

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail                                                                                                          | Data                                    |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| School name                                                                                                     | St Marys CE First School & Nursery      |
| Number of pupils in school                                                                                      | 128 School<br>40 Nursery                |
| Proportion (%) of pupil premium eligible pupils                                                                 | 17%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/25 to 25/26                        |
| Date this statement was published                                                                               | October 2025                            |
| Date on which it will be reviewed                                                                               | September 2025                          |
| Statement authorised by                                                                                         | Laura Crossley<br>Executive Headteacher |
| Pupil premium lead                                                                                              | Cat Heath<br>SENDco                     |
| LGC Chair/Trustee lead                                                                                          | Michelle                                |

## Funding overview

| Detail                                                                                                                                                                      | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Pupil premium funding allocation this academic year                                                                                                                         | £43590 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £43590 |

# Part A: Pupil premium strategy plan

## Statement of intent

In deciding the allocation and use of our Pupil Premium Funding we are ensuring that we can maintain high standards of education for all pupils. We are working hard to equalise the life chances of disadvantaged pupils and their peers: ensuring every child can be challenged to meet their potential in academic learning, particularly in Reading – for enjoyment and to ensure they can unlock the rest of the curriculum, and also in Maths.

In order to do this, we are investing in ensuring high quality teaching, a high quality curriculum and high quality resources so that, regardless of a child's background and prior experiences, we will equip them with the skills, knowledge, confidence and cultural capital to lead a happy, active and full life and make a positive contribution to society. Whatever their background, ability or starting point at St Mary's CE First School – we aim for pupils identified as having circumstances or needs which present a potential barrier to learning, to make good or better progress in all areas of the curriculum.

In order to achieve the above, our Pupil Premium Funding allocation of £51955 will be used to:

- Remove barriers to learning created by background, poverty and family circumstances (including bereavements, illness or parental separation)
- Greatly diminish or remove any attainment or progress gaps between disadvantaged and non-disadvantaged pupils, using school and national data as our measure.
- Ensure that all pupils achieve reading fluency and enjoyment as rapidly as possible through high-quality teaching rooted in evidence based approaches and evaluated and tracked with precision and frequency. Thus, enabling pupils to unlock the wider curriculum as independently and quickly as possible.
- To support pupils in achieving the resilience that comes with developing emotional agility and a healthy set of strategies for; dealing with strong emotions, building self-esteem and understanding the role which diet, sleep and activity play in this.
- To ensure pupils access a broad and balanced curriculum which provides them with the wide range of experiences and opportunities to build their cultural capital.

In order to ensure that these objectives are efficiently and effectively implemented we consult best practice research including case studies from the EEF website to carry out the following:

- Providing high quality CPD to our teachers and support staff in order to support them in getting the best outcomes from our pupils within provision. This includes ensuring quality first teaching in all classrooms and for all pupils.

- Ensure that all staff have the input and CPD in order to support a whole school approach to being supporting the best outcomes possible for disadvantaged pupils (including analysis of performance of PP pupils within their class across the curriculum and within individual subjects as subject leaders).
- Ensure that, in the core subjects, targeted intervention is used to address any gaps identified by teachers and or subject leaders and that the effectiveness of these is frequently assessed.
- Provide lessons on well-being across the school and targeted nurture sessions from a qualified practitioner within the school to support their emotional resilience and good mental health.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                             |
|------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1                | Disadvantaged pupils have below 95% attendance                                                                                  |
| 2                | Low starting points and lower than expected progress for PP children                                                            |
| 3                | Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SEND support. |
| 4                | PP children in school often lack wider experiences and enrichment activities                                                    |
| 5                | Pupil and family mental health impact negatively on well-being and engagement                                                   |

