

## Pupil premium Strategy Statement – St Mary’s CEVC Primary School

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	416
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024- 2027
Date this statement was published	10 <sup>th</sup> December 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Morwenna Dunstan
Pupil premium lead	Caroline Layton
Governor / Trustee lead	Caroline Dibble

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,800

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding, we have considered research conducted by EEF and the usefulness of different strategies and their value for money.

Our aim is for pupils at St Mary's to make the expected progress in reading, writing and maths, through quality first teaching. We aim for disadvantaged pupils to access quality interventions focused on their individualised needs.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At St Mary's we aim to provide pastoral support for pupils and parents, identified by the school as those who are vulnerable. We aim to increase attendance for those vulnerable children and will work with our ELSA and PFSA to ensure that children and their families are supported in their needs, thus enabling them to flourish by experiencing the full learning experiences that St Mary's has to offer.

When making provision for pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

#### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, particularly in reading and writing.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To ensure teaching is good or better; teachers know how to adapt teaching to meet the needs of all children.
- To improve attendance for disadvantaged children, so it is at least in line with national averages.
- To increase the number of children taking part in extracurricular activities, to enrich their experiences and foster talents.

#### **We aim to do this through:**

- Providing staff with professional development opportunities to enable them to adapt teaching, so that all children have their needs met and therefore make good progress in the curriculum they are following.
- Increasing number of support staff able to deliver ILI and Spelling Detectives. Update support staff on other provisions, including Precision Teaching.
- Enabling English and Phase Leads time to support staff with planning; identify any professional training staff may need.
- Continuing with SENDCo surgeries, so that teachers are supported.
- Allocating Pupil premium funding following a needs analysis which will identify priority classes, groups or individuals.
- Providing therapeutic/ELSA sessions lead by trained staff
- Working closely with parents/carers to identify barriers for attendance.
- Tracking attendance more closely and act on concerns promptly.
- Allocating some funds for individual children to participate in extracurricular clubs, Year 6 residential and school trips.

**To achieve these objectives, we will use Pupil Premium funding to:**

- Provide an additional SENDCO day
- Provide an additional ELSA/PFSA day
- Place additional support staff in classrooms where there is more need.
- Ensure teaching staff have the professional development they need so that teaching is good or better.
- Phase team leader time out of the classroom to support staff development
- Fund training for support staff to carry out evidence based intervention groups
- Fund therapeutic sessions for those children with SEMH and attendance barriers
- Invest in a new PSHE scheme to support understanding of mental health – My Happy Mind
- Support payment for activities, educational visits and residential, ensuring children have first-hand experiences to use in their learning in the classroom.
- Tutor 2x afternoons from January

## Challenges

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

Challenge number	Detail of challenge
1	Attendance for pupil premium is below national average. Children are often absent due to illness, which is affecting attainment.
2	Reading attainment for pupil premium children is below that of children who are not pupil premium.
3	There is an increasing number of children with additional needs in each class, including SEMH.
4	Many parents cannot afford to pay for enrichment and extracurricular activities; not all children are receiving equal access to opportunities outside of school and enrichment opportunities within school are putting a financial burden on lower income families.

## 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
<i>Children's attainment in reading is in line with non-pupil premium children</i>	<ul style="list-style-type: none"> <li>● There is a culture of enjoyment for reading across the whole school, and the number of children reading in their own time increases.</li> <li>● Statutory data shows that the gap is reducing between pupil premium children and non-pupil premium children.</li> </ul>

