St Mary's C E Primary School

Pupil premium strategy statement

This statement details our school's use of Pupil Premium (and Recovery 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
School name	St Mary's C E Primary
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	50.84%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Susan Lawrence
Pupil premium lead	Rochelle Sylvester
Governor / Trustee lead	Emilia Pacetta

Note: Official validated data (PP % and attainment) will be updated when the 2025 IDSR is released (expected Jan/Feb 2026).

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,200
Recovery Premium	£2,356
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£98,556

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's C E Primary School, our intention is to ensure that every pupil, regardless of background, prior attainment, or the challenges they face is given the opportunity to flourish academically, socially, and personally. As a school serving a community with significant social deprivation, high mobility, and complex safeguarding needs, we recognise the profound responsibility we hold in securing equity and excellence for all.

With **51**% of pupils eligible for Pupil Premium during this academic year, and with our community situated within quintile 4 for deprivation nationally, our strategy is designed to address entrenched disadvantage with precision, compassion, and ambition. We also serve a higher than average proportion of pupils with SEND, and we recognise the intersection between disadvantage, vulnerability, and additional needs.

Our intent is rooted in our Christian vision: that every child is a unique individual, created in the image of God, and deserving of the highest quality education and care. We aim to equip all pupils with the knowledge, skills, cultural capital, and personal development needed to thrive in the present and in their future lives.

Challenges

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

Challenge number	Detail of challenge
1	Multiple vulnerabilities (SEND, safeguarding, EAL, mobility) intersect for many disadvantaged pupils, increasing the complexity of need and slowing progress.
2	Gaps in learning and foundational knowledge, particularly in reading, writing and maths, linked to disrupted learning and inconsistent prior educational experiences.
3	Social, emotional and behavioural needs arising from significant community-level deprivation, including exposure to domestic violence, gang culture and County Lines activity.
4	Lower attendance and punctuality for some disadvantaged pupils, including higher rates of persistent absence, reducing access to high-quality teaching.
5	Limited access to enrichment, cultural capital and wider life experiences, impacting vocabulary development, background knowledge and confidence.

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. Disadvantaged pupils with multiple vulnerabilities make at least good progress from their starting points, with gaps narrowing over time.	❖ Termly assessment data shows disadvantaged pupils meeting or exceeding expected progress in core subjects. ❖ The attainment gap between disadvantaged pupils and their peers reduces year on year. ❖ Pupils with multiple vulnerabilities demonstrate improved engagement and learning behaviours. ❖ Work scrutiny and teacher assessments show improved accuracy, independence and resilience.
2. Improved attainment in reading, writing and maths for disadvantaged pupils, with more achieving ARE and GDS.	❖ Increased percentage of disadvantaged pupils achieving ARE and GDS in reading, writing and maths. ❖ Phonics outcomes for disadvantaged pupils improve and move closer to national benchmarks. ❖ Internal data shows accelerated progress for disadvantaged pupils receiving targeted support. ❖ Gaps in key skills (e.g., vocabulary, fluency, number sense) reduce across the year.
3. Strengthened social, emotional and behavioural regulation, improving readiness to learn.	❖ Reduction in behaviour incidents, internal exclusions or pastoral referrals for disadvantaged pupils. ❖ Improved emotional regulation observed through Boxall profiles, SDQ scores or internal wellbeing measures. ❖ Increased engagement in lessons, as evidenced by learning walks and teacher feedback. ❖ Higher participation in pastoral, mentoring or therapeutic interventions.
4. Improved attendance and punctuality for disadvantaged pupils, with persistent absence reduced.	❖ Disadvantaged pupils' attendance moves closer to or in line with national expectations. ❖ Persistent absence for disadvantaged pupils reduces term on term. ❖ Improved punctuality, with fewer late marks recorded. ❖ Increased engagement with attendance support plans and early help interventions.
5. Increased parental engagement, with more families actively supporting learning and engaging with school.	❖ Higher attendance at parent workshops, curriculum events and meetings. ❖ Increased parental participation in interventions, reviews and support programmes. ❖ Improved completion of home learning, reading logs and targeted home school activities. ❖ Positive feedback from parents through surveys, conversations and engagement tracking.

