

Pupil premium strategy statement



This statement details our school's use of pupil premium (for the 2025 to 2026 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	105
Proportion (%) of pupil premium eligible pupils	18.09 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 through to 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Justin Murray Head Teacher
Pupil premium lead	Justin Murray Head Teacher
Governor / Trustee lead	Gemma Mcewan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32457.00
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32457.00

Part A: Pupil premium strategy plan

Statement of intent

We seek to encourage all our children to become confident, secure, caring individuals who achieve personal success and develop a lifelong love of learning. 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.

Our intent is for all pupils, irrespective of personal circumstances to have high ambitions, make good progress and achieve high attainment across all subject areas. This includes ensuring equity and equality of opportunity for our disadvantaged and vulnerable pupils to achieve this goal alongside their peers. A whole school approach where high quality teaching and learning forms the foundations of our approach to ensure all children make good progress.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Knowing each child as an individual and identifying their specific needs enables us to tailor interventions and review their impact. We recognise the significance of personal development and emotional wellbeing as being crucial to individual success. This philosophy is embedded in our curriculum to empower children to achieve high aspirations. Our approach is built upon robust diagnostic assessment, early intervention; consistent monitoring, evaluation and adaption ensure our strategy is effective.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poverty and Economic Hardship</p> <ul style="list-style-type: none">• Impact on Learning: Lack of access to essential resources such as books, technology, or even proper school uniforms.

	<ul style="list-style-type: none"> • Basic Needs: Poor nutrition or hunger can affect concentration and energy levels. • Social Stigma: Feeling excluded due to differences in possessions or opportunities, leading to low self-esteem. <p>What helps? Breakfast clubs, access to free school meals, and schemes providing learning resources (e.g., book donations or device loans).</p>
2	<p>Parental Involvement and Support</p> <ul style="list-style-type: none"> • Challenges at Home: Parents or caregivers may struggle to engage due to long working hours, lack of education, or language barriers. • Limited Support: Fewer opportunities for educational reinforcement at home, such as reading together or homework assistance. • Impact of Stress: Family instability or stress from financial struggles may disrupt a child's focus and emotional stability. <p>What helps? Initiatives to engage parents (e.g., workshops, family learning programs) and clear communication about how they can support learning.</p>
3	<p>Lower Early Language and Literacy Skills</p> <ul style="list-style-type: none"> • Language Gap: Disadvantaged pupils may enter school with a smaller vocabulary and limited exposure to reading, putting them behind peers. • Long-Term Effects: These gaps can persist, impacting literacy development and overall academic achievement. <p>What helps? Focused early intervention, phonics programs, and providing rich language experiences through storytelling, play, and conversation.</p>
4	<p>Social and Emotional Challenges</p> <ul style="list-style-type: none"> • Emotional Well-being: Pupils may face higher levels of anxiety, stress, or trauma due to adverse childhood experiences (ACEs). • Behavioural Issues: Struggling to regulate emotions can lead to difficulty forming friendships or interacting positively with teachers. • Sense of Belonging: Feelings of exclusion or shame about their circumstances may lead to disengagement. <p>What helps? Access to pastoral care, mentoring schemes, and programs like emotional literacy support or mindfulness activities.</p>
5	<p>Digital and Cultural Inequalities</p> <ul style="list-style-type: none"> • Digital Divide: Limited or no access to technology for homework, research, or online learning. • Cultural Capital: Fewer opportunities to experience enriching activities like museum visits, extracurricular clubs, or trips, which broaden horizons and contextual understanding.

What helps? Providing access to technology through loan schemes, offering extracurricular programs, and ensuring all pupils have opportunities for enrichment activities.

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
Reduce the impact of economic hardship	<p>Free school meals managed effectively and offer clearly communicated.</p> <p>All uniform and equipment is offered and provided to ensure all pupils are able to access school free of stigma.</p> <p>Ensure HAF programme is regular, advertised and easily accessible.</p> <p>Offer subsidies on the cost of extra curricular activities e.g. clubs and trips.</p> <p>Support with meals, pastoral care and parental work patterns with wraparound care provision.</p> <p>Book loans and new book provision for PP pupils.</p>
Encourage positive parental relationships that support improved attainment and sense of belonging	<p>Personalise contact for PP pupils to ensure outcomes and wellbeing are a priority.</p> <p>Ensure the stigma around events is considered when inviting into school.</p> <p>Create a friendly and welcoming school environment.</p> <p>Promote a non-judgemental and supportive culture through all facets of school.</p> <p>Recognise achievements and celebrate successes with parents.</p> <p>Professionals to role model empathy and respect.</p>
Improve early language and literacy skills	<p>Model language through teaching and displays to create a language rich environment.</p> <p>Regular screening and assessment with SLT accountability for disadvantaged pupil outcomes.</p> <p>Targeted support through regular and prioritised 1:1 intervention.</p> <p>Reading culture at the heart of the school.</p> <p>Book access for all disadvantaged pupils.</p> <p>Parental reading events</p> <p>Build oracy quality through opportunity and coaching</p>

