



‘Love one another as Jesus loved us’ (John 13 v 34-35)

Pupil Premium Strategy Statement 2025-2028

Using the best practice advice from the DFE and the EEF, St Mary’s CE Primary School has published this statement to detail our school’s use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. The strategy is a long-term strategy spanning 2025 – 2028.

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.

EEF Research
Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.
Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.
Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

School Overview

Detail	Data
School name	St Mary’s CE Primary School
Number of pupils in school	212
Proportion (%) of disadvantaged pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028 Year 1 of the 3 year programme
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Finance Governor Sub Committee
Pupil premium lead	P Hartley
Governor lead	Andrew Green

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,560
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	£30,560

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, regardless of challenges or circumstances, make good progress and achieve high attainment across all subjects. The key aims of our pupil premium strategy and combined recovery strategy, are to support all disadvantaged pupils to achieve that goal, including maintaining progress for those who already attain highly.

In providing this plan, we aim to meet the needs of all vulnerable pupils regardless of whether they are classed as disadvantaged. This will consider those pupils who have a social worker, may be a young carer, are impacted by long term illness at home or struggle with specific SEND and the family consideration this can bring. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 are set
- act early to intervene at the point of 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

Challenges

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

Challenge number	Detail of challenge
1.	Throughout school, assessments showed the number of pupils at the expected standard for their age in writing compared to other pupils is lower. Through analysis of writing it has been highlighted

	that an understanding of punctuation, spelling and grammar rules are not fully embedded, thus inhibiting the pupils' ability to write with ease and fluency. As well as the need to improve handwriting.
2.	Throughout school, assessments showed the number of pupils at the expected standard for their age in Maths compared to other pupils is lower. Through analysis of maths it has been highlighted that their fluency in number and times tables facts is inhibiting progress. As well as a need to apply their skills to problem solving. School closures have impacted our disadvantaged pupils, in some cohorts, significantly.
3.	The reading fluency for specific pupils is below that of their peers.
4.	Limited life experiences and opportunities to engage in activities outside school for some disadvantaged pupils due to financial reasons or accessibility.
5.	It is important to stay vigilant and be prepared to support the pupils' emotional and mental wellbeing.

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
PP pupils achieve in-line with their non-PP peers, in writing and SPaG. (Specifically, where there are no additional disadvantages eg SEN)	Continue to use, with fidelity, the Little Wandle Phonics and extend to KS 2 where appropriate. This includes the use of FTT for the lowest 20%. Revision of the Handwriting policy and scheme in line with the recommendations from the DFE Writing Framework (July 2025). Dedicated lessons daily. Increased focus on oracy in Early Years and Lower KS 1 in line with the recommendations from the DFE Writing Framework (July 2025)
PP pupils achieve in-line with their non-PP peers, in maths. (Specifically, where there are no additional disadvantages eg SEN)	Continue to use, with fidelity, the White Rose Maths. Implement a revised Fluency in 5 programme with dedicated lessons daily Increase profile of TT Rockstars and Number Bots , with this a focus for Home learning. Dedicated Times table monitoring and Assessment and Arithmetic practice. Subject lead to engage in NPQL to lead and share best practice in maths. Times Table Club
PP pupils achieve in-line with their non-PP peers, in reading (Specifically, where there are no additional disadvantages eg SEN)	Continue to use, with fidelity, the Little Wandle Phonics and extend to KS 2 where appropriate. This includes the use of FTT for the lowest 20%. Attend Little Wandle Live teaching sessions for all key staff as high-quality CPD. Rapid catch up sessions, Additional Fluency practice groups 1:1 daily reads
All pupils regardless of background to be given the same opportunities regardless of financial background.	Pro active in engaging PP pupils in our extra-curricular clubs and opportunities Offer Music tuition to parents of PP pupils

	<p>Encourage PP pupils to apply for elected roles within the school and actively support them to do so.</p> <p>Support where required to ensure inclusivity when undertaking educational visits.</p>
To achieve and sustain improved wellbeing for all Pupils in school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • Emotional Literacy Support Advisor (ELSA) trained support staff maintained • First Aid in Mental Health staff trained • Use of the sunshine room • Wellbeing days • Explicit teaching of self-regulatory strategies