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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD for all staff using research based programmes	❖ EEF: High-quality teaching has the greatest impact on disadvantaged pupils. ❖ EEF: Effective CPD improves pupil outcomes, especially when sustained and subject-specific. ❖ Sutton Trust: Strong subject knowledge and pedagogical content knowledge significantly improve attainment. ❖ DfE/NCETM **(**National Centre for Excellence in the Teaching of Mathematics)**:** Evidence-informed approaches in maths (e.g., White Rose) improve conceptual understanding and fluency. ❖ Research underpinning Opening Worlds shows strong impact on vocabulary, knowledge building and reading comprehension.	1, 2, 3, 5
Investment in high-quality curriculum resources and reading materials across all subjects	❖ EEF: Improving literacy, particularly vocabulary and background knowledge, has a high impact on attainment. ❖ EEF: Reading comprehension strategies and structured reading programmes (e.g., Destination Reader) have strong evidence of impact. ❖ DfE Reading Framework: High-quality texts and systematic reading provision improve outcomes for disadvantaged pupils.	1, 2, 5
Leadership team teaching interventions, coaching staff and supporting planning	❖ EEF: Instructional coaching is one of the most effective forms of professional development. ❖ EEF: Targeted support delivered by skilled teachers accelerates progress for disadvantaged pupils. ❖ Sutton Trust: Strong leadership involvement in teaching improves consistency and quality of provision.	1, 2, 3

Recruitment and retention strategies to secure high-quality teaching staff	❖ EEF: Stability and quality of teaching disproportionately benefit disadvantaged pupils. ❖ Research shows that schools with high staff turnover see slower progress for vulnerable pupils. ❖ DfE Teacher Recruitment & Retention Strategy emphasises the importance of workload reduction, coaching and CPD.	1, 2, 3
Ongoing training in adaptive teaching, SEND strategies and trauma-informed practice	❖ EEF: High-quality adaptive teaching improves out comes for pupils with SEND and disadvantaged pupils. ❖ EEF: Social and emotional learning approaches improve behaviour, self-regulation and readiness to learn. ❖ Trauma-informed practice research shows improved engagement and reduced behavioural incidents.	1, 3
Strengthening early language and vocabulary development (EYFS–KS2)	❖ EEF: Oral language interventions have a very high impact on attainment. ❖ Research shows children from disadvantaged backgrounds often start school with lower language levels. ❖ RWInc and Literacy & Language are evidence-based programmes with strong outcomes for disadvantaged pupils.	1, 2, 5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured 1:1 and small-group tutoring for reading, writing and maths (teacher-led and trained TA-led)	❖ EEF: 1:1 and small-group tuition have a high impact on progress, particularly for disadvantaged pupils. ❖ EEF: Tuition is most effective when aligned with classroom teaching and delivered by trained staff. ❖ Strong evidence that targeted support accelerates progress for pupils with gaps in foundational knowledge.	1, 2

Targeted phonics intervention using RWInc Fast Track Tutoring and additional daily practice	❖ EEF: Phonics approaches have a strong evidence base for improving early reading, especially for disadvantaged pupils. ❖ RWInc is an evidence-based programme with proven impact on decoding, fluency and early literacy. ❖ DfE Reading Framework emphasises systematic synthetic phonics as the most effective approach.	1, 2
Language and vocabulary interventions (EYFS–KS2), including NELI-style approaches, oral language groups and targeted vocabulary teaching	❖ EEF: Oral language interventions have a very high impact on attainment. ❖ Research shows disadvantaged pupils often start school with lower language levels, affecting long-term outcomes. ❖ Structured vocabulary instruction improves reading comprehension and writing quality.	1, 2,5
Targeted support for pupils with multiple vulnerabilities (SEND, safeguarding, mobility) through personalised intervention plans	❖ EEF: High-quality, targeted support for pupils with SEND improves progress when aligned with adaptive teaching. ❖ Research shows that pupils with multiple vulnerabilities benefit from structured, personalised intervention. ❖ Early identification and targeted support reduce long-term gaps.	1, 3
Additional reading support through Destination Reader conferencing and guided reading interventions	❖ EEF: Reading comprehension strategies have a high impact on progress. ❖ Structured reading conferences improve fluency, comprehension and metacognitive skills. ❖ Destination Reader is grounded in research on dialogic teaching and comprehension strategy instruction.	2, 5
Maths interventions using White Rose catch-up materials and targeted number sense programmes	❖ EEF: Structured maths interventions improve fluency and conceptual understanding. ❖ NCETM/DfE guidance emphasises mastery approaches and targeted practice for pupils with gaps. ❖ White Rose resources are aligned with evidence-based mastery principles.	1, 2
Structured mentoring and pastoral academic support for pupils with social, emotional and behavioural needs	❖ EEF: Social and emotional learning (SEL) interventions improve behaviour, wellbeing and academic outcomes. ❖ Targeted pastoral support increases engagement and readiness to learn. ❖ Trauma-informed approaches reduce barriers to academic progress.	1, 3

