

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	288
Proportion (%) of Pupil Premium Eligible Pupils	28.5%
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027
Date this Statement was Published	November 2024
Date on Which it will be Reviewed	July 2025
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	£116,115
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 116,115

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.

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. On entry to Reception class for the last 2 years, 100% of our disadvantaged pupils arrived below age-related expectations. This gap remains steady to the end of KS2.	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. On entry to Reception class in the previous 2 years, between 100% of our disadvantaged pupils arrived below age-related expectations. This gap remains steady to the end of KS2.	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. On entry to Reception class in the previous 2 years, between 86% of our disadvantaged pupils arrived below age-related expectations. This gap remains steady to the end of KS2.	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. 41% pupils required support with regulation, emotional and social needs receiving small group and/or 1:1 interventions.	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%). 32.9% of disadvantaged pupils are persistently absent compared to 7.6% of non-disadvantaged peers during 2023-2024. This pattern of poor attendance by disadvantaged pupils compared to non-disadvantaged pupils has been consistent over the last 3 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	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 2024/25 show that more than 65% of disadvantaged pupils met the expected standard in the phonics screening and sustained in 2026/2027.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 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 2024/25 show that more than 65% of disadvantaged pupils met the expected standard and sustained 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 2024/25 show that more than 65% of disadvantaged pupils met the expected and sustained 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 sustained during 2026/2027.
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	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 96% and the figure among disadvantaged pupils being no more than 1% lower than their peers. Sustained in 2026/2027.

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: £37,841

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. 	<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>	1,2,3,4,5
<p>Commission the external teaching and learning consultant to work with staff throughout the year</p>	<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>	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>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <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>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> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</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>	1

<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</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>	<p>2</p>
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</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>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>	<p>3</p>
<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 CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<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>	<p>5</p>

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

Budgeted cost: £51,088

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: Phonics Toolkit Strand Education Endowment Foundation EEF	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. Small group tuition Toolkit Strand Education Endowment Foundation EEF	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. Small group tuition Toolkit Strand Education Endowment Foundation EEF	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	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. Small group tuition Toolkit Strand Education Endowment Foundation EEF	5
<p>Learning Mentor employed:</p> <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: £27,186

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>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 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	8

employed to promote and support good attendance.		
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Total budgeted cost: £116,115

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.

Aim	Challenge Number	Outcome (2023 – 2024)
<p>Improved phonics outcomes for disadvantaged pupils.</p> <p>The gap between PP and Non-PP is closing.</p>	1	<p>Yr 1 PP – 50% passed the Phonics Screening Check (up 7% from 22/23 and up from 6% from 21/22) – 2 children were in 2023/24 disapplied (63% excluding those). National average PP 2019 – 70%</p> <p>Yr 1 Non PP – 86% passed the Phonics Screening Check (up 13% from 22/23 and down 8% from 21/22)</p>
<p>Improved reading attainment among disadvantaged pupils at the end of KS2.</p> <p>There is still a large gap between the attainment of PP vs. Non-PP.</p>	2	<p>KS2 reading outcomes PP – 44% (up 6% from 22/23 and up 8% from 21/22) Non-PP – 77% (up 13% from 22/23 and down 4% from 21/22)</p> <p>KS1 reading outcomes PP – 46% (down 22% from 22/23 and down 4% from 21/22) Non-PP – 75% (down 5% from 22/23 and down 20% from 21/22)</p> <p>EYFS ELG– Literacy Comprehension PP – 60% (down 8% from 22/23 and up 14% from 21/22) Non-PP – 67% (down 10% from 22/23 and down 7% from 21/22)</p>
<p>Improved writing attainment among disadvantaged pupils at the end of KS2.</p> <p>There is a bigger discrepancy between the attainment of PP/Non-PP in KS1 writing outcomes.</p> <p>In KS2 and EYFS, the % of PP children achieving Exp+ is increasing.</p>	3	<p>KS2 writing outcomes PP – 50% (up 19% from 22/23 and up 14% from 21/22) Non-PP - 81% (down 1% from 22/23 and down 7% from 21/22)</p> <p>KS1 writing outcomes PP – 15% (down 2% from 22/23 and 21/22) Non-PP – 68% (down 11% from 22/23 and 21/22)</p>

