

Pupil premium strategy statement – St. Mary's C of E 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	632
Proportion (%) of pupil premium eligible pupils	2025 (58 pupils) 9.2%
Academic year/years that our current pupil premium strategy plan covers	December 2024 to December 2027
Date this statement was published	31 st December 2024
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Lewis, Executive Headteacher
Pupil premium lead	Anna Woodward
Governor / Trustee lead	Jess Curzon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,712
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£87,712

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We pride ourselves in the strong professional relationships we build with our pupils and their parents and carers. This together with Quality First teaching, focusing on areas in which disadvantaged pupils require the most support is at the heart of our approach. Quality First teaching and staff/ pupil relationships are proven to have the greatest impact on all pupils' progress as well as closing the disadvantage attainment gap.

It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

We have considered the challenges faced by vulnerable pupils, and the strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach responds to common challenges and individual needs based on our analysis of our internal data and on the National data available as well as dialogue between our stakeholders.

To ensure our strategy is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*
- act early to intervene at the point need is identified*
- ensure disadvantaged pupils are challenged in the work that they're set*

The approach we have adopted takes into account the complex needs of pupils. As well as whole school initiatives, we will continue to treat all pupils as individuals and respond to their needs so they leave St. Mary's confident in themselves as a person with a strong sense of community and the ability to contribute to the wider society.

Confidently Me, Belonging Together, Challenged to contribute

Challenges

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

Challenge number	Detail of challenge
1	Data shows that there is still a gap between disadvantaged children and their peers regarding phonics and the core subjects.
2	Children starting school in September 2024 were at a significant developmental stage during the Covid pandemic. As a result there has been a significant impact on pupils' speech and language skills.
3	Some members of our community lacked independence and some lacked skills relating to self-care. These challenges particularly affect disadvantaged pupils. Teacher referrals for support have markedly increased year on year.
4	Attendance continues to be a focus for our vulnerable pupils.
5	Discussions with pupils and families have identified that disadvantaged pupils may have limited access to certain life experiences and other opportunities beyond school - creating a further gap between our disadvantaged pupils and their peers.

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
1a.Improved phonics attainment among disadvantaged pupils.	KS1 phonics attainment to show that 95% of disadvantaged pupils met the expected standard.
1b. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes to show that more than 80% of disadvantaged pupils met the expected standard.
1c. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes to show that more than 80% of disadvantaged pupils met the expected standard.
2. To improve pupils skills in oracy	Benchmark surveys from Voice 21 to show an increase in our Progress Score. The Progress Score is an indication of how well a high-quality oracy education is embedded at our school.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations

	·a significant increase in participation in enrichment activities, among disadvantaged pupils
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • The overall attendance rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • The percentage of all pupils who are persistently absent is reduced. The proportion of PP children who make up the persistently absent group is reduced
5a. A higher proportion of disadvantaged pupils will be involved in pupil roles and responsibilities. 5b. A higher proportion of disadvantaged pupils will have access high quality extracurricular activities. Activities will focus on building life skills such as confidence, resilience, and socialising	• Disadvantaged pupils will be encouraged and supported to participate in pupil groups. • Disadvantaged pupils' attendance at extracurricular activities will have increased. • Pupil surveys will show disadvantaged pupils are happy and show aspirational tendencies.

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: £42,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc development days to check approach and support staff with best practise £10000	Development Days are proven to support reading teams to get every child to read. The trainer works with staff focusing on children who need extra support. These include - Analysing half-termly assessment data and advice on next steps. - In-lesson coaching to accelerate pupils' progress and teachers' expertise - Modelling lessons for live practice and coaching. - Coaching one-to-one tutors – both for quick keep up and longer-term support for children with SEND.	1
Work with Voice 21 to implement Oracy framework Oracy Champions to attend two development days £4850	Voice 21-Oracy and academic attainment Oracy boosts students' academic confidence across subjects. Oracy helps students learn both to talk and through talk. They gain knowledge and confidence. On a cognitive level it helps pupils'; by discussing topics and ideas deepening their understanding across all subjects. Oracy and Confidence and Social and Emotional Wellbeing oracy helps pupils to express how they feel and have better relationships with their peers.	2, 3 and 5
INSET and other CPD to embed Oracy framework and best practice	Please see above	2, 3 and 5
Enhancement of our maths teaching and curriculum planning	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1c

in line with DfE and EEF guidance. Having completed the embedding phase of our Teaching for Mastery journey we will fund teacher release time to further embed in school and accessing Maths Hub CPD, alongside the support of our own Mastery specialist. £27346	Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 RWInc tuition Staffing to deliver Phonics Fast Track Tutoring (Read Write Inc.) £5324	Fast Track Tutoring provides a simple, but powerful solution to accelerate pupils' reading progress. The training and Tutoring Packs have been written and developed by Ruth Miskin who developed Read Write Inc. a systematic approach to teaching literacy which has a proven track record	1a
Staffing to deliver sneaky peeks and follow up maths work £15,370	Sneaky peeks enable pre-teaching of aspects of maths that pupils may find challenging when encountering for the first time. This pre-teaching gives pupils more confidence in lessons which results in them taking a more active part in lessons which helps to secure their learning. Maths follow up sessions enable staff to address areas with pupils who haven't quite secured their knowledge before the next session, so the gap doesn't widen.	1c
Literacy for all	An evidence based intervention to develop Reading Skills. Data demonstrates significant progress in reading for pupils involved. The intervention uses early identification, good quality assessment and intervention to promote the literacy skills of all young people.	1b

