

Pupil premium strategy statement – St. Mary's C of E 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	223 -
Proportion (%) of pupil premium eligible pupils	35.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Alison Adair, CEO
Pupil premium lead	Joy Burgess, Headteacher
Governor / Trustee lead	Mark Wheeler, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990 £1,170 (Funded Early Years Learning)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£99,990

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and potential young carers to ensure all needs are supported, regardless of whether they are disadvantaged or not.

At St. Mary's we will:

- Ensure all pupils access effective quality first teaching; focusing on areas in which disadvantaged pupils require the most support. This is a proven approach to have the greatest impact on closing the disadvantage gap and will benefit all pupils in school. Where children have not reached expected standard in year groups and/ or met ELG or KS1 expectations – support will be targeted so that gaps are narrowed.
- Use interventions and strategies that are research led to ensure maximum outcomes.
- Ensure children can access the curriculum from their personal starting point and ensure all make progress from this starting point. School tracking can evidence this through Insight Tracking, Birmingham Toolkit Bell Foundation.
- Ensure disadvantaged pupils are challenged in the work they're set through high quality teaching.
- Act early to intervene when a need is identified through precisely targeted pupil progress meetings following data drops.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Focus on driving improvements in oracy through planned writing opportunities and speaking and listening opportunities woven though the curriculum.
- Ensure behaviours for learning are good throughout school, and at all times, to ensure classroom climates are conducive to learning. Pupil premium children will improve their responsibility in school and confidence through active roles in school such as representing school sports events, student groups – mini leaders, play leaders, Crew Council, ECO council and Global Citizens.

- Continue to ensure that attendance is high for all learners and will support families to ensure all children get to school on time.
- Plan and subsidise trips so that children have improved mental well-being and have a richer, fuller life as a result of a carefully planned year of trips and theatre groups.
- Improve mental well-being for pupil premium children through a partnership with National Mind counsellor

How will we know we are there...

- Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Gaps will narrow for our pupil premium children and be in-line with non-pupil premium children.
- Pupil premium children will attain good progress in all areas.
- Pupil premium children will have a richer, fuller life as a result of a carefully planned year of trips – to include the theatre, beach, farm, castle, galleries and museums. Theatre workshops will include learning about knife crime.
- Pupil premium children will improve their responsibility in school, developing confidence through active roles in school such as representing school sports events, student groups – mini leaders, play leaders, Crew Council, ECO council and Global Citizens.
- Identified children will receive bespoke counselling related to trauma; leading to improved attainment.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class our Early Years report indicates that our challenges are in speaking (, word reading (-3.4 ppt) and listening, attention and understanding (-4.8 ppt).</p> <p>This gap in all reading, writing and maths remains throughout school and in all year groups to the end of KS2.</p>
3	End of KS2 data shows that improvements in reading, writing and maths need to be made for our pupil premium children.
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high.</p>
5	PA for our disadvantaged children remains a challenge – although improved on last year from 21% to 9.72% still remains higher than our non-disadvantaged pupils at 6.7%

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
To improve oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

<p>vocabulary among disadvantaged pupils.</p> <p>To improve the vocabulary of all children that are disadvantaged, and are also EAL.</p>	<p>including engagement in lessons, book scrutiny and ongoing formative assessment. Language Link assessments will track improvement throughout the year.</p> <p>www.speechandlanguage.link Oral language interventions EEF +6m</p> <p>RACE to English program to be introduced.</p> <p>www.discoveryeducation</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026 will show that more disadvantaged pupils meet the expected standard at KS2.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026 will show that more disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026 demonstrated by:</p> <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and their persistent absence.	<ul style="list-style-type: none"> • To reduce the unauthorised absence rate for all pupils • The PA rate for PP children will improve

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£49,990**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	1, 2, 3,

Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessment EEF	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Look at our homework offer across school</p> <p>Release time for a teacher, and TA, to become EAL ambassadors.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF Language Link</p> <p>Oral language intervention EEF +6m</p> <p>Race to English Program to support EAL learners that are PP</p> <p>Homework EEF +5m</p>	1
To embed DfE validated Systematic Synthetic Phonics programme RWI to secure stronger phonics teaching for all pupils. EEF (+5 months)	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>1:1 phonics EEF +8 months (catch up and KS2 children that still need phonics)</p> <p>Small group phonics EEF +4 months</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to continue to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>FRAX to be bought for school</p>	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Counselling will support PP children that have lived through bereavement or extensive trauma or previously a LAC.</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Enrichment opportunities (subsidised by school) to enhance disadvantaged pupils to include theatre trip, farm, galleries, seaside, museums</p> <p>Mental Health Support counsellor</p>	4
---	---	---

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

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and trust phonics approach.</p>	<p>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 up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Phonics + 5 m (EEF)</p>	2

	Phonics 1:1 +8 months (EEF)	
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	<p>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. Modelling high quality adult child interactions and talk with children. Extending vocabulary.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF Language Link</p> <p>SHREC EEF</p> <p>Speech and Language therapists EEF</p> <p>Bucket Time (supporting our PP SEND children too) Attention Autism Approach</p>	1