## 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                                                                                                               |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Attendance</b><br>An increased and sustained improvement in Pupil Premium attendance | A sustained & improved attendance is demonstrated by: •<br>The attendance rate for all pupils meets the school's target of 96% |

|                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Language skills</b></p> <p>Accelerated progress of communication and language skills on entry, with improved oral language skills and vocabulary amongst all disadvantaged pupils.</p> | <ul style="list-style-type: none"> <li>• An increased percentage of EYFS pupils make accelerated progress in communication and language, year on year.</li> <li>• Triangulation of assessments, observations and book scrutiny evidence improved language and vocabulary amongst disadvantaged pupils.</li> </ul>                                                                                                                                         |
| <p><b>Progress in Reading</b></p> <p>Improved reading attainment for disadvantaged pupils.</p>                                                                                               | <p>Reading age scores show a reduced gap between PP and non-disadvantaged learners</p> <ul style="list-style-type: none"> <li>• Increased numbers of parents are engaging in supporting their child's reading at home.</li> <li>• Disadvantaged pupils achieve at least in line with national attainment.</li> <li>• Disadvantaged pupils have made in line with, or greater than, expected national progress measures in English.</li> </ul>             |
| <p><b>Progress in Literacy</b></p> <p>Improved maths attainment for disadvantaged pupils.</p>                                                                                                | <p>LKS2 outcomes show that:</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils achieve at least in line with, or greater than, expected national progress measures.</li> <li>• Disadvantaged pupils achieve at least in line with national attainment</li> <li>• The gap between disadvantaged and non-disadvantaged pupils is less than 5%</li> </ul> <p>Pupil voice shows increased confidence and enjoyment in reading and writing.</p> |
| <p><b>Ready to Learn</b></p> <p>Pupil Premium learners are punctual, equipped and ready for school.</p>                                                                                      | <p>Affordable uniform with financial support available to PP learners. Equipment, such as stationery, provided to PP learners where needed. PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. PP learners can access breakfast club, are punctual and have energy for their day.</p>                                                                                                     |
| <p><b>Wellbeing</b></p> <p>Improved and sustained pupil wellbeing for our disadvantaged pupils.</p>                                                                                          | <p>High levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from wellbeing interventions, student and parental surveys and teacher observations</li> <li>• Pupils having a toolbox of strategies to support their own wellbeing and explaining how and where to access appropriate support.</li> </ul>                                                                                                 |

## 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: £ 14,140

| Activity                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Ensuring a good quality of education is provided to all pupils, including the most disadvantaged, through effective support. SLT to monitor curriculum areas, quality of teaching and pupil outcomes.                   | <p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them” (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching</a></p>                                                                    | 2                             |
| All staff are supported to continually improve via tailored professional development, enabling shared and individualised development of skills, specifically in maths, feedback, language development and SEMH support. | <p>“High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.”(EPI report 2020) <a href="https://epi.org.uk/publications-and-research/effects-high-qualityprofessional-development/">https://epi.org.uk/publications-and-research/effects-high-qualityprofessional-development/</a></p> <p>“It is clear that investing in teachers is the best way to improve outcomes for children.” (Professor Philippa Cordingley – CUREE)</p> <p><a href="https://www.sec-ed.co.uk/news/researchteacher-school-cpd-impact-student-exam-outcomes">https://www.sec-ed.co.uk/news/researchteacher-school-cpd-impact-student-exam-outcomes</a></p> | 2                             |

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

Budgeted cost: £ 20911

| Activity                                                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Assessment process in place to identify any needs for intervention.<br>Targeted small group interventions in Reading Read Write Inc                                                                                              | EEF research found that children in the Read Write Inc. Phonics intervention group made the equivalent of 1 additional month's progress in reading, on average, compared to children in control schools.<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                        | 2                             |
| Early language acquisition, speech, language & communication and vocabulary , interventions, led by TAs, to support accelerated oral language skills and vocabulary development.<br>Training for TA to deliver SALT intervention | "Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year." (EEF)<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</a> | 2,3                           |
| Support language and vocabulary gaps and catch up                                                                                                                                                                                | Language interventions can have a positive impact on pupils' language skills. Approaches that focus speaking and listening and a combination of the two show positive impacts on attainment. Assessment identifies key learning gaps.                                                                                                                                                                                                                                                                                                                                                                                                                       | 1,2                           |
| Additional support in reading and maths 'catch up'                                                                                                                                                                               | Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of falling behind, both one to one and in small groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1,2,3                         |

