



Live Life, Love Learning, Guided by God



St Mary's C of E Primary School

Pupil premium strategy statement 2024-25

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25-2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emmeline Lawlor (Headteacher)
Pupil premium lead	Clare Quinn
Governor / Trustee lead	Joseph Al-Khalili (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,920
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 42,920

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CofE Primary, we believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind.

As a school we will provide opportunities to break through barriers by adhering to our core values and our high aspirations for all our children.

Our goal is to ensure that all children – including the most disadvantaged – get access to a high quality curriculum and the educational opportunities they deserve and make the most of them and to create a better future for all through the transformational power of education and learning.

Our ultimate aim is to ensure an equitable education for our disadvantaged pupils that is adapted to meet their needs. We strive to have a relevant and adaptive curriculum that is delivered by highly-skilled practitioners. Our key principles revolve around Quality First Teaching and setting high expectations. We do not believe a pupil's background is a reason for them not to reach their full potential. We strive to embed children's disciplinary knowledge and language through the teaching of discrete subjects thus ensuring pupils are prepared for their next stage in their learning.

Removing barriers to learning will improve the educational outcomes of our disadvantaged pupils. Our key principles revolve around the whole child, supporting both their academic attainment and emotional wellbeing.

We see achievement in reading as an essential part of our Pupil Premium Strategy. We strive to deliver an ambitious reading curriculum. We nurture a love of reading and immerse children in language which enables them to develop a rich vocabulary base.

Pupils need to experience a wide range of enriching experiences to develop their cultural capital. This will ensure equity with their peers. By providing a wealth of experiences, pupils will develop a broader sense of the world and have the same access to opportunities as their non-disadvantaged peers, helping close the attainment gap. Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey

Challenges

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

Challenge number	Detail of challenge
1	Data analysis shows that 65% of our PPG pupils have additional vulnerabilities such as SEND, English as an additional language or have a social worker. Observations, discussions with pupils and families and teaching experience and expertise indicate that a differentiated approach is required.
2	Personal experiences can adversely impact children's readiness to learn and self-esteem. Some of our disadvantaged pupils require further support in developing their social, emotional and behavioural needs (SEL).

3	Disadvantaged children have lower engagement with reading for pleasure in comparison to their non disadvantaged peers. Their narrower vocabulary base is a barrier to learning and is having a negative impact on their mastery of language. Additional support is needed in developing and improving children's phonics and reading skills
4	Internal and external assessments indicate that attainment in writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	A greater proportion of our disadvantaged children have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Some children have a lack of access to enrichment experiences to develop their cultural capital and involvement in the wider community and outside clubs is minimal. These children are unable to foster and develop their own talents and are not provided with the opportunities to do so.

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
Through the effective use of Quality First Teaching and intervention teachers are able to address and narrow educational gaps where present	Improve the progress of disadvantaged students so there is a reduced gap between disadvantaged and non-disadvantaged students in reading, writing and maths. End of KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes.
Improve attainment in writing through identification of non-negotiable skills and direct teaching of gaps in these non-negotiables.	Percentage of children reaching age related expectations in writing increases. Data analysis shows progress in writing in all year groups.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improvements in pupils' attendance and punctuality leading to improved levels of progress. Measured by attendance figures and data analysis	An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils. Percentage of pupils classed as persistently absent decreases.

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: £ 23,900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage in Quality First teaching project to embed QFT strategies across the school and in line with our whole school development priorities.	<p>The EEF Guide to Pupil Premium also states that 'High quality teaching is the most effective lever for improving outcomes'</p> <p>Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom, which means that adaptations to the curriculum may be necessary. Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,3,4
All teachers will work collaboratively with English Subject lead and borough advisor to develop, review and deliver high quality teaching if writing which addresses gaps in learning and ensures progress	<p>Drawing on EEF 'Improving Literacy skills' research - we will focus specifically on recommendations 4 and 5: Teach writing composition strategies through modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice</p>	3,4
EYFS & KS1 teachers engage in Mastering Number project, led by Maths subject lead.	<p>Teaching for mastery aims to support all pupils to achieve deep understanding and competence in the relevant topic and is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1
Appoint SENCO/AHT to support all staff to adapt and deliver inclusive curriculum to meet needs of all learners	<p>Improve the building blocks of effective practice for all pupils. Education Endowment Foundation: Effective CPD</p>	1

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

Budgeted cost: £ 11,400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted RWI (phonics) support for identified pupils	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	3
Deliver high quality teaching by teachers and support staff which focus on planning, adaptive teaching and quality assessment	At the heart of any effective pupil premium strategy is a focus on ensuring that an effect teacher is in front of every class. Key to delivering this is quality CPD for teachers. A key focus for this 3 year strategy will be on practices supporting effective pupil knowledge and skill retention. https://edcentral.uk/edblog/this-week-in-edresearch/memorisation-retention-and-learning	4
Identified pupils access support and interventions that promote good mental health and emotional wellbeing	EEF research states that parental engagement has a +3 month impact on disadvantaged pupils. EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising." (Working Together to Safeguard Children 2018)	2
Identified pupils access regular targeted intervention in and out of class and their progress is tracked by class teachers or teaching assistants.	Well considered and closely monitored teaching assistant intervention has good evidence to support its effectiveness in closing attainment gaps. Teaching-learning-toolkit/teachingassistant-interventions/EEF	1