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

Budgeted cost: £24,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice and trialling the use of additional support staff to support disadvantaged and vulnerable children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3 and 4
All Learning Mentors and ELSA staff attend supervision provided by Psychologist First. £6000	High quality supervision of Learning Mentors and ELSA staff supports their understanding of the psychological development of pupils. It gives them the space to consider the reasons behind children's behaviours and apply psychological principles to support change.	3
Disadvantaged pupils will be offered support to engage in extracurricular activities. £11,822	Evidence shows that enrichment activities boost confidence and self-esteem. When pupils have a high level of confidence and self-esteem they are more likely to show resilience when facing challenges in their learning.	5
Contingency fund for acute issues. £7000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5

Total budgeted cost: £87,712

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 2024-2025 academic year.

Challenge 1 Data shows that there is still a gap between disadvantaged children and their peers regarding phonics and the core subjects.

RWInc continue to support our school through Development Days and training for staff, as well as providing online training. This enables us to provide quality first teaching to pupils to enable secure and rapid progress in phonics. There is a tight assessment schedule in place. Pupils are assessed every half term and the results followed up in group work and 1:1 tuition.

In KS1 pupils who need support are targeted for daily reading by TAs and our reading volunteers. This continues in KS2 where there is also stronger development of whole class fluency reading.

In KS2 phonics continues to be monitored carefully. Pupils who need support are part of phonics groups and fluency structure. Pupils continue to be monitored and assessed, and adaptations are made as a result.

Across the school in maths 'Sneaky peeks' take place to pre-teach pupils who need it to give them every opportunity to be successful during sessions. After sessions maths 'pick ups' take place so that misunderstandings can be addressed immediately before the next session.

KS2 pupils have access to TTRS in school and at home.

Those who have difficulty accessing it from home are given additional opportunities in school.

As part of the preparations for KS2 statutory tests Year 4 pupils have targeted interventions in preparation for the Multiplication Tables Check and Year 6 targeted interventions reading writing and maths.

Aspect:	2024 Pupil Premium	2024 Non-Pupil Premium
EYFS GLD	50% (2/2)	83%
Yr 1 phonics	100% (3/3)	89%
End of KS1 Reading	33.3% (1/3)	75%
KS2 Reading	64% (9/14)	90%
KS1 Writing	67%	57%
KS2 Writing	30%	61%

Challenge 2. *Children starting school in September 2024 were at a significant developmental stage during the Covid pandemic. As a result, there has been a significant impact on pupils' speech and language skills.*

- a. One of the Key Priorities this year has been Oracy. The school has signed up for CPD etc. from Voice 21

As a result, staff have received and implemented robust training around oracy including the use of stem sentences, talk tactics and grouping to promote oracy skills. Pupils who don't usually contribute are more confident to answer questions and use stem sentences to support their responses. When grouping children their social and emotional needs as well as their oracy skills are explicitly thought about. Those with less developed oracy skills may be supported using pre-teaching.

- b. Pupils who have Speech and Language assessments receive targeted support from outside agencies. Our TAs attend these sessions to ensure that targets are worked on in additional sessions and in class with the TA and class teacher.

Learning plans are reviewed termly, those who need additional support are referred to either outside professionals or our inhouse S & L trained team.

Challenge 3. *After the Covid 19 pandemic our observations and discussions with pupils and families have identified social and emotional issues for many pupils. Younger members of our community lacked independence and some lacked skills relating to self-care. These challenges particularly affect disadvantaged pupils. Teacher referrals for support have markedly increased year on year.*

There is targeted Learning Mentor and ELSA support for individuals as well as a Wellbeing team who supports children and their families. Referrals are made and links provided to external support providers such as CAMHS, Food banks and the Hurst Green Community Fridge.

All pupils in KS2 can access ELSA drop-ins and Calm Club.

Our Key priority on Oracy has supported pupils' Confidence and Social and Emotional Wellbeing by helping pupils to express how they feel and have better relationships.

Challenge 4. *Attendance continues to be a focus for our vulnerable pupils.*

PP — 2025-6 No. of pupils and % of school 51 children 8.1%	Overall attendance 90.8% (National 94.7%)
Non PP — No. of pupils and % of school 576 children 91.9%	Overall attendance 96.5%

Data for attendance

Within this data:

Y5 pupil Phase Reintegration Timetable – ECHP (6 hours per week)

Overall attendance	96%
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Disadvantaged	90.3%
Pupil Premium	90.9%
National (all pupils)	94.7%
Local Authority (all pupils)	95.1%

1. Liaise with families / Liaise with class teachers for linked approach
2. Fortnightly supervision meetings – caseloads allocated and impact measured
3. Attendance lead has closely monitored families and involved our Inclusion Officer where needed to support families with improving attendance

Challenge 5. *Discussions with pupils and families have identified that disadvantaged pupils may have limited access to certain life experiences and other opportunities beyond school - creating a further gap between our disadvantaged pupils and their peers*

All pupils have equal access to opportunities. Staff carefully select pupils for clubs, tournaments and other events so all can experience this aspect of school life. Pupil Premium families are supported financially with uniform, school trips including residentials and some clubs run by other providers.

Externally provided programmes

Programme	Provider
Synthetic Phonics.	Read Write Inc.
Piano & guitar lessons	Surrey Arts
Coding	Jam Coding
Lego Club	Lego Club
Afterschool provision	Rising Stars

