

# Pupil premium strategy statement – St Mary’s C of E Primary School, Tetbury

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 2025-2026	282
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jo Woolley
Pupil premium lead	Jo Woolley
Governor / Trustee lead	Alex Jepps

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£113,625

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's, our Pupil Premium strategy is designed to ensure that every disadvantaged pupil receives the support and opportunities needed to flourish academically, socially, and emotionally. We recognise that disadvantage is not a barrier to achievement and are committed to closing attainment gaps while promoting equity across our school community.

Our approach is rooted in:

- **High Expectations:** We believe all pupils can achieve excellence, regardless of background.
- **Evidence-Based Practice:** We use research-driven strategies, including high-quality teaching, targeted interventions, and wider support for wellbeing.
- **Early Identification and Personalisation:** We monitor progress closely and tailor support to individual needs.
- **Sustainable Impact:** We focus on long-term improvements in teaching and learning, not short-term fixes.

Through this strategy, we aim to:

- Raise attainment for disadvantaged pupils in line with or above national expectations.
- Improve attendance, engagement, and access to enrichment opportunities.
- Foster resilience, confidence, and aspiration for all pupils.

Our ultimate goal is to ensure that every pupil leaves St Mary's equipped with the knowledge, skills, and character to succeed in the next stage of their education and beyond.

## Challenges

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

Challenge number	Detail of challenge
1	Addressing the attainment gap in core subjects compared to non-disadvantaged peers

2	Language and vocabulary development – children have limited exposure to a rich vocabulary.
3	Attendance and Punctuality – persistent absence amongst some pupils
4	Access to enrichment – fewer opportunities for cultural capital and extra-curricular activities
5	Social, Emotional and Mental Health (SEMH) - increased need for pastoral support.

## 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>Disadvantaged pupils make good progress from their starting points in reading, writing and maths in line with their non-disadvantaged peers.</b>	<p>The percentage of disadvantaged pupils passing the PSC is in line with non-disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils achieving full marks in MTC is in line with non-disadvantaged pupils</p> <p>The percentage of disadvantaged pupils achieving the expected standards in R, W and M at the end of KS2 is in line with Non-disadvantaged pupils.</p>
<b>Disadvantaged pupils develop a broader and more extensive vocabulary as they progress through the school.</b>	<p>Disadvantaged pupils speak with confidence using new vocabulary and sentence stems to support them.</p> <p>The writing produced by disadvantaged pupils demonstrates that they are acquiring new vocabulary.</p>
<b>Attendance gap between disadvantaged and non-disadvantaged pupils narrows</b>	<p>Disadvantaged pupils feel like they are safe, valued and belong in the school.</p> <p>Disadvantaged pupils and their families understand that they are missed when they are not in school</p> <p>External agencies are supporting families to improve attendance</p> <p>Disadvantaged pupils enjoy school</p> <p>Parents of disadvantaged pupils feel supported and talk positively of their relationships with school.</p>
<b>Disadvantaged pupils participate in curriculum enrichment and develop greater cultural capital</b>	<p>The number of disadvantaged children accessing extra curricular activities is high.</p>

	Disadvantaged children have increased opportunities for experiences outside of school and the town eg. Visits to museums and other places of interest that they wouldn't normally experience.
<b>Disadvantaged pupils feel happy, safe and supported in school</b>	<p>Disadvantaged pupils can name key adults who will support them and champion their needs in school.</p> <p>Disadvantaged pupils say that they feel safe and they know how to get help.</p> <p>Disadvantaged pupils who have experienced school anxiety can talk about how the school has supported them to develop strategies.</p>

## 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: £44,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed evidence informed approaches	EEF Guide to Pupil Premium EEF guidance for literacy and numeracy.	1 and 2
Invest in CPD for staff on adaptive teaching and feedback	EEF Guide to Pupil Premium	1 and 2
Ensure curriculum supports disadvantaged learners	EEF Guide to Pupil Premium	1 and 2

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

Budgeted cost: £ 45,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group tuition for reading, writing and maths	PIXL	1 and 2
Speech and Language interventions	Time to Talk NELI	1 and 2
Use of diagnostic assessments to identify gaps	PIXL	1 and 2

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

Budgeted cost: £ 23,625

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance monitoring and support by Inclusion Lead	EEF supporting school attendance	3
Subsidised trips, musical lessons and clubs to build cultural capital	DFE guidance	4
Pastoral support	ELSA support	5

**Total budgeted cost: £ 113,625**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### EYFSP

In the academic year 2024-2025, disadvantaged pupils in EYFS achieved slightly below non-disadvantaged.

<b>% of pupils achieving GLD</b>	<b>School</b>
Disadvantaged pupils	56%
Non-Disadvantaged	65%

#### Year 1 PSC

At the end of Y1 in the academic year 2024-2025, disadvantaged pupils achieved less well in the Phonics Screening Check compared to non-disadvantaged pupils.

<b>% of pupils passing PSC</b>	<b>School</b>
Disadvantaged pupils	50 %
Non-Disadvantaged	85 %

#### Y2 PSC

At the end of Y2 in the academic year 2024-2025, disadvantaged pupils achieved less well in the Phonics Screening Check compared to non-disadvantaged pupils.

<b>% of pupils passing PSC</b>	<b>School</b>
Disadvantaged pupils	92%
Non-Disadvantaged	90%

## **KS2 SATS**

At the end of Year 6 in the academic year 2024-2025, Year 6 disadvantaged pupils achieved less well than non-disadvantaged pupils.

<b>School</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>		<b>GPS</b>	
<b>%</b>	<b>Exp+</b>	<b>GDS</b>	<b>Exp+</b>	<b>GDS</b>	<b>Exp+</b>	<b>GDS</b>	<b>Exp+</b>	<b>GDS</b>
<b>PP</b>	71	31	31	0	38	0	62	8
<b>Non-PP</b>	74	37	71	14	80	26	74	43

When we talk to disadvantaged pupils about their work, many pupils know what they need to do to improve.

The percentage of disadvantaged pupils achieving 100+ on reading tests has increased throughout the academic year.

Disadvantaged pupils better able to manage their anxiety and stress because of the pastoral support provided by staff trained in Emotion Coaching and Trauma Informed approaches.

Children accessing the breakfast intervention are better equipped to deal with the day.

Disadvantaged pupils who have had 1:1 ELSA support and Nurture support speak very positively about how it has helped them to manage their feelings better and Boxall assessments demonstrate an overall improvement in the different aspects of development.

Families who have accessed pastoral support from the Inclusion Lead speak very positively about how the school has supported them in managing their children's behaviour at home and accessing additional support through external agencies.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
N/A	

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

# Further information (optional)