

Pupil premium strategy statement St Mary's CE Nursery and Primary School 2026-27

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	177
Proportion (%) of pupil premium eligible pupils	9.4%
Proportion of Service children	2.08%
Combined	11.84%
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)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Caroline Andrews
Pupil premium lead	Kerry Dunford/Caroline Andrews
Governor / Trustee lead	Richard Quesnel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,930
Service Children	
Post LAC	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,930

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CE Nursery and Primary School, everything we do is rooted in our core Christian values of **Compassion, Endurance and Thankfulness**. These values shape our relationships, inspire our learning and help create a culture of wonder where every child is encouraged to flourish.

Our Pupil Premium Strategy is driven by a commitment to equity and inclusion, ensuring that disadvantaged pupils thrive academically, socially and emotionally. Through high-quality teaching, targeted academic support and the THRIVE approach to emotional development, we work to remove barriers to learning and provide every child with the opportunity to achieve their full potential.

Our key principles are:

- Early identification of need
- Evidence-informed interventions
- A strong focus on emotional wellbeing through THRIVE
- High aspirations for every child
- A whole-school culture of inclusion, belonging and success

By living out our Christian values each day, we aim to ensure that all children experience success, develop confidence and resilience, and leave St Mary's ready to flourish in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils do not reach age related expectations in line with their peers in reading, writing and maths
2	Economic disadvantage limiting access to essential school uniform and equipment
3	Social and emotional wellbeing needs requiring targeted THRIVE support
4	Attendance remains a key priority for disadvantaged pupils, with FSM pupils demonstrating lower attendance, higher absence rates, and increased levels of lateness compared to their non-FSM peers.
5	Reduced access to enrichment activities and wider cultural experiences, limiting opportunities to develop cultural capital

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
1. Disadvantaged pupils achieve outcomes increasingly in line with their peers, with attainment gaps diminishing across all year groups.	1. At least 75% of disadvantaged pupils achieve age-related expectations (ARE) in Reading, Writing and Maths combined by July 2027. 2. The attainment gap between disadvantaged and non-disadvantaged pupils reduces to 10 percentage points or less in each core subject.
2. All disadvantaged pupils have access to the uniform, equipment and resources needed to participate fully in school life.	1. 100% of identified families requiring support receive assistance with uniform or essential equipment. 2. No pupil is excluded from curriculum activities due to lack of equipment or uniform. 3. Family engagement with uniform support initiatives increases year-on-year
3. Targeted pupils demonstrate improved emotional wellbeing, resilience and readiness for learning.	1. 80% of pupils receiving THRIVE interventions demonstrate measurable progress against identified targets. 2. Behaviour incidents involving disadvantaged pupils reduce by 25%. 3. Pupil surveys show at least 85% of disadvantaged pupils feel safe, supported and able to manage challenges positively.
4. Attendance for disadvantaged pupils improves and the attendance gap with non-disadvantaged pupils narrows significantly.	1. FSM attendance increases from 94.4% to at least 96%. 2. The attendance gap between FSM and non-FSM pupils reduces from 3.2% to less than 1%. 3. Unauthorised absence for FSM pupils reduces from 0.58% to below 0.3%. 4. Authorised absence for FSM pupils reduces from 5.1% to below 4%. 5. Physical lateness for FSM pupils reduces from 2.5% to below 1.5%. 6. Persistent absence among disadvantaged pupils reduces year-on-year.

5. Disadvantaged pupils access a broad range of enrichment opportunities and develop cultural capital in line with their peers.	1. 100% of disadvantaged pupils participate in all educational visits, workshops or enrichment activities during the year. 2. Participation rates of disadvantaged pupils in clubs and extracurricular activities increase to at least 75%. 3. All disadvantaged pupils are offered financial support where cost would otherwise be a barrier. 4. Pupil voice surveys show 90% of disadvantaged pupils can identify experiences that have broadened their aspirations and cultural understanding.
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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.

