

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	24 children in total 18 children FSM 5 Service children 1 Pupil Premium 12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Cheryl Payne, Headteacher
Pupil premium lead	Kerry Dunford
Governor / Trustee lead	Chris Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,880
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,880

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive Christian primary school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Provision will be made through:

- Supporting pupils' access to education
- Supporting pupils' access to the curriculum
- Alternative support and interventions within the school

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Financial barriers to enrichment activities e.g. extra-curricular clubs, uniform and trips etc.
2	Barriers to learning according to ethnicity, race and identity
3	Reading enrichment for vulnerable students
4	Emotional wellbeing and mental health (Social Emotional Mental Health)
5	Phonic knowledge and understanding

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
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Pupil Premium children will have access to enrichment opportunities and a full school uniform regardless	Children will have the opportunity to experience everything offered at St Mary's including all extra-curricular trips and clubs, and have access to a full set of uniform throughout the school year.
Pupil Premium children of all ethnicities (who do not have SEND) will achieve in line with their peers	Improved understanding of how EDI (Ethnicity, Diversity and Inclusion) can affect the learning of specific groups and opportunities to support this are put in place.
Improved outcomes for Pupil Premium children in Reading	Interventions will improve the progress of vulnerable children in Reading
The wellbeing and mental health of our Pupil Premium children is monitored to ensure they are fully prepared for learning	Structured programmes such as The Thrive Approach and Shine Again are implemented to ensure that support is targeted and effective in enabling children to be more confident and resilient in their learning. Social communication skills are improved in the EYFS through the support of the Speech and language team.
Pupil Premium children achieve well in phonics	The Phonics Lead will support parents in the EYFS/KS1 by providing training in how to support the teaching of phonics at home. Targeted children will receive interventions run by the Phonics Lead.

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: £11600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to play therapy (Shine Again)	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey	3, 4

	<p>completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	
<p>Youth Mental Health First Aid Training</p>	<p>Identifying symptoms of mental illness early can help young people on the road to recovery. This training will mean more children receive the timely and sensitive support they need to stay well.</p> <p>One in 10 school-aged children will have a mental health condition at any time, with half of all mental health conditions beginning before the age of 14, making early intervention and support vital. Gov.Uk website</p> <p>https://mhfaengland.org/mhfa-centre/news/MHFA-England-launches-new-Mental-Health-First-Aid-course/?gad_source=1&gclid=EAlaIQobChMI4lvb0e6dgwMVP5FQBh1Bmw0SEAAAYASAAEgIepfD_BwE</p>	<p>3, 4</p>
<p>Metacognition and self-regulation training for teachers/TA's to aid PPG children with additional SEND in becoming more resilient learners</p>	<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4</p>
<p>Training for staff in Equality, Diversity and Inclusion to enhance opportunities for all students</p>	<p>It is essential that all children feel valued and represented in schools.</p> <p>EDI promotes a culture of respect, understanding, and acceptance. It fosters a sense of community where students and staff feel valued and appreciated, leading to better outcomes for everyone. CPD in this area will support staff in identifying any potential difficulties around EDI and plan for better outcomes for the students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2</p>

Metacognition and self-regulation intervention delivered by the Inclusion Manager	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	6
Social skills groups training for Teaching Assistants	Delivered by the Inclusion manager and the Speech and Language TA. Teaching assistants will be up skilled to deliver high quality social skills groups to targeted children in order to enhance their ability to build positive friendships and relationships with others. High quality interventions have been proven to have an impact of 4 months +. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4