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

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>To promote learner independence.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>Metacognition and self-regulation EEF +8m</p>	4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £99,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2025

KS2 outcomes for pupil premium taken from SATs data 2025 (30 in cohort):				
	All pupils	PP children	Non PP children	
% achieving expected standard (or higher) in reading	77%	58%	89%	<p>(5 PP children didn't achieve ARE)...</p> <p>2 EAL children (1 joined in Y5 not able to speak English – but achieved maths/Spag; the other child re-joined the school in Y6 – high mobility)</p> <p>2 significant PA. The PA did achieve a scaled score of 99, however.</p> <p>The other PP child was SEN and low attender.</p>
% achieving the expected standard (or higher) in writing	77%	58%	89%	<p>(5 PP children didn't achieve ARE)...</p> <p>1 EAL children (who joined in Y5 not able to speak English)</p> <p>2 significant PA.</p> <p>2 SEN; one of which was a low attender and the other had significant SEMH needs.</p>
% achieving the expected standard (or higher) in maths	81%	67%	88%	<p>(4 PP children didn't achieve ARE)...</p> <p>1 EAL - high mobility (scored 98 scaled score)</p> <p>1 significant PA.</p>

				2 SEN; one of which was a low attender and the other had significant SEMH needs.
% achieving the expected standard (or higher) in GPS	81%	67%	89%	<p>(4 PP children didn't achieve ARE)...</p> <p>2 significant PA – 1 scored a scaled score of 99</p> <p>2 SEN; one of which was a low attender and the other had significant SEMH needs – one of which achieved a scaled score of 97.</p>
% achieving the higher standard in reading	35%	17%	44%	<p>So why did the pupils not get GD:</p> <p>1 pupil achieved GD all through Y6 – test day scored 103...SEMH needs</p> <p>1 pupil achieved 106 but started at 83%</p> <p>3 SEN pupil – SEN – hearing loss and 1 significant SEMH</p>
% achieving the higher standard in writing	16%	0%	22%	
% achieving the higher standard in maths	29%	0%	44%	<p>So why did the pupils not get GD:</p> <p>2 EAL – 1 of which scored GD all through Y6 – test day scored 108...SEMH needs</p> <p>1 started in Y5 and scored 107</p> <p>2 SEN</p>

				1 significant historical PA
% achieving the higher standard in GPS	45%	17%	61%	So why did the pupils not get GD: 3 EAL – high mobility (scored 109) 1 started in Y5 with no English 2 SEN – 1 of which scored 109
% achieving the higher standard of R,W & M combined.	83%	50%	83%	So why did the pupils not get combined: (6 PP children didn't achieve ARE)... 2 EAL children (1 joined in Y5 not able to speak English – but achieved maths/Spag; the other child re-joined the school in Y6 – high mobility) 2 significant PA. The PA did achieve a scaled score of 99 in reading, however. 1 PP child was SEN and low attender. 1 SEN with significant SEMH

Year 4 multiplication check 2025:

Disadvantaged	58% achieved 25	Why didn't they achieve 5 pupils: 1 significant SEN and EAL 1 PA 1 significant SEMH 1 EAL
Non-disadvantaged	88% achieved 25	

Y1 phonics data 2025:

Disadvantaged	89% passed	1 pupil EHCP
Non disadvantaged	95% passed	

In both groups – only one child didn't pass the phonics screen

Reception Group, Early Learning Goals 2025:

Disadvantaged - Reading	67%	Why didn't they achieve: 1 SEN and EAL 1 significant SEN 1 EAL
Non-disadvantaged - Reading	76%	
Disadvantaged - Maths	78%	1 SEN and EAL 1 EAL
Non-disadvantaged - Maths	82%	
Disadvantaged - Writing	67%	1 SEN and EAL 1 significant SEN 1 EAL
Non-disadvantaged - Writing	76%	

Attendance of disadvantaged pupils:

Reception non disadvantaged	95.09%	Reception disadvantaged	94%
Year 1 non disadvantaged	94.93%	Year 1 disadvantaged	96.41%
Year 2 non disadvantaged	94.67%	Year 2 disadvantaged	96.21%
Year 3 non disadvantaged	95%	Year 3 disadvantaged	96.26%
Year 4 non disadvantaged	94.62%	Year 4 disadvantaged	95.98%

Year 5 non disadvantaged	95.98%	Year 5 disadvantaged	96.73%
Year 6 non disadvantaged	94.37%	Year 6 disadvantaged	96.61%

National average for disadvantaged attendance was: 94.4% which shows we were in line, or above, for our attendance of disadvantaged pupils.

Externally provided programmes

Programme	Provider
RWI	Ruth Miskin
Pathways To Write	
Dream Box Reading	Discovery Education
History	
Digimaps	
Developing Experts (Geography)	
RE Today	NATRE
Understanding Christianity	Church of England
Get Set PE	
Get Set Music	
White Rose Maths	
Times Table Rock Star	
Numbots	
Xx Science	
NTS Assessment	Rising Star/Hodder
Reflex Maths	Explore Learning
CUSP	