

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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. Mary's Church of England VA Primary School
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2025/2026 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jo Woolley
Pupil premium lead	Dave Walters
Governor / Trustee lead	Lucy Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,040

Part A: Pupil premium strategy plan

Statement of intent

At St. Mary's we know that disadvantaged children are at risk of underachievement because of socio-economic disadvantage over time. We recognise that this is not a problem that can be fixed by schools however our strategy is to address the biggest challenges effecting disadvantaged pupils' academic achievement.

The first of the challenges is ensuring disadvantaged children are attending school regularly and that they and their families have a sense of belonging. Disadvantaged children at St. Marys are at risk of underachieving in Reading, therefore our strategy is to ensure children keep up with Early reading through our SSP (ELS) and continue to develop fluency in reading as they progress across KS2. Our priority is that disadvantaged children learn to read and therefore can read to learn.

Through our assessment of children, we have identified that disadvantaged children often struggle to articulate their learning and have significant gaps in their vocabulary. Observations show that children from socio-economically disadvantaged backgrounds often lack confidence to engage actively in their learning and are at risk of 'desktop truancy.' To address this, teachers employ a variety of 'talk tactics.'

In planning learning opportunities, teachers will use resources that engage and orientate children so the playing field is levelled between them and their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Addressing poor attendance, engaging parents and ensuring a sense of belonging.
2	Lack of fluency and comprehension in reading and low levels of language and communication skills.
3	Children lack the confidence to speak out in lessons and actively engaged in learning.
4	Addressing SEMH of Disadvantaged pupils to enable them to be better learners.

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
Data shows that disadvantaged pupils' attendance is high.	<p>Data demonstrates that the attendance of disadvantaged pupils is over 95%</p> <p>Pupil Premium children feel like they belonging in school.</p> <p>Pupil Premium children talk about enjoying school and feel safe at school.</p> <p>Parents of disadvantaged pupils feel supported and talk positively about their relationship with school.</p>
<p>In Early Reading and Phonics, disadvantaged children are keeping up with their reading development and Phonics.</p> <p>As disadvantaged children progress through KS2, reading fluency improves.</p>	<p>Percentage of disadvantaged children achieving the PSC is in line with non-disadvantaged children.</p> <p>Disadvantaged children who are at risk of falling behind are keeping up with small group and 1:1 intervention.</p> <p>Children in KS2 who lack fluency in their reading are being supported and any gaps in phonics knowledge have been identified and are being addressed.</p> <p>Disadvantaged children enjoy reading.</p>
Disadvantaged pupils have the confidence to articulate their learning and engage actively in their lesson.	<p>Teachers are using talk tactics within the lesson to enable children to talk about their learning.</p> <p>Children can engage in conversation and debate successfully and can confidently articulating their point of view.</p> <p>Disadvantaged children are supported within lessons through the use of sentence stems.</p> <p>Disadvantaged children receive pre-teaching in order to level the playing field prior to the lesson.</p>

<p>Disadvantaged pupils can manage the expectations and structure of the school day.</p>	<p>Disadvantaged pupils and parents are actively engaging positively with the school.</p> <p>Number of suspensions is reducing and below the national average.</p> <p>Pastoral support staff are supporting pupils to attend school and manage stress and anxiety on a daily basis.</p>
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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: £ 37,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff working within KS1 & KS2 providing intervention and support for disadvantaged pupils.	<ul style="list-style-type: none">• High Quality teaching (EEF Guide to Pupil Premium)• Targeted academic support• Reading comprehension (EEF)	2 and 3

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

Budgeted cost: £16,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring NELI Intervention £16,868	<ul style="list-style-type: none">• EEF Guide to Pupil Premium• 1:1 small group tuition• Targeted interventions to support language development• Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND• Teaching Assistants deployment and interventions	2 and 3

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

Budgeted cost: £53,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Inclusion lead (PAIL) to support disadvantaged children and families across the school including improving attendance. £28,195	The EEF's guidance report on Improving behaviour in schools clearly identifies that knowing and understanding the pupil's individual needs will have a positive influence of their outcomes. The Pastoral and Inclusion Lead works closely with vulnerable families and outside agencies to ensure pupils are supported effectively.	1 and 4
Emotional Literacy Support Assistant (ELSA) trained staff delivering interventions to vulnerable pupils. £25,573 Breakfast intervention. Pastoral staff working with small groups of children with poor SEMH.	EEF's Social and Emotional Learning in Primary Schools guidance report states that carefully implemented, SEL approaches can increase positive pupil behaviour, mental health and well-being and academic performance.	1 and 4

Total budgeted cost: £53,768

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil premium children are more engaged in their lessons and evidence from children's books show that on the whole, pupil premium children are making good progress however some disadvantaged children are not making as much progress as non-disadvantaged pupils.

The table below demonstrates that Pupil Premium children achieved the same standard in PSC at their non-disadvantaged peers.

Gap Report 2024	Number of pupils	% passing PSC Y1
PP pupils	11	82
Non-PP pupils	44	82
Gap		0

When we talk to disadvantaged pupils about their work, the majority of pupils know what they need to do in order to improve. The percentage of disadvantaged pupils achieving 100+ on STAR reading test has increased throughout the academic year.

Disadvantaged pupils are able to better manage their anxiety and stress as a result 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 Pastoral and 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 such as Families First.

Externally provided programmes

Programme	Provider
n/a	