

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024-2025 academic year 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 School
Number of pupils in school	458 (including nursery)
Proportion (%) of pupil premium eligible pupils	12% (53 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lisa Bennett
Pupil premium lead	Sally-Anne Jarvis
Governor / Trustee lead	Sukeshinie Ravinthirakumar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,831.90
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CE School, our aim is that all of our pupils will 'shine as lights in the world'. We have high aspirations for all our pupils and believe that every child should be given the same opportunities to succeed as their peers, not just academically, but in all aspects of school life. There should not be a limit on any child's potential. At St Mary's CE School, we will embed equality of opportunity into our practice for all pupils and strive to ensure that disadvantage does not limit opportunities. We will have high expectations for all our pupils for attainment and achievement, offering our pupils a wide range of different extra-curricular opportunities and we will raise pupils' aspirations both inside and outside the classroom. We have considered the challenges faced by all our disadvantaged pupils individually as well as collectively, including those who have a social worker, young carers, children who do not speak English at home, refugees and asylum seekers and children who have experienced adverse childhood experiences. The strategies that we have put in place will support the needs of all our disadvantaged pupils regardless of whether or not they are in receipt of the Pupil Premium Grant. We will ensure that the barriers faced by the pupils in our school are known and understood, so that they can be addressed. At the heart of our strategy is quality first teaching in every lesson. Teachers understand the needs of their pupils and are able to adapt their teaching accordingly. The new St Mary's curriculum has been designed in line with the National Curriculum taking into account the needs of St Mary's pupils with a strong focus on providing a language rich environment. This curriculum has now been introduced across all subjects. Our curriculum is based on cross-curricular links allowing pupils a deeper understanding of topics through exploration. We have six unique St Mary's curriculum threads that weave through the curriculum from Nursery to Year 6. One of these threads is 'Social Mobility and Aspiration' giving disadvantaged pupils the opportunity to understand how they can reach their potential. Another is 'Equality and Diversity' allowing our disadvantaged children to understand equality and to appreciate that we are all diverse in many ways. The links between Reading, including vocabulary size, and future success is clear which is why our whole school focus is based on early reading and vocabulary development. There is also a link between pupil experiences and opportunities (e.g. Cultural Capital) and success. Therefore, a large part of what we do, given the needs of our disadvantaged pupils is to provide them with opportunities and experiences. We have mapped this out through our School Based Enrichment Opportunities Grid. Pupils who do not make enough progress in lessons are given the opportunity to revisit their learning during same day interventions and pupils with specific needs have targeted interventions to practise and consolidate key skills. Pupils in Key Stage 2 who have not yet finished the Read Write Inc. Phonics programme continue to have daily phonics lessons to ensure that all children leave St Mary's CE School as confident readers and are ready for the challenges of secondary education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality Low attendance and persistent absenteeism of disadvantaged pupils

	Over the academic year 2023-2024, attendance was 92% for disadvantaged pupils with all persistent absentees being from disadvantaged backgrounds.
2	Pupils with English as an additional language. A high percentage of our disadvantaged pupils do not speak English at home. Approximately 36% of children in receipt of the Pupil Premium Grant speak a different language at home with others hearing different languages.
3	Social care needs 21% of our disadvantaged pupils are being supported by outside agencies including social care and family support workers. Many of these families need support to help them address their needs and to support their children's learning.
4	Nurture needs A significant number of disadvantaged pupils experience social and emotional difficulties and are in need of nurture and pastoral support. In some cases, this means that pupils do not always know how to show good learning behaviour.

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
To ensure high quality teaching in every lesson.	Pupils eligible for the Pupil Premium Grant make rapid progress from their starting points so that most pupils eligible for the grant meet age related expectations by the end of the year (individual targets for year groups have been set) and 100% of pupils have made good progress from their starting points. We will measure this through standardised scores.
To provide targeted academic interventions.	All pupils eligible for the Pupil Premium Grant make at least expected progress in Reading, Writing and Maths by the end of the plan.
To improve attendance for disadvantaged pupils. To ensure that disadvantaged pupils arrive at school before registration.	The attendance of disadvantaged pupils is at 95% or higher.
To increase nurture provision across the whole school with early support for targeted pupils.	The emotional and social needs of pupils are met. Pupils can access their learning in class. Behaviour for learning is good in every lesson. The number of pupils who are suspended is reduced. SQA scores show that good progress has been made with targeted children.
To use a wider range of strategies to overcome individual barriers to learning.	Individual barriers and needs are address and pupils can make good progress in all areas of learning. Evidence will be through case studies.