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

Budgeted cost: £ 8539

| Activity                                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>SLT working directly with families focusing on supporting attendance challenges, using the DfE 2021</p> <p>Engagement with families through TAF meetings and Emotional support workshops</p>                                                                       | <p>“Pupils with no absence are 1.3 times more likely to achieve ARE or above, and 3.1 times more likely to achieve beyond ARE, than pupils that missed 10-15% of all sessions</p> <p><a href="https://attendancetoolkit.blob.core.windows.net/toolkit-doc/Attendance%20toolkit%20for%20schools.pdf">https://attendancetoolkit.blob.core.windows.net/toolkit-doc/Attendance%20toolkit%20for%20schools.pdf</a></p> <p>DfE Working together to improve school attendance</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>“There are many reasons students are absent and they fit into four broad categories: Barriers, Negative School Experiences, Lack of Engagement and Misconceptions.” Attendance Works</p> <p><a href="https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/">https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/</a></p> | 1,5                           |
| <p>Pupils are given the opportunity to participate in a range of enrichment experiences both in and out of school to develop their cultural capital, including funded / part-funded extra-curricular clubs, trips and music lessons, before and after school care</p> | <p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. Arts and physical participation can have a positive impact on the academic outcomes in other areas of the curriculum.</p> <p><a href="#">Arts participation   EEF</a></p> <p><a href="#">Physical activity   EEF</a></p> <p>Cultural Hub membership</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="https://waveartseducation.org.uk/about/">https://waveartseducation.org.uk/about/</a><br><a href="https://www.culturallearningalliance.org.uk/arts-in-schools/">https://www.culturallearningalliance.org.uk/arts-in-schools/</a><br><a href="#">Physical activity   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school. Pastoral Lead to : - Offer CAF/ TAF process with vulnerable families- allowing them to access key services - Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions</p> <p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, nurture support, positive play at playtimes, settling child into school in the morning</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a></p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).<br/>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> | 3       |
| <p>Improve the quality of social and emotional learning</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Support targeted through counselling, wellbeing support and recognised social interventions.</p> <p><a href="https://hamishandmilo.org/">https://hamishandmilo.org/</a><br/> <a href="https://myhappymind.org/">https://myhappymind.org/</a></p>                                                                                                                                                                           | 1,3,4,5 |

**Total budgeted cost: £ 43590**

# 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.

| Attainment 2025                   |                          |                              |            |
|-----------------------------------|--------------------------|------------------------------|------------|
|                                   | Pupil Premium Attainment | Non Pupil Premium attainment | All pupils |
| (GLD)Early Years Foundation Stage | 66.7%                    | 82.6%                        | 81%        |
| Year 1 Phonics                    | 100%                     | 88.2%                        | 91%        |

### Attendance PP

| Year    | Attendance | Authorised Absence | Persistent Absence |
|---------|------------|--------------------|--------------------|
| 2023-24 | 93.1%      | 5.6%               | 21.4%              |
| 2024-25 | 94.1%      | 4.8%               | 20.7%              |

|                                                                                                                                                                     |                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Effectively meet the needs of our pupils through effective emotional and mental health support and intervention, enabling them to achieve their academic potential. | A strong focus on positive mental health and wellbeing during the pandemic – signposting resources and adapting the curriculum to meet needs. |
|                                                                                                                                                                     | Nurture provision supported pupils most in need.                                                                                              |
|                                                                                                                                                                     | Forest Garden is used as an emotional and social intervention, as well as after- school clubs.                                                |
| Attendance for those pupils in receipt of Pupil Premium to be at least in line with non-disadvantaged pupils.                                                       | All pupils eligible for free-school meals were given additional funding to enhance the curriculum-e.g. clubs, trips                           |
|                                                                                                                                                                     | Attendance figures                                                                                                                            |

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

## 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   |
|------------------|------------|
| TT Rockstarz     |            |
| Inspire Maths    | OUP        |
| RWI              | OUP        |
| White Rose Maths | White Rose |
| MyhappyMind      | NHS        |

## 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?    | Breakfast Club subsidy Trip/extra-curricular club subsidy Swimming subsidised                           |
| What was the impact of that spending on service pupil premium eligible pupils? | Single parent families supported to enable them to work. Pupils received a broader range of experiences |

## 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.*