	<ul style="list-style-type: none"> <li>Data for whole school shows accelerated progress for some so that pupil premium attainment is in line with non-pupil premium attainment.</li> </ul>
Attendance for all disadvantaged children improves.	<ul style="list-style-type: none"> <li>Pupil premium children's attendance is at least in line with national averages (for pupil premium)</li> <li>Parents feel supported and work with the school to improve their child's attendance.</li> </ul>
Children take part in extracurricular activities	<ul style="list-style-type: none"> <li>Disadvantaged children have access to and attend paid and unpaid after school clubs.</li> <li>Disadvantaged children have access to and attend out of school clubs</li> </ul>
Teachers are equipped to meet the needs of all children.	<ul style="list-style-type: none"> <li>Assessments show that children make progress, irrespective of need</li> <li>Monitoring teaching and learning evidences that teachers and support staff have the necessary knowledge and skills to manage behaviour and adapt teaching to meet all needs.</li> <li>Targets on support plans are robust and measurable, and children make progress against those targets.</li> </ul>
Children are equipped with strategies and skills to regulate, and parents are supported in developing their understanding of how they can help their children.	<ul style="list-style-type: none"> <li>Children are supported through co regulation and as they mature develop the skills to self-regulate.</li> <li>Parents understand how to support their children's emotional and mental wellbeing (TIK feedback)</li> <li>Mental Health and Pastoral Leads identify children in need of more support, and work done with the ELSA or MHST has a measureable impact (Boxall, reports from MHST)</li> <li>Invest in My Happy mind</li> </ul>

## 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: £ 22,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo – to work an additional day to support staff	<p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement as well as enjoyment of school.</p> <p>Research from Pinnacle Research School, blog, (November 2024) states,</p>	2 and 3

	<p>“We are clear that the impact of these barriers to learning can be reduced through inclusive practice that provides access to a broad and balanced curriculum, delivered by well-trained and knowledgeable staff, using evidence informed teaching strategies”</p> <p>In order to continue to improve our inclusive practice, support from the SENDCo is a priority. During the last two years, there has been a huge improvement in procedures, staff knowledge and practice and this needs to be sustained and fully embedded so that all learners thrive.</p>	
<i>English, Maths and Phase Team Leaders to be given two hours out of class at least twice a term.</i>	<p>We recognise time constraints and the mental wellbeing of our staff, therefore we try to allocate some time for leadership responsibilities.</p> <p>We are aware that professional development requires structure, where staff are motivated, have opportunities to develop teaching techniques and then embed skills (EEF) Phase Team Leads are given time to support staff in devising a programme for their professional development.</p>	2 and 3
<i>Staff to be offered professional development opportunities.</i>	<p>EEF states that effective professional development, includes four mechanisms, two being motivating teachers and developing teaching techniques.</p> <p>Staff are encouraged to visit other schools, and also take part in training offered by evidence based, trusted sources. Learning can then be developed and then embedded in the classroom.</p>	2 and 3
<i>Tutor to support the least able readers 2 x ½ days per week to do 1-1 interventions.</i>		2

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

Budgeted cost: £ 16220

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<i>More support staff are trained in ILI and Spelling Detectives ,Precision Teaching Colourful Semantics</i>	EEF state, “ Investing in Professional training development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes.....Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.....” Our school data shows accelerated progress for those children who participated in the named interventions last year.	2
<i>Year 5 class with high proportion of PP support have additional staff in the afternoon to carry out interventions</i>	In order to carry out the evidence based, structured interventions, highly trained adults are required. 'Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3)' EE, Making Best Use of Teaching Assistants, 2021	2 and 3
<i>Sp/lang Therapist 1 x day per fortnight</i>	EEF research identifies oral intervention as having very high impact (+5 months). We believe that early intervention will have the best impact on future learning and wellbeing.	2 an 3

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

Budgeted cost: £15000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Therapeutic sessions to be provided</i>	There is an increasing number of children who struggle to self-regulate and this has a significant impact on their wellbeing, progress and attainment. EEF suggest that SEL can have a positive effect on early reading and writing, but it also has other benefits, such being able to develop healthy relationships through interacting with others positively.	1 and 3
<i>Purchase 1 book per term for all Pupil Premium children.</i>	Latest research by National Literacy Trust (2024) reveals that 2 in 3 children don't enjoy reading. Twice as many children who enjoy reading have above	2

