

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

School Name	St. Mary's Primary Academy
Number of Pupils in School	290
Proportion (%) of Pupil Premium Eligible Pupils	70
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027 Y2 of plan 25-26
Date this Statement was Published	December 25
Date on Which it will be Reviewed	Review 1 – March 26 Review 2 – June 26 Review 3 – December 26
Statement Authorised By	Trust AIO
Pupil Premium Lead	Sarah Reynolds
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,485
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 109,485

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Marys CE Primary Academy, we subscribe fully to our school vision that ‘everything is possible for one who believes’ (Mark 9:23). Our aim is to ensure outstanding progress, regardless of starting points, background and disadvantage, through the development of academic rigour, alongside personal values, capabilities and talents. Although raising academic standards are a key priority, at the core of our vision is the development of self-worth and self-belief for all. Our goal is to ensure that no child is left behind academically or socially because of disadvantage.

We believe that all our pupils have the potential to acquire the essential personal capabilities, positive characteristics and academic outcomes to be successful as lifelong learners. These are innate but both social disadvantage and low aspiration mean that many of our pupils enter our academy missing the early opportunities to develop these essential attributes; many of our pupils are multiple disadvantaged. Almost half of our Pupil Premium cohort (46%) experience an additional vulnerability, such as SEND, EAL, or social and emotional need. This increases the complexity of need within the cohort and informs pure targeted, layered approach to academic and pastoral support.

We also hold the view that from the moment a child enters our academy, we have a responsibility to nurture and develop her/him through both academic rigour and the building of character so that each person can be successful in life, breaking the cycle of disadvantage within our communities. We must ensure that pupils develop, independently, a range of attitudes and characteristics that will define them as positive individuals willing to contribute constructively to society.

We utilise research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our approach focuses on high expectations for all learners and high-quality teaching supported by sustained, evidence-based CPD. Robust diagnostic assessments, observations and responsive teaching will ensure that early identification of gaps in pupils’ learning are addressed with planned, evidence-based interventions. There will be a constant drive to develop positive relationships between staff, families and children. Evidence supports purposeful and positive relationships as being integral to promoting a strong learning environment for all pupils.

Our strategy forms part of our wider School Improvement Plan. It uses a tiered model of high-quality teaching, targeted academic support and wider strategies to signpost specific evidence-informed resources on important areas of teaching and learning. High quality teaching is heavily supported by a professional development plan which includes whole school and small group training, as well as coaching and individual study.

At St Marys CE Primary all colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes to raise their expectations of what they can achieve.

Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	1,2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1,2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in readiness for secondary school. These challenges are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1,2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1,2
6	Our internal observations and discussions with pupils and families have identified social and emotional issues for these pupils, underdeveloped self-regulation, resilience and learning behaviours.	3
7	Our internal data and discussions shows that 45% PP families require family support in order to support their children to access school and learning more effectively.	3
8	Our attendance data from previous years indicates that the attendance among disadvantaged families shows that a number of our disadvantaged families need additional support to secure and sustain better punctuality and attendance. Attendance among disadvantaged pupils (91.87%) is lower than non-disadvantaged (95.63%).	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2025/26 show that more than 65% of disadvantaged pupils met the expected standard in the phonics screening and this is sustained in 2026/2027.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2025/26 show that more than 65% of disadvantaged pupils met the expected standard check and sustained in 2026/2027.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard and sustained or bettered in 2026/2027.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5	KS2 maths outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected and sustained or bettered in 2026/2027.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations and are sustained during 20206/2027.
To achieve and sustain improved parental engagement, particularly our disadvantaged pupils.	7	Parents feel they can discuss with school their family needs and wants. Parents are signposted to Early Help accurately by school. Parents attend all meetings including parents' evenings, events, workshops in school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	In 2025-2026, improve attendance to meet or exceed the NA of 92.5% and sustain or further improve in 26-27. Decrease the amount of PP who are PA tro meet or be below the NA of 28% in 25-26.

		This will be sustained or further improve in 26-27.
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Activity in this Academic Year

This details how you intend to spend your school's pupil premium **this academic year** to address the challenges listed above.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,486

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD • maintain a strong focus on QFT in our internal CPD programme, which is driven by whole Trust Headteacher Development Days. • Ensure the Trust teaching and learning partner coaches all staff on QFT throughout the year 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (<i>EEF</i>)</p>	1,2,3,4,5
<p>Purchase of standardised tests and MARK analyses for reading and maths.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,5
<p>Annual subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	1

<p>We will continue to:</p> <ul style="list-style-type: none"> • access training and courses through the RWI Hub. • commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 	<p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p>	
<p>To continue to improve our whole school approach to the teaching of reading through the implementation of a new reading curriculum, with Trust wide CPD for all teachers and on-going monitoring and evaluation through Hub working to impact on raising standards for all.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)</p>	2
<p>To continue to improve our whole school approach to the teaching of writing through the implementation of a new writing curriculum, using the teaching sequence, quality texts and progression documents, with Trust wide CPD for all teachers and on-going monitoring and evaluation through Hub working to impact on raising standards for all.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	3

<ul style="list-style-type: none"> • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 		
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • Access Trust-wide CPD on Maths; focusing on the training and resources provided by Gareth Metcalfe to improve the teaching of reasoning and problem-solving. • Monitor and evaluate the impact of CPD through Hub working to impact on raising standards for all. • Provide increased focus on arithmetic and times tables in KS2. • Maximise support from the Trusts' Maths partner • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external partners including a Trust Maths Cluster Lead. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	5

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,839

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions for reading and maths interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (<i>Teaching & Learning Toolkit: EEF</i>).	2,5

