued and excited by the experiences.
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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: £27,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA-led Speech, Language and Communication Support</p> <p>Coaching/training of staff for TA-led Speech and Language interventions across the school, e.g. SALT programmes.</p> <p>Targeted vocabulary instruction across the curriculum.</p> <p>Assistant Head non-teaching time to coordinate early intervention, track</p>	<ul style="list-style-type: none"> - <i>EEF Oral Language interventions</i>: can provide up to 6+ months accelerated progress when delivered through structured small group or 1:1 sessions. - <i>EEF Teaching Assistant Interventions</i>: TAs are most effective when delivering structured, evidence-based programmes with clear training and fidelity. - <i>EEF Improving Literacy in EYFS/KS1</i> emphasises high quality language interactions, vocabulary teaching and explicit modelling. 	1

<p>progress and liaise with external SALT professionals.</p> <p>Use of visual supports, structured language modelling and pre teaching of key vocabulary.</p> <p>£4836</p>		
<p>Bug Club Phonics Intervention and Early Reading Support</p> <p>Continuing to consistently use our SSP (Bug Club phonics) including the costs of resources and TA delivery. £1904</p> <p>Specialist TA employed to deliver phonics interventions each morning to children in Key Stage 2 who do not have secure phonics knowledge. These daily sessions focus on decoding and grapheme-phoneme correspondence. £3,510</p> <p>Half termly phonics assessments to identify gaps and target support. Reading lead teacher released from class to carry out assessments.</p>	<ul style="list-style-type: none"> - <i>EEF Phonics</i>: Can provide ‘very high impact’ of over 5 months when taught systematically and consistently. - Bug Club Phonics is a DfE validated scheme. SSP Validation emphasises that fidelity to one programme is essential to secure progress. - <i>EEF Small group tuition</i>: Can provide +3 months progress and is particularly effective for early reading. 	2
<p>Reading Fluency and Comprehension Interventions as well as opportunities for reading for pleasure and developing a love of reading</p> <p>Use of NTA Mark Assessment and Shine</p>	<ul style="list-style-type: none"> - <i>The Reading Framework</i> states that proficient language development, is the key to unlocking the rest of the academic curriculum. - <i>EEF Reading Comprehension Strategies</i> can provide +6 months progress. - EEF Fluency Approaches: evidence supports repeated reading to improve accuracy, prosody and 	2

<p>Interventions in order to identify gaps in learning and intervene through targeted interventions £400</p> <p>KS2 comprehension groups using explicit instruction in strategies such as summarising, predicting, clarifying vocabulary and inference. TA support to provide these reading interventions (30 minutes per day per class) £14,040</p> <p>Reading fluency sessions (modelled reading, repeated reading, echo reading) delivered by teachers and TAs.</p> <p>Disadvantaged children identified as 'priority readers' to provide 1:1 targeted support.</p>	<p>confidence.</p> <ul style="list-style-type: none"> - <i>EEF one to one tuition</i>: Can provide +4 months progress and is especially impactful for disadvantage children. 	
<p>Subject Leader Monitoring and Instructional Coaching</p> <p>Release time for subject leaders to monitor teaching, review books, track data and support staff through coaching. Leaders to collect pupil voice to assess learning of disadvantaged pupils.</p> <p>Implantation of literacy, phonics, maths and SEND monitoring cycles.</p> <p>Use of data to target Pupil Premium pupils for swift intervention.</p>	<ul style="list-style-type: none"> - <i>EEF Effective Professional Development</i>: sustained, instructional coaching and feedback improves classroom practice. - <i>EEF High-Quality First Teaching</i> is identified as the most impactful way to close disadvantage gaps. - DfE stresses importance of leadership oversight and curriculum coherence in securing progress. 	<p>1&2</p>

Alignment of subject leader findings with whole school CPD and improvement targets.	
£2925	

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

Budgeted cost: £16,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Reading Fluency and Comprehension Interventions Delivery of Shine reading interventions (vocabulary based) £5,616	<ul style="list-style-type: none"> - <i>EEF Reading Comprehension Strategies</i> can provide +6 months progress. - <i>EEF Fluency Approaches</i>: evidence supports repeated reading to improve accuracy, prosody and confidence. - <i>EEF one to one tuition</i>: Can provide +4 months progress and is especially impactful for disadvantage children. 	2
Delivery of TA-led Speech, Language and Communication Support Delivery of TA-led Speech and Language interventions across the school, e.g. SALT programmes. This includes daily/weekly sessions and time for staff training and coaching. Targeted vocabulary instruction across the curriculum.	<ul style="list-style-type: none"> - <i>EEF Oral Language interventions</i>: can provide up to 6+ months accelerated progress when delivered through structured small group or 1:1 sessions. - <i>EEF Teaching Assistant Interventions</i>: TAs are most effective when delivering structured, evidence-based programmes with clear training and fidelity. 	1