	<p>average reading skills to those who don't.</p> <p>The children are enjoying our read alouds, and giving children the opportunity to choose new and exciting literature, possibly linked to what is being read at school, will hopefully improve enjoyment.</p>	
<p>ELSA and trauma informed support for children who are having difficulties accessing learning due to poor self-esteem, behaviour or trauma (2 x half days).</p>	<p>Maslow's hierarchy of needs explains that children cannot flourish if their basic needs are not met. Several studies have shown a dip in attainment and behaviour when there is a time of change. 'The Improving Social and Emotional Learning in Primary Schools' stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p>	<p>1 and 3</p>
<p><i>Employ PFSA for an additional day per week.</i></p>	<p>"Parent/carer engagement is important because working together (with mothers, fathers and carers) has been shown to have a promising impact on the wellbeing, attendance, behaviour, sense of school belonging, intellectual development and attainment of children across a range of social and economic backgrounds." Anna Freud, Mentally healthy Schools</p>	<p>1 and 3</p>
<p><i>Extra-curricular activities and enrichment, including football engagement sessions and subsidising after school clubs, trips and Y6 residential.)</i></p>	<p>We do not want to put extra pressure on vulnerable families to pay for a residential, so we offer to subsidise the cost.</p> <p>All children should have the opportunity to experience a range of sports/ arts enrichment activities, in order to develop physical and creative skills. This can help to improve belonging, confidence and consequently attendance and attainment.</p>	<p>4</p>
<p><i>Additional adult to provide SEMH support in Y5 (afternoons)</i></p>	<p>EEF state that evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional literacy (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>1 and 3</p>

	SEL interventions are shown to improve SEL skills and will therefore support disadvantaged pupils to engage and understand healthy relationships and self-regulation. Consequently this should improve academic attainment.	
<i>My Happy Mind</i>	Children to follow a new programme for PSHE to support understanding of mental health. Scheme to be shared with parents so that they are supported in helping their children.	1 and 3

**Total budgeted cost: £52,800**

## Part B: Review of the previous academic year 2024- 5 for disadvantaged pupils

### **Children's attainment in reading is in line with non-pupil premium children 2024-2025**

There continues to be a significant gap between Pupil Premium and Non Pupil Premium children in reading. 2024- 2025 data shows that 66% were on track or higher in reading, compared to 80% non-pupil premium. The percentage of children working 'below' however has decreased, with some children making accelerated progress and now working 'just below'. 10 children made accelerated progress and 2 made below expected progress.

100% of children in receipt of Pupil Premium met the Phonic standard by Year 2 in 2024-2025.

4 out of 6 Year 6 children (66%) met the standard in reading in 2024-2025, as a pose to 6 out of 13 children (46%) in 2023-2024.

2025-2026 – Pupil Progress meetings have been reviewed, so that they are more robust.

Teachers are expected to review interventions using measureable data, and then show that they are clear about next steps to maximise progress.

The SENDCo continues to hold SEN surgeries weekly advising staff on provision.

As there is a concern that the gap between pupil premium and non-pupil premium children is not decreasing, a higher focus will be given to them during Pupil Progress meetings. This data will be introduced and added onto the Spring 1 meeting.

### **Attendance for all disadvantaged children improves.**

At the end of 2023-2024 there were 12 (25%) persistently absent children identified as disadvantaged.

At the end of 2023-2024 there were 5 (15%) persistently absent children identified as disadvantaged. This is a significant improvement, however should still remain a focus.

### **Children take part in extracurricular activities**

2 children have been funded for Kids with Bricks. 1 child has had guitar lessons

Residential was subsidised by all Year 6 children in receipt of Pupil Premium, which meant all children attended.

### **Teachers are equipped to meet the needs of all children**

Teachers have been given additional training on adaptive teaching and the SENCo has constantly supported staff through upskilling them, providing advice and improving systems. Data supports the progress children have made, and in the majority of classes, progress has been sustained or accelerated during the year. A recent report we received from the Local Authority said,

“St. Mary's is an exceptionally inclusive school. The leadership team has worked hard to embed inclusive practices into every classroom and this is visible with remarkable consistency.”

### **Children are equipped with strategies and skills to regulate, and parents are supported in developing their understanding of how they can help their children.**

School have invested in My Happy Mind, so that more children can be supported in regulation strategies. This means that support with mental health is not just given to those children who have ELSA or additional pastoral support

Already, children are talking about how their brains function.

Parents are supported through a Tuning Into Kids programme that takes place 2-3 times a week (run by our pastoral lead). Resources such as PADLET on the website, My Happy Mind and access to FACE seminars are provided for parents, free of charge..

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Kapow for Music, Art and DT	Kapow Junior
Spelling Detectives	Learning Support Service, Somerset
Insight	Equin Limited
TALC	Elkan
ILI	Learning Support Service, Somerset