High-Quality Teaching and Targeted Academic Support

Teaching: Disadvantaged pupils achieve outcomes increasingly in line with their peers, with attainment gaps diminishing across all year groups.

Budgeted cost: £5,000

Activity	Success criteria	Challenge number(s) addressed
1. High-quality adaptive teaching. 2. Staff CPD on effective strategies for disadvantaged learners. 3. Use of assessment to identify gaps and misconceptions. 4. High-quality reading resources and class texts. 5. Development of vocabulary across the curriculum.	a) Increased percentage of disadvantaged pupils achieving ARE in Reading, Writing and Mathematics. b) Narrowing attainment gaps between disadvantaged and non-disadvantaged pupils. c) 90% of disadvantaged pupils make expected progress from their starting points.	1, 3

6. Consistent feedback and responsive teaching.		
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Targeted Academic Support

2. Disadvantaged pupils require additional support to accelerate progress in Reading, Writing and Mathematics.

Budgeted cost: £4000

Activity	Success criteria	Challenge number(s) addressed
1. Small-group interventions. • 1:1 intervention. 2. Structured phonics support. 3. Pre-teaching and overlearning opportunities. 4. Targeted support for pupils working below age-related expectations.	a) Interventions demonstrate measurable impact through entry and exit assessments. b) Pupils receiving intervention make accelerated progress. c) Increased proportion of disadvantaged pupils working at age-related expectations.	1,3

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

Attendance and Family Engagement

Attendance remains a key priority for disadvantaged pupils, with FSM pupils demonstrating lower attendance, higher absence rates and increased lateness compared to their peers.

Budgeted cost: £5,000

Activity	Success criteria	Challenge number(s) addressed
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1. Weekly attendance monitoring. 2. Attendance action plans. 3. First-day calling. 4. Parent meetings and Early Help support. 5. Breakfast club provision. 6. Attendance rewards and incentives.	a) FSM attendance increases from 94.4% to at least 96%. b) Attendance gap reduces from 3.2% to below 1%. c) Unauthorised absence reduces from 0.58% to below 0.3%. d) Physical lateness reduces from 2.5% to below 1.5%.	4
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Social, Emotional and Mental Health

Social and emotional wellbeing needs requiring targeted support.

Budgeted Cost: £14,930

Activity	Success criteria	Challenge number(s) addressed
1. THRIVE assessments and interventions. • Shine Again Play Therapy programme • Drawing and Talking programme • 1:1 music • 1:1 Art 2. Check-in/check-out systems. 3. Pastoral support and safe spaces. 4. Staff training in trauma-informed approaches.	a) 80% of pupils receiving THRIVE intervention demonstrate measurable progress. b) Reduction in behaviour incidents involving disadvantaged pupils. c) Improved pupil wellbeing and engagement measures.	3.4

Financial Support and Removal of Practical Barriers

Economic disadvantage limiting access to essential school uniform and equipment.

Activity	Success criteria	Challenge number(s) addressed
1. Uniform grants and support. 2. Pre-loved uniform shop. 3. Provision of essential equipment and learning resources, where needed 4. Support with educational visits. 5. Assistance with access to technology.	a) 100% of identified families receive support when needed. b) No pupil is excluded from learning opportunities due to lack of uniform or equipment. c) Improved readiness for learning as evidenced by staff monitoring.	2

Enrichment, Aspiration and Cultural Capital

Reduced access to enrichment activities and wider cultural experiences, limiting opportunities to develop cultural capital.

Activity	Success criteria	Challenge number(s) addressed
1. Subsidised trips and residential visits. 2. Funded extra-curricular clubs. 3. Music and sporting opportunities. 4. Visitors, workshops and cultural experiences. 5. Leadership and responsibility roles.	a) 100% of disadvantaged pupils participate in at least one enrichment activity each term. b) Participation in clubs reaches at least 75%. c) Participation in trips and enrichment is within 5% of non-disadvantaged pupils. d) Pupil voice demonstrates increased aspirations and cultural awareness.	5