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

Budgeted cost: £19,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening attendance systems and early help support	❖ DfE: Improving attendance is essential for raising attainment; early intervention is most effective. ❖ EEF: Parental engagement approaches can improve attendance and behaviour. ❖ Research shows that consistent routines and early support reduce persistent absence, particularly for disadvantaged pupils.	4,5
Enhanced pastoral and safeguarding support, including trauma-informed practice	❖ EEF: Social and emotional learning (SEL) interventions improve behaviour, wellbeing and academic outcomes. ❖ Research on trauma-informed practice shows improved emotional regulation and engagement for pupils exposed to adversity. ❖ High-quality pastoral care reduces barriers to learning for pupils with complex vulnerabilities.	1,3
Behaviour support through mentoring, coaching and restorative approaches	❖ EEF: Behaviour interventions have a moderate to high impact on academic outcomes. ❖ SEL approaches improve self-regulation, resilience and readiness to learn. ❖ Restorative practice strengthens relationships and reduces repeat incidents.	1,3
Increased access to enrichment and cultural capital opportunities	❖ EEF: Arts participation and enrichment activities improve wellbeing, engagement and academic outcomes. ❖ Research shows that disadvantaged pupils often have fewer opportunities for cultural experiences, impacting vocabulary and background knowledge.	2,5

	❖ Opening Worlds is grounded in cognitive science and knowledge-rich curriculum principles.	
Targeted parental engagement initiatives	❖ EEF: Parental engagement approaches have a positive impact on attainment, especially for disadvantaged pupils. ❖ Research shows that supporting parents to understand how to help at home improves reading, language and maths outcomes. ❖ Strong home school partnerships improve attendance, behaviour and engagement.	5

Total budgeted cost: £98,556

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–25 academic year, the school monitored progress and attainment of pupils in receipt of the Pupil Premium Grant across EYFS, Key Stage 1 and Key Stage 2. Evaluation drew on statutory assessment outcomes, internal summative and formative assessments, and wider indicators including attendance, behaviour and wellbeing. In line with DfE expectations, this review reflects outcomes from the previous academic year, while also drawing on validated trend data to contextualise performance.

With the publication of the 2025 IDSR, the school has incorporated validated **three-year trend data (2023–2025)** to provide a more reliable representation of performance over time, particularly given small cohort sizes.

1. Reading, Writing & Mathematics (RWM Combined)

Three-year trend (IDSR 2023–2025)

- Disadvantaged pupils' three-year average attainment is **61%**, well above the national disadvantaged average of **46%**, placing the school above the national distribution.
- The disadvantaged–non-disadvantaged gap is –6pp, indicating outcomes for disadvantaged pupils sit far closer to national non-disadvantaged levels than is typical nationally.

2024–2025 outcomes

- Attainment in 2025 was **64%** (school) vs **47%** (national disadvantaged), demonstrating outcomes above national.
- The disadvantaged–non-disadvantaged gap was –6pp, showing a relatively narrow gap.

Summary

Disadvantaged pupils attain consistently above national disadvantaged benchmarks, with the school's long-term profile indicating sustained strength in RWM attainment.

2. Reading (Expected Standard)

Three-year trend

- Three-year average: **77% (school)** vs **62% (national disadvantaged)**.
- Gap to national non-disadvantaged averages: –2pp, placing the school close to parity.

2024–2025 outcomes

- In 2025, **82%** of disadvantaged pupils achieved the expected standard, significantly above national disadvantaged (63%).

Summary

*Disadvantaged pupils at the school achieve **consistently above national disadvantaged** levels in reading and close to national non-disadvantaged outcomes, indicating sustained strength in early reading and intervention.*

3. Writing (Expected Standard)

Three-year trend

- Three-year average: **81% (school)** vs **59% (national disadvantaged)**.
- Gap to national non-disadvantaged: **+3pp**, meaning disadvantaged outcomes exceed national non-disadvantaged levels.

2024–2025 outcomes

- In 2025, **73%** of disadvantaged pupils met the expected standard, above national disadvantaged (59%).

Summary

*Despite some cohort-related variation, disadvantaged pupils show a **secure and sustained pattern of high attainment** in writing, with long-term outcomes above national figures.*

4. Mathematics (Expected Standard)

Three-year trend

- Three-year average: **81% (school)** compared to **60% (national disadvantaged)**.
- The three-year gap to national non-disadvantaged is **+1pp**, indicating broadly equivalent attainment.

2024–2025 outcomes

- In 2025, **73%** reached the expected standard, remaining above national disadvantaged levels, though representing a dip compared with previous cohorts.

Summary

*Maths outcomes for disadvantaged pupils remain **strong and above national disadvantaged outcomes**, with long-term data showing secure performance year on year.*

5. EGPS (Expected Standard)

Three-year trend

- Three-year average: **81% (school)** vs **59% (national disadvantaged)**.
- The gap to national non-disadvantaged (+2pp) indicates disadvantaged pupils perform at or above national non-disadvantaged benchmarks.