<p>Raise community awareness of social and emotional challenges and create a culture around supporting well being</p>	<p>Ensure school is welcoming and non-judgemental Work with Dedicated Schools Team to signpost to services. Skill staff in understanding the impact of ACEs SLT to study appropriate way of communicating ACE scores in a non-judgemental and informative way. Promote healthy lifestyles to include physical activity and healthy eating. Investigate fruit scheme for disadvantaged pupils. Celebrate small steps of success.</p>
<p>Remove digital and cultural inequalities for disadvantaged pupils</p>	<p>Explore possible device loan for Y5 and 6 pupils as a trial. Ask as part of the parent survey about internet availability. Promote digital literacy sessions for school platforms. Prioritise pupils for extra-curricular activities including peripatetic teaching and school clubs. Subsidise trips and visits and consider cultural relevance. Ensure all resources are available to disadvantaged families e.g. study guides.</p>

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: £2943.40 (AR and RWI) + £1000 (Books) + £2500 (STEM CPD) = £6443.40
 £3000 (Thinking Classrooms) = **£9443.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc Teaching Training Resource Portal and Onlibe CPD Hub.</p> <p>To provide all staff with the appropriate training to deliver high quality systematic phonics.</p> <p>Use of Renaissance Learning for Accelerated Reader for transition out of phonics. Clear tracking and data of academic outcomes.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>
<p>High Quality Text Purchasing</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>

<p>STEM Development CPD</p> <p>Science conference attendees from SLT to support whole school development.</p> <p>Cost of residential visit to enhance staff confidence.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>Thinking Classrooms CPD</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>

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

Budgeted cost: £5390.19 (TA Support) + £2771.46 (SEND) + £782,32 (SEND) + £1378.44 (Sports Clubs) = **£10322.41**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention from teachers to support progress and development for disadvantaged children.</p> <p>Intervention in early afternoon to focus on gross/fine motor skills and phonics intervention</p>	<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>3, 4</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF Response to Intervention EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	
Use of lunchtime clubs run through specialist P.E. Coach to enhance the provision for disadvantaged children	Education Endowment Foundation EEF The research here denotes a clear link between physical activity and educational outcomes.	2, 4
Additional time in the classroom with the SENCo. Doubling the amount of time to support the crossover between SEN and disadvantaged pupils.	EEF Blog: Reflections of a SENCo – the importance of a whole... EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Oral language instruction and targeted intervention	EEF Communication and Language (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £1000 (Residential) + £3192 (Breakfast Club) + £741 (Dance) + £1560 (Piano) + £300 (Young Voices) + £370.23 (ELSA) = £7163.23 + £3000 (ICT Device Loan) = **£10163.23**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the cost of disadvantaged residential visits	The EEF Guide to the Pupil Premium EEF	1, 2, 4, 5

	The EEF guidance is clear in removing economic barriers from pupil participation in wider opportunities in school life.	
Offer of Breakfast Club and financial support with afterschool club/enrichment activities	Supporting disadvantaged children to engage with enrichment activities to improve and sustain wellbeing. Following the published outcomes from: An evidence informed approach to... Durrington Research School	1, 2, 4
Improve the quality of social and emotional learning. This will be also see focused delivery through ELSA support – targeting those disadvantaged with highest need in this area.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3, 4
To ensure best endeavors to allow all pupils to access after school clubs and peripatetic teaching	All staff to ensure that those pupils identified as disadvantaged have access to after school clubs and peripatetic teaching.	1, 2, 4, 5
Musical Instruments	PPG children that are demonstrating an aptitude or excitement for musical instrument lessons are identified and given additional opportunities funded through PPG funds	1, 2, 4, 5
Contingency fund for acute issues.	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.	
Book purchasing	All disadvantaged pupils to have access to high quality texts through book loans and purchasing schemes.	1, 2, 3, 5
ICT usage audit	To be investigated with partner schools	5

Total budgeted cost: £ 23929.04 £29929.04

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 2024/25 academic year.

