



St Mary's Community Primary School

Pupil premium strategy statement 2025-28

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 Mary's Community Primary School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tanya Treavett
Pupil premium lead	Tanya Treavett
Governor lead	Emily Knight

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£60,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,350

Part A: Pupil premium strategy plan

Statement of intent

At St. Mary's, we aim that all children, irrespective of their background or the challenges that they face, make good progress and achieve their full potential across all subject areas. Therefore, the focus of this strategy is to support disadvantaged pupils to achieve that goal.

Common barriers to learning for disadvantaged children are:

- less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues.

There may also be complex family situations that hinder children from being able to flourish. The challenges are varied and there are therefore a number of strategies to put into place to accommodate all needs.

Our ultimate objective is to ensure that all children eligible for the Pupil Premium Grant make academic, personal and social progress that is at least in line with their peers. At St. Mary's, we follow the tiered approach as set out in the EEF Pupil Premium Guidance:

We will have succeeded if our pupils demonstrate resilience, responsibility, confidence in themselves, readiness for learning, readiness for life and are given the chance to achieve the best results possible.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. By identifying key barriers to success for children and seeking to put in place pragmatic and effective solutions to overcome them, our pupil premium strategy works to achieve our ultimate objectives for our disadvantaged pupils as outlined above. We also know that pupils who feel valued and respected are more likely to progress academically and socially and to be effective in their learning. Therefore, we place a great deal of emphasis on creating a nurturing environment that ensures all our pupils know they are valued and cared for.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are:

Challenge Number	Detail of challenge
1	<p>Attainment in Reading, Writing and Maths</p> <p>There is some disparity between attainment and progress of disadvantaged pupils compared to others and in most cases, this gap is widening and not narrowing. To narrow the gap between disadvantaged and non-disadvantaged children throughout the school, in all areas of learning, for all year groups.</p>
2	<p>Social and Emotional Wellbeing</p> <p>As well as emotional difficulties, weak social and self-regulation skills are often the focus of individual and group support. The challenge is to adopt individualised approaches to support the social and emotional wellbeing of every child as well as their academic needs.</p>
3	<p>Broadening Experiences</p> <p>Some families, due to financial constraints, are not able to access opportunities available to other pupils: Challenge is to support families in being able to access opportunities through subsidizing activities including residential and extra- curricular clubs</p>

Intended outcomes

Intended Outcome	Success Criteria
Increase the rate of progress and attainment in reading, writing and phonics for disadvantaged children across the school.	Standardised assessment data will show that disadvantaged pupils make good progress in reading, writing, and phonics, and attainment is beginning to become in line with their non-disadvantaged peers. Statutory assessments at the end of KS2 will also show that the gap between attainment for advantaged and disadvantaged pupils is closing. In-school data will show that pupils in need of phonic intervention have made good progress in their reading.
Social and emotional barriers and vulnerabilities are identified and addressed	Pupils are able to express their concerns and their worries and these are addressed within the school environment through appropriately experienced staff
Fill gaps caused by financial issues to allow all children to participate in extracurricular opportunities regardless of family income.	All children are able to access extracurricular activities, residential trips and other extended learning opportunities irrespective of cost. Pupil voice interviews and other 'soft indicators' show that they are happy and aspirational.

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: £7,999

Activity	Evidence that supports this approach	Challenge addressed
<p>NTS Assessments and Shine analysis package- to help identify gaps in learning by using summative questions formatively</p> <p>Enables reliable benchmarking using readymade assessments £1323 for assessments £738 Shine interventions</p>	<p>Education Endowment Foundation (EEF) Mastery Learning.</p> <p>The impact of mastery learning approaches is an additional 5 months progress, on average, over the course of a year.</p>	1
<p>Kapow Scheme of work subscription – ensure broad and balanced curriculum £1968</p> <p>Release time for teachers to observe high quality teaching in other schools £1326</p> <p>Subject coordinator release time £1260</p> <p>External writing training from VNET to enhance English teaching £500</p> <p>Teacher release time to attend Pupil Progress meetings £884</p>	<p>Children have access to a broad and balanced curriculum that allows for key concepts and skills to be revisited. Staff training in adaptive teaching and having high expectations for all. Further meetings to refine effective feedback (EEF 6+months progress) and collaborative learning (EEF 5+months progress)</p> <p>Staff training on sequencing English planning and delivering interventions for reading (EEF – 6+months progress) and phonics (EEF 5+ months progress).</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. We will focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Subject coordinators are released to support curriculum leads to track and resource subjects.</p>	1, 3

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

Budgeted cost: £42,191

Activity	Evidence that supports this approach	Challenge addressed
LSAs to give intervention support in all classes.	EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year)	1,2

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

Budgeted cost: £11,135

Activity	Evidence that supports this approach	Challenge addressed
Financial support to access extracurricular activities, school day trips and residential visits £1357	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	3
ELSA Identified children have 1:1 sessions £9114 ELSA training for new member of staff £600	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	2
Providing hot chocolate with the Head for those children who have been awarded SDA or reader in Friday assembly £64	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	2

Total budgeted cost: £61,325

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.

Challenge

- 1- Just below a third of the PPG pupils are also SEND - double disadvantaged pupils.
- 2- Majority of PPG pupils do not meet ARE at the end of KS1 and do not narrow the gap by the end of KS2.
- 3- There is a disparity between attainment and progress of disadvantaged pupils compared to others.
- 4- There has been a noticeable lack of resilience and perseverance for all learning.
- 5- Some families, due to financial constraints, are not able to access opportunities available to other pupils.

Academic results for 2024/2025

Analysis of school's summative data (Teacher Assessment data for end of year 24/25) – comparison of whole class ARE to PPG ARE (%).

	Reading- Class	Reading PPG	Diff.	23/ 24	Writing Class	Writing PPG	Diff.	23/ 24	Maths Class	Maths PPG	Diff	23/ 24
Yr 6	70	33 (6)	-37	-18	44	0	-44	-1	70	50	-20	-23
Yr 5	50	29 (7)	-21	-54	40	14	-26	-50	53	43	-10	-7
Yr 4	37	20 (10)	-17	-22	7	10	+3	-33	44	20	-24	-28
Yr 3	55	0 (2)	-55	-26	55	0	-55	+1	66	0	-66	-18
Yr 2	41	43 (7)	+2	-5	38	14	-24	-15	45	29	-16	-16
Yr 1	31	0 (7)	-31	-31	34	14	-20	-24	41	29	-10	-19

23/24 difference added for further analysis and comparison and bracketed data shows number of children

Support for school trips

Below is a summary of how the school has supported PPG children to access additional opportunities:

- Help supporting children to access clubs - £29
- Help paying for swimming lessons - £620
- Financial support with Y4 and Y6 residentials - £365
- Financial support with school trips - £57.50
- Support with buying SATs revision books - £78