2024–2025 outcomes

- In 2025, disadvantaged pupils achieved **73%**, above national disadvantaged **(60%).**

Summary

*Performance in EGPS shows a **strong and sustained positive pattern**, with disadvantaged pupils consistently performing well above national disadvantaged benchmarks.*

Overall Summary

Across the latest three-year period (2023–2025), disadvantaged pupils' attainment in RWM combined, reading, writing, mathematics and EGPS has been consistently above national disadvantaged levels, with several subjects demonstrating performance close to or exceeding national non-disadvantaged averages.

While annual variation is natural given small cohort sizes, the validated multi-year IDSR data confirms a sustained pattern of strong attainment, demonstrating that the school's approach to supporting disadvantaged pupils is effective and appropriately targeted.

Early Years Foundation Stage (EYFS)

There were **10 disadvantaged pupils** in Reception. Of these, **50% achieved a Good Level of Development (GLD)**.

This represents a positive level of readiness for KS1 for half of the cohort. However, the difference between disadvantaged and non-disadvantaged pupils within school remains

an area to address, particularly in communication and language, early literacy, and self-regulation, key foundations influencing later attainment.

Key Stage 1

Phonics Screening Check

Year 1:

- **25% (2/8) of disadvantaged pupils met the expected standard**, compared with:
- **41% for all pupils in school**
- **79% nationally (2023)**

  This represents a significant gap, indicating that disadvantaged pupils require more targeted phonics intervention earlier in KS1.

Year 2 (re-sits):

- **0% of disadvantaged pupils met the standard**, mirroring the school's overall Year 2 result (0%).

  This is substantially below the **2023 national figure of 87%**.

  The data suggests that phonics remains a key priority, particularly ensuring consistency and progression in early reading support.

End of Key Stage 1 Attainment

Among the **10 disadvantaged pupils** in Year 2, outcomes at the expected standard were as follows:

Subject	PP 2024	School 2024	National All (2023)
Reading	**60%**	45%	72%

Subject	PP 2024	School 2024	National All (2023)
Writing	**30%**	27%	63%
Maths	**50%**	40%	73%
RWM combined	**30%**	27%	59%

Disadvantaged pupils outperformed the overall school cohort in all subjects, which suggests that targeted support has had a positive school level impact.
However, compared with national averages, attainment remains below expected standards, most notably in writing and maths, where the gaps are greatest.

Key Stage 2

End of KS2 outcomes for the **8 disadvantaged pupils** were as follows:

Subject	PP 2024	School 2024	National All (2023)
Reading	**75%**	84%	74%
Writing	**63%**	80%	72%
Maths	**88%**	88%	73%

Subject	PP 2024	School 2024	National All (2023)
RWM combined	**50%**	72%	61%

*KS2 disadvantaged pupils performed particularly strongly in **maths**, exceeding national averages and matching whole-school outcomes. Reading also surpassed the national average. Writing and combined RWM remain slightly behind whole-school achievements, but broadly aligned with national patterns.*

These results suggest that interventions in upper KS2 are having a positive effect, especially in mathematics and reading fluency/comprehension.

Wider Outcomes: Attendance, Behaviour and Wellbeing

Internal monitoring indicates that disadvantaged pupils continued to face barriers in:

- **attendance**, including persistent absenteeism for a small number of pupils
- **social, emotional and mental health needs**, which affected engagement and stamina in learning
- **behaviour for learning**, particularly in lower KS2

Pastoral support, SEMH provision, and attendance monitoring are ongoing priorities that directly influence academic performance.

Overall Evaluation of the Strategy

The school is partially on track to meet the intended outcomes outlined in the current Pupil Premium Strategy.
Strengths include:

- Improved KS2 outcomes for disadvantaged pupils, with maths as a particular success.

- Disadvantaged pupils outperforming the whole school cohort at KS1, despite being below national figures.
- Improved early identification and targeted support for pupils with additional learning needs.

Areas requiring further focus:

- **Phonics outcomes** in both Year 1 and Year 2, which remain significantly below national averages.
- **Closing the gap** between disadvantaged and non-disadvantaged pupils in EYFS and KS1, particularly in writing.
- Ensuring consistent attendance and addressing wider barriers linked to wellbeing and readiness to learn.

Conclusion

Overall, the previous year's Pupil Premium Strategy saw clear successes, particularly in KS2 attainment. However, persistent gaps in phonics, early writing, and wider SEMH-related barriers highlight the need for continued targeted intervention. These findings have directly shaped the priorities for the coming academic year to ensure disadvantaged pupils make accelerated progress and barriers to learning are addressed holistically.