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

Budgeted cost: £ 7,620.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils supported to access activities which expand cultural capital for	Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic,	6

<p>example, funded places at extra-curricular clubs, signposting to FUEL holiday club scheme, subsidising trips and residential visits</p>	<p>mathematical, scientific, technical, social, physical and artistic learning. Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. School holidays can be particular pressure points for some families because of increased costs (such as food and childcare) and reduced incomes. For some children that can lead to a holiday experience gap, with children from disadvantaged families:</p> <ul style="list-style-type: none"> • less likely to access organised out-of-school activities • more likely to experience 'unhealthy holidays' in terms of nutrition and physical health • more likely to experience social isolation <p>Free holiday clubs are a response to this issue and evidence suggests that they can have a positive impact on children and young people</p> <p>https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021</p>	
<p>School will work with EWO and parents to address barriers to good attendance</p>	<p>Parental engagement work and support for attendance are both effective strategies in ensuring the best opportunities for learning. Parental engagement has been shown to have moderate impact for a low cost (EEF toolkit)</p> <p>Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising." (Working Together to Safeguard Children 2018)</p>	<p>5</p>
<p>Continue work towards the next stage in Attachment Aware Schools Awards and Rights Respecting Schools Awards with the aim of developing our whole school ethos and approach to behaviour</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,6</p>
<p>Promote positive emotional well-being through the development of the pupil mental health ambassador role</p>	<p>EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils</p>	<p>2</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 42,920.00

Part B: Review of the previous academic year (2023-24)

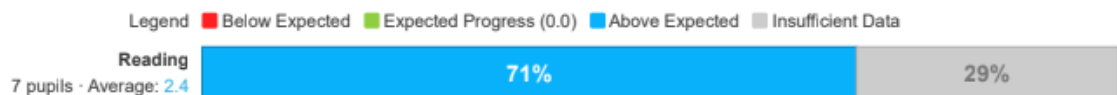
Outcomes for disadvantaged pupils

Improved oral language skills and vocabulary among disadvantaged pupils.

At the end of the academic year 2023-24, 100% PPG pupils achieved ELG's for Listening Attention & Understanding and Speaking

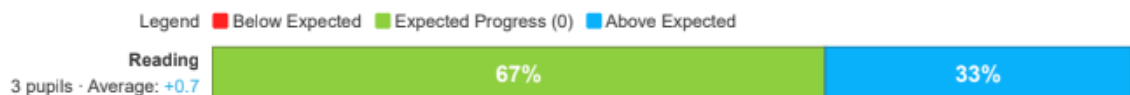
Improved reading attainment among disadvantaged pupils.

Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Butterfly, Hedgehog 2 or Squirrel 1 – 2023-2024 Autumn 2 to 2023-2024 Summer 2 RWI



71% of PPG pupils in YR & KS1 made above expected progress in phonics according to half termly RWI assessments in 2023-24. Two pupils joined the school during the year which accounts for the 29% insufficient data.

Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Squirrel 1 – 2022-2023 Autumn 2 TT Step to 2023-2024 Summer 2 Phonics Score



Progress Overview for Pupils (from 2023-2024) who are disadvantaged, in class Hedgehog 2 – 2021-2022 Autumn 2 TT Step to 2023-2024 Summer 2 Main Assessment



100% PPG pupils have made at least expected progress in reading by the end of KS1

Attainment Overview for Pupils (from 2023-2024) who are disadvantaged, in class Falcon 6 - 2023-2024 Summer 2 - SAT Scaled Score



58% PPG pupils achieved the expected standard or higher at the end of KS2

PPG pupils have a good level of school attendance

Attendance Report

01/09/2023 - 24/07/2024

Pupils (from 2023-2024) who are disadvantaged, in class Butterfly, Falcon 6, Fox 3, Hedgehog 2, Otter 4, Owl 5 or Squirrel 1 (33 pupils)

Summary

Attendance percentage

School	91.4%
National	94.5%
Local Authority	95.2%

15-18 days missed

School 4

19+ days missed

School 8

Absences

- 8.8% overall absence
 - 6.0% authorised
 - 2.8% unauthorised
- 0 pupils unauthorised absent for 10+ days

Absence Patterns

- 4 pupils have been repeatedly late to school on the same day
- 21 pupils have been absent before or after a school holiday

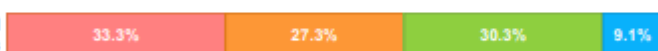
DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 11 pupils previously met the threshold in 2023-2024

Attendance Ranges

School
33 pupils



Legend

- Severely absent (50% or more sessions missed)
- Persistently absent (10% or more sessions missed)
- At risk of persistent absence (5-10% sessions missed)
- Good attendance (95-99%)
- Excellent attendance (99%+)

Pupils

Pupil	Attendance ▼	Days missed	Days missed through illness	Authorised absences	Unauthorised absences	Late before register closed	Late after register closed	Possible sessions
33 pupils — 100%	91.4%	501.5	302	6.0% (707)	2.5% (296)	354	99	11,720

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

In the academic year 2023-24, 40% of PPG pupils accessed emotional support either through working with our ELSA or with our EWP.

50% PPG pupils attended a funded after school club

93% of PPG pupils in KS2 were supported to attend residential trips.