

Pupil premium strategy statement

Astbury 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 (N1 – Y6)	96
Proportion (%) of pupil premium eligible pupils	13 (12 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Pip Blythe
Pupil premium lead	Pip Blythe
Governor / Trustee lead	Margaret Sanders

Funding overview 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	£18,065
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>	£18,065

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We work with the Education Community Partnership to support our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Post COVID, poor emotional resilience to academic work and friendships. Teacher referrals for play therapy and mentoring are relatively high.
2	Challenging home environments.
3	Attendance data shows three disadvantaged pupils have attendance below 90%. This negatively impacts on learning.
4	Lack of support for work at home – little or no homework completed for a number of disadvantaged children
5	Waiting lists for referrals for speech and language development delay support.

Intended outcomes 2023-2026

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 outcomes for children and their families	FSW commissioned through the ECP (Education Community Partnership) Pupils and/or families supported to improve issues identified. Impact and outcomes measured via SDQ and feedback.
Identify pupils at risk of underachievement due to lack of emotional resilience / challenging home situations and put in place effective interventions that demonstrate impact & outcomes (play therapy, KICK mentoring)	Pupils identified and interventions put in place to provide the necessary support. Services to provide annual impact and outcomes report
Identify key focus areas to address underachievement – speech and language. Improved oral language skills and vocabulary.	Speech and language link trained TA to deliver assessments and interventions through the Education Community Partnership.
Attainment in reading, writing and maths to be in line with peers	PP children to be learning at least at a 3 (Successfully learning and remembering most of the school's ambitious curriculum, demonstrating a good understanding and application of the knowledge of skills taught, although there may be some gaps.) For some EHCP pupils – measured against EHC implementation Plan targets
Progress in reading, writing and maths to be in line with peers – measured in Y2/Y4 and Y6.	PP children to make good progress in reading writing and maths - data from Y2 SATs, Y4 assessments and Y6 SATs
All PP children have the opportunity to attend the Y3/4 and Y5/6 residentials	All PP children attend the residential for Y3/4 and Y5/6
To achieve and sustain improved attendance	For PP children to achieve at least 96% attendance. For those on transition timetable, to increase attendance / review every 4 weeks.

Activity in this academic year 2025/26

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £13,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group / paired and 1:1 focus in reading, writing and maths – targeted at disadvantaged pupils who require further support.	Teaching 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	6

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

Budgeted cost: £4,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend the Y3/4 and Y5/6 residential	The Learning Away project has been researching the impact that residential school trips can have on pupils. Funded by the Paul Hamlyn Foundation, the project worked with 60 Primary, Secondary and Special schools to evaluate whether residential experiences could have a documentable positive effect on students' learning, achievement and wellbeing. https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article	11
Purchase Play therapy	See 'summary of results' on www.playtherapy.org.uk/Research/Research1 DfE Mental health and wellbeing provision in schools October 2018	4

and mentoring sessions		
Engage with the ECP FSW programme	School based family support: https://www.researchgate.net/publication/275699601_School-Based_Family_Support_Evidence_From_an_Exploratory_Field_Study	1
Engage with the CEP S and L assistant	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Contingency fund for acute issues	Based on our experiences, we have identified the need to set aside a small amount of funding to respond to needs not yet identified	All

Total budgeted cost: £18,336

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is clear that focusing on small groups of children who are struggling in certain areas provides excellent opportunities for progress. This was most effective when the focus area was determined by the class teacher based on their observations of the pupil.

Attainment data in reading, writing and maths combined shows an overall score of 2.3 – reading 2.4, writing 1.9 and maths 2.5 (school expected is 3). Y6 SATS – reading, writing and maths (cohort too small to include data).

Play therapy and mentoring services have been bought in to for a further year due to positive outcomes for children receiving these services. Parental and pupil feedback from these services is overwhelmingly positive.

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
Play therapy	Cheshire Play Therapy
Mentoring services	Kick

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

Spent on support for reading, writing and maths in small group work.

The impact of that spending on service pupil premium eligible pupils

Attainment data in reading, writing and maths combined shows an overall score of 2.8 – reading 2.7, writing 2.7 and maths 3.0 (school expected is 3). Y6 SATS – reading, writing and maths (cohort too small to include data).

Further information (optional)

We work with Cheshire East council to provide food vouchers for our FSM children during the school holidays.

We work with the ECP (Education Community Partnership) to provide free holiday club active activities for our FSM children.