£2,808	
<p>ELSA and Targeted SEMH provision</p> <p>Weekly ELSA sessions focusing on emotion regulation, attachment, confidence and resilience.</p> <p>Targeted small groups (self-esteem, emotional literacy, social skills).</p> <p>Opportunities for teachers to review SEMH support with input from SLT.</p> <p>£8,424</p>	<ul style="list-style-type: none"> - <i>EEF Social and Emotional Learning</i>: can provide +4 months learning gains over the course of a year when skills are taught explicitly and reinforced. - Evidence suggests that children from disadvantaged backgrounds may have weaker SEL skills than their more advantaged peers. These lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. - ELSA is well recognised nationally for supporting emotional wellbeing and readiness to learn and is promoted by the local authority's educational psychology service.

3

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

Budgeted cost: £42,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast and After-School Club Access</p> <p>Free/subsidised breakfast club places for Pupil Premium pupils to ensure punctuality, readiness to learn and improving morning routines.</p> <p>After-school club support for working families or those needing additional structure or enrichment.</p> <p>Provision for homework support and quiet workspaces where appropriate.</p> <p>£31,727</p>	<ul style="list-style-type: none"> - EEF notes that before/after school programmes can support behaviour, attendance and attainment when structured. - DfE guidance identifies breakfast provision as a protective factor for attendance and attention. - <i>EEF Working with Parents</i> emphasises reducing logistical barriers to participation. 	3 & 5
<p>Assistant Headteacher (for Inclusion) non-teaching time for Pupil Premium Leadership</p> <p>Protected release time for the AHT to lead Pupil Premium strategy, track provision, analyse data and meet regularly with parents and other professionals.</p>	<ul style="list-style-type: none"> - EEF and DfE identify leadership capacity as central to implementing and sustaining evidence-informed approaches. - <i>EEF Implementation Guidance Report</i> stresses that successful approaches require leadership oversight, monitoring and adaptation. 	1-5

<p>AHT to have oversight of interventions, SEMH support and parent engagement.</p> <p>Coordinate SEND support as the school's SENCO.</p> <p>Training for staff in line with school development plan.</p> <p>£4,095</p>		
<p>School Trips, Year 6 Residential and Music Tuition</p> <p>Full or partial subsidy for educational visits, Year 6 residential and peripatetic music lessons.</p> <p>Ensuring Pupil Premium pupils access cultural, artistic and outdoor learning experiences that broaden horizons.</p> <p>Tracking participation to ensure equity of opportunity.</p> <p>School trips including Year 6 residential and music lessons</p> <p>£3305</p>	<ul style="list-style-type: none"> - EEF Arts Participation: +3 months progress with wider benefits to confidence, behaviour and wellbeing. - Research into outdoor adventure learning suggests positive affects on resilience and self-esteem. - Ofsted and DfE highlight cultural capital as central to equity of experience. 	4
<p>Attendance Administration and Targeted Support</p> <p>Dedicated staff members responsible for daily attendance</p>	<ul style="list-style-type: none"> - DfE 2022 Attendance Guidance: early, personalised intervention is the most effective method for improving attendance. - EEF Working with Parents: 	5

<p>checks, first day calling, data tracking and early intervention with families.</p> <p>Targeted support for pupils with emerging attendance issues.</p> <p>Positive attendance incentives and proactive communication with parents.</p> <p>£3,000</p>	<p>supportive, relationship-based engagement is linked to better attendance and engagement.</p>
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Total budgeted cost: £86,590

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.

Improve consistency of high-quality teaching of reading through implementation of the Bug Club phonics scheme, NTA Assessments, Mark Analysis and Shine interventions in order to accelerate reading progress and ensure that no children are at risk of reading failure.

- All year groups are teaching phonics using the Bug Club SSP and are accurately tracking phonics progress.
- All year groups are using NTA Assessments correctly and identifying children who require interventions. All teaching staff are confident with the teaching approaches and interventions linked to the NTS assessments. Children who are not making progress are identified early and given targetted interventions to help them catch up and this is overseen by the SLT.
- Parents/carers are aware of how the school is supporting their child to develop their reading fluency, comprehension and enjoyment and what they can do to help at home. Particular attention is paid to those children who are both disadvantaged and have SEND and they achieve well.
- Reading monitoring has been positive and the Reading Subject leader has stepped in to provide further support for teachers where needed including leadership of staff meetings. Reading monitoring has been shared with the next teachers so that they can plan support accordingly. The intervention tracking shows that children have benefitted from the phonics interventions and have made progress. Other children with SEND are benefitting from alternative resources being used such as Nessy. Year 6 SATs results for our disadvantaged pupils in reading, writing and maths were very positive and above national for the percentage of children achieving the expected level.
 - The curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Additional activities are planned in year groups to support children to develop their cultural capital and access the full curriculum.

Externally provided programmes

Programme	Provider