To embed the behaviour policy and Step On strategies to reduce behavioural events for pupils with special educational needs and or in receipt of the PPG.	The emotional and regulatory needs of pupils are met. Pupils can access their learning. Behaviour for learning is good in every lesson and the number of behavioural events recorded are in line with the school cohort as a whole.
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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: 4,295.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted focus through quality first teaching ensuring that all pupils make good progress.	Evidence from the Sutton Trust shows that quality first teaching with a strong focus on disadvantage pupils is the most effective single measure for improving disadvantage pupils' outcomes.	2
Embed a bespoke curriculum tailored to the needs of St Marys' pupils.	Research shows that pupils will make most progress and be better prepared for their next stages of learning through having exposure to a broad and balanced curriculum that is tailored to the needs of our pupils at St Mary's School. This includes: <ul style="list-style-type: none"> • Considering our different cultures. • Providing a language rich environment. • Offering new and enriching opportunities and experiences. • Encouraging pupils to have high aspirations. • Ensuring that Key skills are embedded. • Developing a love of reading. 	2
High quality marking and feedback will enable pupils to move forward in their learning.	Studies have shown (Hattie, 2009 and EEF) that feedback about learning makes the single biggest improvement to learning outcomes.	2
To ensure that all pupils leave St Mary's school as confident readers and are ready for their next stage of education through delivering consistent, high quality phonics lessons for all early readers St	EEF research shows that systematic phonics approaches are consistently effective in supporting early readers in developing the basics of reading.	2

Mary's uses Read Write Inc. a systematic, synthetic phonics programme and will continue to develop the skills and confidence of staff to deliver this.		
Training for all class teachers in delivering quality first teaching incorporating EAL strategies to support pupils who do not speak English at home.	Research from the EEF shows that professional development is central to support the implementation of evidence-based approaches and improve quality first teaching.	2

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

Budgeted cost: £21, 536

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional HLTA employed to take small group and targeted phonic interventions to close the gap in phonics knowledge to improve reading and writing outcomes	EEF research shows that systematic phonics approaches are consistently effective in supporting early readers in developing the basics of reading.	2
All disadvantaged pupils, regardless of prior attainment, continue to receive quality adult support during core subjects on a regular basis to ensure that they are able to meet their potential.	EF evidence on effective use of support staff shows that the most effective way to use support staff to improve outcomes for pupils is to 'use them to add value to what teachers do, not to replace them: it is important that they supplement, rather than replace, the teacher'.	2, 4
An additional HLTA is employed who can fill the gaps in pupils' knowledge, to address misconceptions as soon as they arise and ensure that	Early results from the Education Endowment Trust where they are trialling show the programme is feasible and promising. (It fits with existing toolkit evidence on feedback, mastery learning, teaching assistants and meta-cognition	2, 4

pupils are able to access the learning the following day, keeping up not catching up.		
Children who speak English as an additional language will receive small group support to address gaps in the English language.	Research from the Bell Foundation shows that the Proficiency in English of all learners directly impacts later attainment. The Foundation recommends provide support strategies and learning objectives tailored to the individual pupils.	2
Daily 1:1 reading to an adult for all disadvantaged pupils	Research by Cambridge University shows that pupils who are able to read fluently are more likely to achieve academic success at school and in examinations. The National Literacy Trust evidences that strong reading skills have been show to improve children’s academic attainment across a range of subjects including English, Maths and Science.	2
Training for staff to lead Interventions to support language development, literacy, and numeracy.	Evidence from the EEF suggests that children benefit from a balanced approach to literacy and numeracy and that some children may require targeted academic support to assist language development, literacy and numeracy. Evidence shows that these interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting access to the curriculum.	2, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to safeguard all our children including our most vulnerable pupils.	All children have a right to a life where they feel safe and are not at risk from harm. Schools have a duty to keep pupils safe.	3, 4
To employ a Family Liaison Officer to work with families to improve attendance rates of all disadvantaged pupils by	School data show that the attendance of disadvantaged pupils remains lower than of non-disadvantaged pupils. For pupils to make good academic progress, they need to be in school.	1