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	1:1 and small group support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	1:1 and small group support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>	4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Small group support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	5
Learning Mentor employed: <ul style="list-style-type: none"> • Range of pastoral workshop 1:1 or group interventions to support metacognition and readiness for learning • Focussed nurture interventions 1:1 or group for identified pupils (learning behaviours, social skills, friendship skills, anger management, protective behaviours) 	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (EEF)</p> <p>Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social & Emotional Learning' as moderate impact (+4 months).</p>	6

<ul style="list-style-type: none"> • Meet and greet for identified vulnerable pupils every morning • CPD for Learning Mentor (ELSA training/attachment disorder) <p>Training for using Edukey as a tool to measure the impact of interventions for supporting pupils with emotional and social needs</p>	<p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p>	
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Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,160

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>Family Support workers employed:</p> <ul style="list-style-type: none"> • Pastoral team created within school including Head teacher, SENDCO, Learning Mentor and Family Support workers and meet fortnightly to review identified pupils/family's needs • Identified training and support put in place for FSW, where identified (eg. Attachment disorder/ protective behaviours, ELSA, DSL) • Increased support for families through Early Help including signposting, Early Help assessments, CIN and Child Protection work • Parent workshops – targeted parent workshops to support families 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF)</p> <p>Due to the expense of outside agencies, we have chosen to develop a pastoral team of a Learning Mentor and Family Support Worker. Early Help Assessments are a recognised means of pulling agencies together to support families to provide early interventions.</p>	7
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	8

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <ul style="list-style-type: none"> • Learning mentor and Family Support worker employed to promote and support good attendance. 		
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Total budgeted cost: £109,485

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.

Our internal assessments during 2024/25 suggest that the performance of pupil premium (PP) pupils in comparison to their peers has continued to strengthen in some areas but some gaps remain.

Our internal assessments during 2024/25 show that the money invested in our Phonics and early reading in Tier 1 is having an impact with the attainment gap having closed. In 24/25, 90% of Y1 PP pupils met the standard of the Phonics Screening Check (a 40% increase from 23/24) compared to 82% of non-PP children. The heavy investment that we have placed on early reading will continue in this academic year to ensure that the consistency in quality first teaching remains a priority as well as the high expectations for all pupils to achieve in line with their peers.

In Reading, outcomes for PP pupils are steadily improving and the gap between their attainment to non-PP pupils is narrowing, due to the rigorous intervention programmes that have been in place. At the end of EYFS, both PP and non-PP children achieved 78% in the Literacy Comprehension ELG, meaning most pupils are getting off to a good start in reading. Y6 Reading attainment in 24/25 showed 50% of PP children achieved the Expected Standard (up 40% from 23/24) compared to 60% of non-PP. Our analysis tells us that the teaching of reading and the programme of targeted interventions needs to be maintained to ensure these outcomes improve further for all pupils.

In Writing, the gap between PP pupils and their peers remains significant. At the end of EYFS, 56% of PP children achieved the Literacy Writing ELG compared with 72% of non-PP children. This gap continues through the school. Y6 writing attainment shows that 60% of PP children achieved the Expected Standard (a 10% increase from 23/24) compared to 84% of non-PP. Again, our analysis shows that raising attainment in writing across the school for all pupils will therefore be a key focus of our academy improvement plan.

We have continued to focus on improving oral language skills and vocabulary for all pupils. Classroom working walls now display the Tier 3 subject specific vocabulary and vocabulary is explored through knowledge organisers. Our internal data shows that our vocabulary average performance is inline with NA in all year groups and above NA in Y2, Y3 and Y6.

In Mathematics, improving outcomes for PP pupils remains a priority as this gap has not narrowed and is not yet fully addressed. Attendance for disadvantaged pupils following the pandemic was low and many pupils therefore struggled to secure key concepts that were missed when they were first taught. As a result, some disadvantaged pupils have not yet achieved fluency in arithmetic. At the end of Y6, 38% of PP children achieved the Expected Standard, compared to 84% of our non-PP children. We continue to address this.

The school has strengthened its targeted wellbeing provision for disadvantaged pupils. The proportion of Pupil Premium pupils accessing ongoing interventions increased to 60% (up from 54% in 2023-2024), with 43 pupils receiving sustained support. This reflects improved identification of need and a shift away from one off interventions toward more personalised, longer-term support. ELSA provision remains a key strand, supported by renewed accreditation, the continued delivery of the MindUp programme and pupil led wellbeing initiatives through Kindness and Wellbeing ambassadors, embedding a positive whole school culture.

The combination of targeted support and universal approaches fosters a calm, inclusive and supportive school environment, narrowing gaps for disadvantaged pupils and strengthening outcomes beyond academic attainment.

Targeted family support continues to reach the most vulnerable families. 17 EHAS were open during the year, with 76% involving Pupil Premium families, demonstrating effective prioritisation of disadvantaged pupils. Children in Need and Child Protection cases continue to disproportionately involve Pupil Premium pupils, reinforcing the importance of the Family Support Worker role and Mutli Agency working to improve engagements and reduced barriers to learning.

Attendance remains a key priority for disadvantaged pupils. Average attendance for Pupil Premium pupils (92.78%) remains below that of non-Pupil premium pupils (96.4%) with higher levels of persistent lateness. Attendance concerns are addressed through EHA targets, home visits and regular reviews with the EIPT. These strategies will continue to be refined to reduce persistent absence and improve engagement. This will remain as a key outcome for the 25-26 strategy.

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
Chatterway	Emma Foster
White Rose Hub	White Rose
RM Shine Assessments	RM Hodder
TT Rockstars	Maths Circle LTD