		<p>EYFS ELG– Literacy Writing PP – 60% (up 16% from 22/23 and up 45% from 21/22) Non-PP – 62% (down 3 % from 22/23 and down 3% from 21/22)</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Vocabulary across school has increased significantly in every year group and is now national average or above. It is unclear of the impact specifically on disadvantaged pupils, due to the data reviewed.</p>	4	<p>Each class has a working wall which include subject vocabulary (tier 3) – English, Maths, Science and History/Geography. Vocabulary is accompanied by a picture/image to ensure it is accessible for all.</p> <p>Subject specific vocabulary explored in every class through Knowledge Organisers, which is grouped into the tiers.</p> <p>Vocabulary explicitly taught at the beginning of every new English unit.</p> <p>PIRA tests show vocabulary average performance is national average in all year groups and is above in 50% of year groups (Yr2, Yr3 and Yr6).</p> <p>National Average – 45% Year 1 – 51% (National Average – 53%) Year 2 – 64% (National Average – 50%) Year 3 – 66% (National Average – 58%) Year 4 – 58% (National Average – 58%) Year 5 – 54% (National Average – 54%) Year 6 – 59% (National Average – 54%)</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>There is a bigger discrepancy between the attainment of PP/Non-PP in KS1 maths outcomes.</p> <p>In KS2 and EYFS, the % of PP children achieving Exp+ is increasing and the gap between PP/Non-PP is closing.</p>	5	<p>KS2 maths outcomes PP – 61% (up 23% from 22/23 and up 25% from 21/22) Non-PP - 65% (down 21% from 22/23 and down 16% from 21/22)</p> <p>KS1 maths outcomes PP – 46% (down 32% from 22/23 and down 12% from 21/22) Non-PP - 89% (in line with 22/23 and down 11% from 21/22)</p> <p>EYFS ELG– Maths PP – 70% (up 26% from 22/23 and up 39% from 21/22) Non-PP – 67% (down 4% from 22/23 and down 10% from 21/22)</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p> <p>The % of PP children accessing ongoing interventions has increased.</p> <p>The % of PP children participating in groups has decreased.</p>	6	<p>ELSA (Emotional Literacy Support Assistant) accreditation renewed.</p> <p>Wellbeing workshops run for children at lunchtime, facilitated by Yr 6 PP chn and ELSA. Mind Up programme continued – focusing on children’s wellbeing and strategies/tools to navigate situations.</p> <p>Kindness/Wellbeing ambassadors utilised across school to run Collective</p>

		<p>Worships, lunch clubs, events, etc to promote wellbeing.</p> <p>41 chn who received ongoing interventions (+2 from 22/23 and 21/22) PP – 54% (up 16% from 22/23 and up 4% from 21/22) Non-PP – 46% (down 16% from 22/23 and down 4% from 21/22)</p> <p>120 chn who received one-off interventions (+ 3 from 22/23 and +33 from 21/22) PP – 44% (up 1% from 22/23 and down 12% from 21/22) Non-PP – 56% (down 1% from 22/23 and up 12% from 21/22)</p> <p>38 55 children participating in groups (-17 from 22/23 and +13 from 21/22) PP – 26% (down 7% from 22/23 and down 38% from 21/22) Non-PP – 74% (up 7% from 22/23 and up 38% from 21/22)</p>
<p>To achieve and sustain improved parental engagement, particularly our disadvantaged pupils.</p> <p>EHAs are reaching more families. However, not captured in these statistics are EHAs offered and declined. Significant increase in CIN/CP compared to 22/23 and 21/22.</p>	<p>7</p>	<p>New Family Support Worker appointed for September 2023, working across 3 schools (3 days a week at St. Mary's). EHA meeting held with FSW and where appropriate the HT and SENDCo.</p> <p>EHAs Open across the year – 15 (up 1 from 22/23 and up 8 from 21/22) PP – 60% (down 25% from 22/23 and 21/22) Non-PP – 40% (up 25% from 22/23 and 21/22)</p> <p>CIN Open across the year – 6 PP – 66% Non-PP – 34%</p> <p>CP Open across the year – 2 PP – 50% Non-PP – 50%</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Average attendance remains largely unchanged across both PP and Non-PP groups, however, has increased slightly.</p>	<p>8</p>	<p>Average Attendance Attendance among disadvantaged pupils (91.87%) is lower than non-disadvantaged (95.63%).</p> <p>32.9% of disadvantaged pupils are persistently absent compared to 7.6% of non-disadvantaged peers during 2023-2024.</p>

<p>There remains a significant difference between the PA children who are PP vs Non-PP.</p>		<p>Attendance targets set through EHA meetings. School nurse invited to EHA meetings of those persistently absent. Home visits for children identified as persistently absent.</p>
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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

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium.