Pupil Premium Strategy Statement

2024/25-2027/28

"I Am Fearfully and Wonderfully Made" – Psalms 139 v14

Our School Vision

A Christian family learning and growing together. Investing in the uniqueness of each individual, which is firmly rooted and is the golden thread running through everything we do.

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. Mary's CE Primary
Number of pupils in school	98 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr. K. Hissitt
Pupil premium lead	M Piper
Governor / Trustee lead	Mrs. C. Burnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
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	£13,320

Part A: Pupil Premium Strategy Plan

Statement of intent

At St. Mary's Church of England Primary School, we are committed to removing barriers to every child's learning and progress. Pupil Premium is 'additional funding' allocated to the above pupils with the aim of supporting and closing the attainment gap between these pupils and their peers locally and nationally. At St. Mary's, we do not confuse eligibility for the pupil premium with low ability. We believe we are all fearfully and wonderfully made and as such each individual regardless of their background should have access to the very best education, experiences and support to be able to achieve their full potential.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges we face. Research conducted by EEF is used to support our decisions around the effectiveness and impact of different strategies and their value for money.

We invest in the uniqueness of each individual. There can be barriers to learning for disadvantaged children at St. Mary's. We aim to identify these barriers and remove them for all children to flourish. Some of the potential barriers identified by school include: Communication and language skills, emotional and mental health problems, lack of aspiration. Another key barrier we aim to remove is ensuring there are no financial or social barriers to a child's full participation in school life.

Our priority is to identify and remove these barriers so all children can attain, make progress and achieve the same as their non-disadvantaged peers.

In order to ensure these children are successful at school, their individual barriers to learning are identified and their progress is closely tracked to ensure they continue to make progress throughout their time at St. Mary's.

Our Aims

- Raising Achievement – We want all our children to achieve and aim to make a difference to our Pupil Premium children.
- Emotional Wellbeing – We want all our children to know how to support themselves and each other emotionally and where they can go to for help and support if they need it.

Our Strategies

- To provide quality first teaching in order to continue improving the attainment and successes of all children and to close the gap between groups.
- To promote and provide opportunities for emotional well-being of our children and to ensure that they are fully supported and prepared to achieve their potential.
- To provide bespoke, high quality support for each child.
- To focus on developing and improving reading skills in terms of fluency, phonological awareness and instil a love of reading.
- To develop and improve speech and communication skills of the EY and KS1 children.
- To work closely with our families by further developing parental engagement and offering appropriate and effective support.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring children make at least expected progress in RWM
2	Level of language development in EYFS
3	Well-being needs need to be supported

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
1. Progress and attainment in RWM to be reduced in comparison to non PP children.	• Children achieve at least National Expectation in RWM. • Children make more than expected progress to close the gap in their attainment. • Children pass the Phonics Screen Check
Pupil Premium Children will make at least good progress in reading.	• Parents more engaged in their child's learning • PP children will develop a love and passion for reading.

	• PP children will be regularly heard read by an adult at home and an adult in school. • PP children will access interventions to support their reading progress. • PP families will be encouraged to attend reading events in school. • Support for families.
2. Baseline assessments, observations, professional input indicate underdeveloped oral language skills and vocabulary gaps in our Nursery and Reception pupils. More children joining the nursery require direct support and interventions in relation to developing speech and language.	• Improved oral language skills and vocabulary among all pupils including disadvantaged pupils. • To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills
3. Emotional wellbeing and metal health are a priority for our PP children.	• Children's needs are supported in school • All children have access to support with Mental Health Lead • Children can take part in mindfulness and reflection activities. • All children and their families are well supported and feel confident to ask for help.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and Supporting retention of Staff - *Staff complete NPQ in leading teaching with a focus on oral language interventions across the curriculum.*	The NPQ will develop evidence-led expertise equipping us to creating a culture of high expectations, supporting colleagues with all aspects of their teaching, contributing to effective professional development linked to teaching, curriculum and assessment	1 and 2

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

Budgeted cost: £11,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of online reading development programme to create stronger readers through evidence-based, adaptive technology.	EEF +6 The online programme is an online evidence-based adaptive reading development programme that improves pupils' fluency, comprehension, and vocabulary. It aligns with research by EEF: - It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. - Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the language structure, or understanding particular vocabulary, which may be subject-specific.	1

	- There are some indications that digital technology approaches can be successful in improving reading comprehension, particularly when they focus on applying and practising specific strategies and using self-questioning skills. Evidence suggests that reading comprehension approaches need to be tailored to pupils' current reading capabilities, so it is important that teachers receive professional development in effective diagnosis as well as training in the use of particular techniques and materials.	
Interventions - *TA support to implement Online reading development programme with additional sessions linked to the areas the children need extra tuition in.* - *TA to deliver oral language interventions (see below)*	EEF +4 Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1 and 2
- *Intervention to support with oral language development (Early Talk Boost).*	EEF +6 The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1 and 2

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

Budgeted cost: £ 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional training for Emotional Wellbeing lead in school (ELSA) *Children and parents to access emotional, wellbeing support from lead member of staff in school* *Additional resources to support well-being in school.*	EEF +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1, 2, 3
Enrichment activities so children can access the same enrichment activities as their peers (£300)	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	3

Total budgeted cost: £ *13,320*

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 2023 to 2024 academic year.

Pupil Premium Expenditure 2024-25

Internal assessments from 2023–24 demonstrate that the vast majority of pupils eligible for Pupil Premium made good or better progress in reading, writing, and mathematics. Notably, a higher proportion of Pupil Premium pupils exceeded expected progress compared to their non-eligible peers across all three core subjects.

- Phonics Progress:
    - Reception: 93% achieved the Early Learning Goal (ELG) for word reading.
    - Year 1: 94% passed the Phonics Screening Check in Summer 2025.
    - Year 2: 100% passed the Phonics Screening re-check in Summer 2024.
- Reading Attainment:
    - 92% of pupils achieved the expected standard in reading, exceeding national averages.
    - 33% achieved the higher standard, reflecting strong outcomes for more able disadvantaged learners.

Targeted Academic Interventions

The continuation of a digital reading programme across Key Stage 2 has had a measurable impact on reading fluency and comprehension. This was complemented by targeted support from teaching assistants using the programme's diagnostic tools.

- Average progress across all users:
    - +49 words per minute (wpm) in reading fluency.
    - +2 years 3 months in reading age.
- Year 3/4:

- +51 wpm and +2 years progress.
- All pupils showed improved comprehension and fluency.

- Year 5/6:
  - +78 wpm and +2 years 7 months progress.
  - All pupils demonstrated significant gains in reading proficiency.

In addition, teacher-led assessments enabled timely, tailored interventions in reading, writing, and maths. These included small group and 1:1 tuition, ensuring pupils kept pace with their peers. Pupils receiving these interventions made expected or accelerated progress, with support adapted to individual learning needs.

Wellbeing and Social-Emotional Support

Pupil Premium funding was also used to enhance social, emotional, and mental health (SEMH) provision, in line with the DfE's emphasis on holistic support:

- A dedicated staff member has continued in the role of an Emotional Literacy Support Assistant (ELSA), this is continuing to have a positive impact on pupil wellbeing. Children who were once receiving support are now accessing drop in or check in sessions as they are able to manage their emotions and other children are able to access this support.
- Targeted SEMH interventions, drop-in sessions, and group work were delivered throughout the year.
- A new social and emotional curriculum was introduced, helping pupils better understand and manage their emotions.

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
Reading Plus	£1320