systematically implementing the attendance policy.		
To employ a Family Liaison Officer to work with families to increased engagement and communication with parents for example coffee events, workshops and one stop support.	School data show that the attendance of disadvantaged pupils remains lower than of non-disadvantaged pupils. For pupils to make good academic progress, they need to be in school and evidence gathered by the EEF suggests that parental engagement plays a significant role in pupil attendance rates.	1, 3
To employ a Family Liaison Officer to work with pupils to offer nurture and pastoral support for pupils with social and emotional difficulties to develop their self-regulation and behaviour for learning.	Evidence from the EEF indicates that explicitly teaching pupils strategies to develop self-regulation has a high impact on pupils' progress.	3, 4
To extend uptake and attendance in extracurricular activities including sports, outdoor activities, arts, culture and trips.	Extracurricular activities are an important part of education in its own right. However, there is also evidence (EEF) that taking part also has a positive impact on personal empowerment, cultural transmission and preparation for citizenship.	4
To provide all pupils who are in receipt of the Pupil Premium grant with a mentor.	A high number of disadvantaged pupils are also Children in Need. Many disadvantaged pupils have additional social and emotional needs and a high number display challenging behaviour. Evidence from other schools has shown that having mentors is a highly effective way of supporting these pupils.	4

Total budgeted cost: £45,831.90

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts, particularly for pupils in Years 4, 5 and 6 who had the most disruption) and to results achieved by our non-disadvantaged pupils. Note due to small numbers of pupil premium pupils in each year group, a direction comparison using percentages cannot be made. the 'difference (dif)' has been calculated taking into consideration the percentage each pupil premium pupil represents and represents pupil numbers.

	Each PP pupil worth	Reading			Writing			Maths			GPS			Phonics			MTC		
		Dis	Non-dis	dif	Dis	Non-dis	dif	Dis	Non-dis	dif	Dis	Non-dis	dif	Dis	Non-dis	dif	Dis	Non-dis	dif
R	16%																		
1	14%	57	74	-1	43	55	-1	57	74	-1				72	75	=			
2	11%	78	76	=	89	78	+1	89	83	=				100	75	+2			
3	33%	33	88	-1	33	67	-1	33	67	-1									
4	18%	73	80	=	73	77	=	82	82	=									
5	11%	78	78	=	89	78	+1	44	67	-2									
6	17%	67	81	-1	67	64	=	50	71	-2	67	76	=						
Nat			74			72			73			72			79	+1		20.4	

The data demonstrates that in reading and writing most disadvantaged **pupils achieve broadly in-line** with their non-disadvantaged peers in school and nationally. However, this is not the case in Mathematics in Upper Key Stage 2 where disadvantaged pupils are performing lower than their peers in school and nationally.

In phonics, disadvantaged pupils achieve in line with their non-disadvantaged peers in school and nationally. Pupils in key stage 2 who needed to catch-up have done so.

Although the systematic teaching of phonics and our approach to teaching reading is clearly having a positive impact on our disadvantaged pupils as highlighted in these attainment results, at St Mary's School, we firmly believe that, in order to be successful as they move into secondary school and beyond, all pupils must be able to read fluently. This will therefore continue to be a focus in the new strategy.

Disadvantaged pupils in Year 4 achieve broadly in line with non-disadvantaged peers in school and nationally in the multiplication test.

	Attendance %			Persistence absence %		
	Dis	Non-dis	dif	dis	Non-dis	dif
School	92%	94.2%	-2.2%	20%	13.6%	-6.4%
National	89.4%	94.4%	-5%	33%	13.8%	-19.2%

The data demonstrates that most disadvantaged pupils attend school in-line with non-disadvantaged pupils in school and nationally. However, persistent absence among disadvantaged pupils is still too high. This has had a noticeable impact on pupils' outcomes so this will continue to be a focus on this year's strategy.

Increased, targeted nurture provision across the whole school has resulted in individual needs being met and therefore, fewer behavioural issues have occurred during the academic year. All pupils are

now able to learn in their classroom with their peers for the majority of lessons and are developing strategies to self-regulate. However, although the number of suspensions for pupils in receipt of the PPG has significantly reduced this year, the data indicates that pupils with a special educational need have significantly more behaviour events recorded than their non-disadvantaged peers and this is therefore a focus for the forthcoming year.

Externally provided programmes

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
Times Tables Rock Stars	TT Rock Stars
Reading Eggs	3P Learning
Number Stacks	Number Stacks