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Staff for phonics/ reading High quality Live Little Wandle Teaching Sessions: Rec, Y1 teachers and TA's, Phonics Lead	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1742121002	3
Purchase licenses and CPD for all Key Stage 2 staff to effectively use LBQ.	LBQ is supported by EEF and backed by the DFE. https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf	2,
<i>CPD for all staff on wellbeing and mental health</i>	Following the Health and Wellbeing Audit, the LA to provide relevant and UpToDate training for all staff.	5
ELSA Support - maintain training through attendance at regular ELSA Supervision CPD sessions	Schools across the UK consistently report that the introduction of ELSAs has had a significant positive effect on the emotional wellbeing of children	5

	and young people. This support has helped pupils manage more effectively within school life—socially, emotionally, and academically (ELSA Network).	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing interventions in all year groups, introduce transcription and dictation Daily teaching 1:1/ small group	The DFE Writing Framework outlines the importance of handwriting. It emphasises the importance of teaching handwriting regularly, explicitly, precisely and cumulatively. There should be a clearly sequenced progression. Handwriting teaching and practice should be in addition to phonics teaching and should begin at the start of the reception year. https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf	1
Phonics interventions in Rec, Y1, Y2 and Y3 (1:1/ small group provision)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics .	3,
Fluency and times tables interventions Y3, 4, Y5, Y6 Times Tables clubs (1:1/ small group provision)	Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.	

	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1758011947	
<p>ELSA Support</p> <p>1:1 sessions</p> <p>Small Group - as appropriate to need</p>	<p>Schools across the UK consistently report that the introduction of ELSAs has had a significant positive effect on the emotional wellbeing of children and young people. This support has helped pupils manage more effectively within school life—socially, emotionally, and academically (ELSA Network).</p> <p>Research also indicates that pupils from disadvantaged backgrounds typically have weaker Social and Emotional Learning (SEL) skills, at every age, compared with their more advantaged peers. These skills play a crucial role in shaping outcomes: lower levels of SEL are associated with poorer mental health and reduced academic achievement.</p>	5
<p>Pupils who are falling behind in Year 2 and Year 6 are prioritised in additional small group interventions with a class teacher.</p>	<p>Tuition 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 :</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1-4

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

Budgeted cost: £ 3,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify where specific wellbeing interventions are	There is extensive evidence associating childhood social and emotional skills with improved outcomes at	5

<p>needed and deliver them within school. Disadvantaged pupils will be a priority. Sessions are time specific with smart targets measured and evaluated for impact by SLT. Delivered by specialist TA</p> <p>Wellbeing Days</p>	<p>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>	
<p>To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, music tuition etc.</p>	<p>The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character related approaches can be most effective for improving attainment when they are specifically linked to learning.</p> <p>Life skills and enrichment EEF Toolkit</p>	4

Total budgeted cost: £ 30,560

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Disadvantaged attainment scores for last academic year at the end of EYFS (24/25)

	GLD
Disadvantaged (0 pupils)	0%
Non-disadvantaged (2025)	80%

Disadvantaged phonics scores for last academic year at the end of Year 1 (24/25)

	Phonics
Disadvantaged (1 pupils)	100%
Non-disadvantaged	93%

Disadvantaged attainment scores for last academic year at the end of KS 2 (24/25)

3 pupils .

Measure	Disadvantaged	Non - Disadvantaged
Meeting the expected standard at Key Stage 2 <ul style="list-style-type: none">• Reading• Writing• Maths	100% 100% 67%	92% 83% 83%
Achieving the high standard at Key Stage 2 <ul style="list-style-type: none">• Reading• Writing• Maths	67% 33% 0%	47% 23% 40%

Externally provided programmes

Programme	Provider
Learning by Questions	LBQ
Revised letters and Sounds	Little Wandle
ELSA Support	ELSA Network