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

Budgeted cost: £8750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions	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. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5
Reading Interventions	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Exposure to high quality texts and support with inference type questions has a positive impact on progress and attainment (+6 months).	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Phonics parent workshop	<p>Early reading skills and exposure to good quality texts, is crucial for the development of reading and vocabulary with a knock on effect to all other areas of the curriculum.</p> <p>High quality training for parents in teaching their children early reading skills will improve the quality of reading support at home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	5
The Thrive Approach to learning and implementation	<p>A whole school approach to mental health and wellbeing is a collaborative effort to improve outcomes for children and young people. It involves identifying and addressing the needs of pupils, staff and the wider community and creating an environment that removes barriers to learning. In line with Public Health England's 8 principles of a whole school approach, Thrive provides expert training and an online tool that will empower you to not only promote mental health and wellbeing, but improve behaviour, attendance and attainment throughout your setting.</p> <p>https://www.thriveapproach.com/services/whole-school-approach</p>	1-5
Monitoring of Phonics Interventions	<p>Phonics Lead to monitor the effectiveness of Phonics Interventions on PP children to ensure they are achieving in line with their peers. Evidence suggests that high quality intervention can increase a pupils performance by 4 months +.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	5
Social skills groups run by the Teaching Assistants	<p>The Education Endowment Fund (EEF) Toolkit shows that overall, small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. See link for more details.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4

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

Budgeted cost: £18950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform allocation and subsidy	<p>A consistent dress code which means children don't have to decide what to wear each day or worry about whether they would be bullied or criticised by their peers promotes good mental health and wellbeing. An IE (Independent Education today) study suggests that a uniform promotes commonality among pupils, improves concentration and fosters a sense of pride, especially when they wear it in public.</p> <p>School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p> <p>Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils reflect.</p> <p>Taken from: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1
Learning resources to support home learning opportunities	<p>Early reading skills and exposure to good quality texts, is crucial for the development of reading and vocabulary with a knock on effect to all other areas of the curriculum. Questionnaire/feedback from previous workshops indicates all attendees record they 'agree or strongly agree' that the workshops have significantly helped their understanding, skills and knowledge of how to support their child with reading at home.</p>	1-5
Access to extra-curricular clubs and educational trips	<p>Extra-curricular clubs and educational trips provide enhanced opportunities for children to consolidate skills and knowledge within the school context with a qualified teacher.</p>	1
Contingency fund for critical issues e.g. unexpected hardship, bereavement etc.	<p>Based on our experiences and similar schools in the area, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.</p>	1-5
WCET music lessons and peripatetic	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based</p>	1

music lessons	<p>approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
Access to wellbeing support (SEL – Social Emotional Learning)	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4

Total budgeted cost: £ 39,300

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
Child Mental Health First Aid Training	MHFA England
Understanding your child's behaviour workshop	Schools and Community Psychology Service

Outcomes for disadvantaged pupils

2023-2024 Pupil Premium Results

These results are based on SATs at the end of the academic year 2023-24 and teacher assessment

End of Key Stage 2 (6 children)

In Year 6, there were 6 pupils eligible for pupil premium. Two of these were on the SEND register and one other joined us in October and had EAL. Regarding Reading, Writing and Maths, all but two students met the expected standard. One of these students was the recent arrival, and the other had SEND needs and was working out of year group. As a result, 67% of the pupils achieved the expected standard in Combined Reading,

Writing, and Maths, which is higher than the national average of 45%. This data demonstrates that the support and resources put in place to support them have prepared them well in the next stage of their education

Data Years 1-6 only

Results

	Reading	Writing	Maths
Expected Standard	11/27 – 41%	10/27 – 37%	11/27 – 41%
Greater Depth Standard	8/27 – 30%	6/27 – 22%	5/27 – 19%

ELG

1 X PPG Service Child with EAL did not achieve their ELG.

Year 6 100% children received school residential trip funding

Extra curricular and other support

100% of PPG children who signed up for an after school club received a place in a club for a minimum of one term.

Uniform was provided for 80% of PPG children. The other 20% used their PPG for other things the school offered such as the purchase of a Kindle for a child with a Visual Impairment and independent club providers like Ballet.

100% of PPG offered a place at Mindfulness club (6 children) attended and reported that the support and advice they received helped them to make better decisions around their wellbeing and emotional regulation. This was also reported from Parents and the Class Teachers.

We will continue to provide subsidies and support for PPG children moving into the next academic year.

Further information (optional)

For Pupil Premium Spending we allocate a small amount of funds for the purchasing of equipment for pupils to use at home. Previous spending has included purchasing ink for printers and art supplies for children requiring them. We have also supplied specialist equipment for VI students such as darker lined books and specialist pens/pencils, which is not currently covered in our SEND budget.