Supporting Disadvantaged Pupils: Our Strategy and Impact

At our school, we are committed to ensuring every child has the opportunity to thrive, regardless of their background. Our disadvantaged pupil strategy is rooted in equity, dignity, and high aspirations. We have taken a comprehensive and proactive approach to addressing the barriers faced by children from economically disadvantaged backgrounds.

Reducing the Impact of Economic Hardship

- **Free School Meals:** Effectively managed and clearly communicated to ensure take-up without stigma.
- **Uniform & Equipment:** All school essentials are provided so that every pupil can participate fully in school life with confidence.
- **Holiday Activities and Food Programme (HAF):** Regularly promoted and easily accessible to families.
- **Subsidised Activities:** Clubs, trips, and enrichment opportunities are subsidised to remove financial barriers.
- **Wraparound Care:** Financial support available to help families manage work patterns and ensure pupils have access to nutritious meals and high-quality pastoral care.

Promoting a Sense of Belonging and Positive Parental Relationships

- **Personalised Communication:** Tailored engagement with families of disadvantaged pupils to prioritise their wellbeing and attainment.
- **Inclusive Events:** We actively consider stigma when planning events and ensure all pupils and families feel welcome and included.
- **Supportive School Culture:** We promote empathy, kindness, and respect in every aspect of school life.
- **Celebrating Achievements:** We recognise pupil successes—large and small—and actively share these with parents to build pride and partnership.

Improving Early Language and Literacy Skills

- **Language-Rich Environment:** Language is modelled throughout the school day and in our displays, fostering a vocabulary-rich culture.
- **Accountability for Outcomes:** Disadvantaged pupil progress is regularly reviewed by SLT through screening and assessment.
- **Targeted Interventions:** High-quality 1:1 and small group support prioritised for pupils needing additional help.
- **Reading Culture:** Reading is at the heart of our school, with every disadvantaged pupil given access to high-quality books, both to borrow and to own.
- **Parental Engagement:** Reading events and initiatives encourage family involvement and support at home.

Building Oracy and Confidence

- **Oracy Opportunities:** Pupils are encouraged to develop their spoken language through structured activities and coaching.
- **Displays and Classroom Practice:** Visual and verbal prompts support all learners in expressing themselves clearly and confidently.

Supporting Social, Emotional, and Mental Health Needs

- **Welcoming, Non-Judgemental Environment:** All staff foster a culture of inclusion and respect.
- **Staff Expertise:** Staff are trained to understand the impact of Adverse Childhood Experiences (ACEs) and how to respond appropriately.
- **Signposting Support:** We work with the Dedicated Schools Team to ensure families know how to access services.
- **Healthy Lifestyles:** We promote physical activity, healthy eating, and are investigating initiatives such as a fruit scheme for disadvantaged pupils.
- **Celebrating Progress:** Small steps are recognised and celebrated, building pupil confidence and motivation.

Removing Digital and Cultural Inequalities

- **Device Access:** Trialling device loans for Year 5 and 6 pupils to support learning at home.
- **Internet Access:** Surveying parents to better understand barriers to digital learning.
- **Digital Literacy:** Offering guidance and support on how to use school learning platforms effectively.
- **Access to Enrichment:** Disadvantaged pupils are prioritised for extracurricular activities, music lessons, peripatetic teaching, and educational visits.
- **Study Support:** We ensure all pupils have access to revision guides, learning resources, and equipment.

Promoting High-Quality Teaching for All

- **Investing in Professional Development:** Staff engage with national and regional CPD including:
 - Working with the National STEM Centre to improve curriculum ambition and access.
 - Participation in *Thinking Classrooms* CPD to develop metacognition and independence.
 - Attendance at educational conferences to remain research-informed and responsive to pupil needs.
- **Targeted Use of Resources:**
 - Teaching assistants and SENCO time are strategically deployed to deliver early and sustained interventions.
 - Financial support enables equitable access to wraparound care.
 - Enhanced access to our trained ELSA practitioner (Emotional Literacy Support Assistant).
 - Book purchasing focused on representation and reading for pleasure.
 - Expansion of music provision so that all pupils can engage in creative learning.

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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
White Rose Maths	White Rose
Power of Reading	Centre for Literacy in Primary Education
STEM Learning	University of York

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a