

Pupil Premium Strategy Statement - St Mary's CE Primary School – 2024-27

DfE Number – 871/3070

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:

- school
- how we intend to spend the funding in this academic year and the expected outcomes for disadvantaged pupils following our intended actions.

School overview

Detail	Data
Number of pupils in school	626 Rec-Yr6 678 inc Nursery
Proportion (%) of pupil premium eligible pupils	Rec-Yr6 168/626 26.8% Nurs-Yr6 179/678 26.4%
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)	Aut 2024 – Aut 2027
Date this statement was published	December 2024

Date on which it will be reviewed	October 2025 October 2026 October 2027
Statement authorised by	Pamela O'Brien Saba Khan
Pupil premium lead	Zoe Brotherston
Governor / Trustee lead	M. Sidhu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,440
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£226,440

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's it is our intention that all pupils make good progress and achieve high attainment across the curriculum. This is irrespective of background, academic ability or the challenges they face in their day to day lives. Our Pupil Premium Strategy focuses on supporting those children identified as disadvantaged to achieve in line with their peers. We will focus on key challenges that are preventing our disadvantaged pupils from attaining equally well. Our approach will be responsive to both common challenges and our pupils' individual needs.

Quality first teaching is at the centre of our School Development Plan and Pupil Premium Strategy. Evidence (EEF) shows that this has the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. We intend to place priority on CPD for teachers and support staff to consistently raise the quality of wave 1 provision for our pupils and in turn non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our PPG strategy plays an integral part to wider school plans for education recovery, notably in its targeted support through our school-based Recovery Curriculum for pupils whose education has been worst affected, including non-disadvantaged pupils and a long term plan for School Led Tuition.

Our approach will be responsive to common challenges and individual needs, rooted in formative and summative assessment, not assumptions about the impact of disadvantage. Research, school data and Parent/Pupil voice have highlighted that common barriers to learning for disadvantaged pupils can include, but are not limited to:

- Lower attendance
- Lack of resources
- Weaker language skills
- Parental engagement and support

We adopt a whole school approach at St Mary's, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will measure the impact of the PPG spend at least annually. We will continue to focus on diminishing differences between our disadvantaged pupils and those not in receipt of the funding. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. At the end of each academic year the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

Access to enrichment opportunities has also been highlighted as a challenge for disadvantaged families and therefore at St Mary's we work closely with families to communicate openly and offer support where appropriate.

The approaches we have adopted complement each other to help disadvantaged pupils make good or accelerated progress. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- raise 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
1 and 2	Narrowing the attainment gap across reading, grammar and phonics between disadvantaged and non-disadvantaged pupils.

Narrowing the attainment gap across maths between disadvantaged and non-disadvantaged pupils.

Whole school data for 2023-24 shows, in some year groups, a significant gap (more than 10%) between the attainment of PPG and Non-PPG pupils.

In Year 1 less than 50% of PPG pupils reached the expected level for Reading and Maths.

The Maths assessment levels showed a significant gap in Upper Key Stage 2. In KS1 less than 70% of PPG pupils achieved the expected levels for Maths by the end of the academic year.

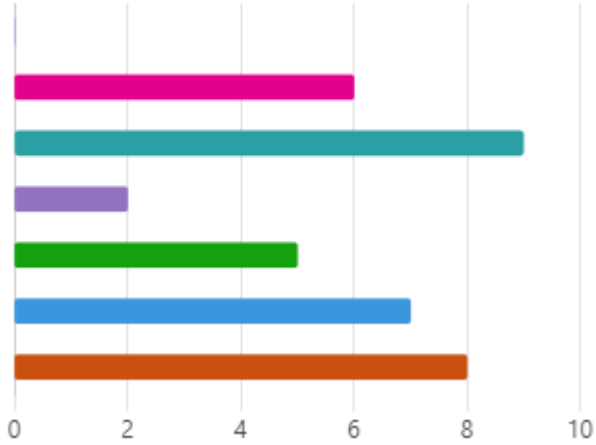
PPG/Non PPG

		READING	WRITING	GAPS	MATHS
YEAR 6	PPG	84%	92%	96%	64%
	NON-PPG	79%	88%	88%	86%
YEAR 5	PPG	76%	63%	65%	71%
	NON-PPG	91%	87%	82%	86%
YEAR 4	PPG	68%	71%	54%	57%
	NON-PPG	73%	71%	68%	79%
YEAR 3	PPG	60%	67%	47%	87%
	NON-PPG	58%	62%	57%	85%
YEAR 2	PPG	77%	77%	68%	64%
	NON-PPG	74%	90%	60%	66%
YEAR 1	PPG	41%	69%		35%
	NON-PPG	52%	73%		47%

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Limited parental support and engagement.

As an example, following a parent survey sent to parents via email, we received 34 responses out of 168 PP families – 20% engagement.

	<p>2. Year Group/s: (Starting in September 2024) (0 point)</p> <ul style="list-style-type: none"> ● Reception 0 ● Year 1 6 ● Year 2 9 ● Year 3 2 ● Year 4 5 ● Year 5 7 ● Year 6 8  <table border="1" data-bbox="1344 343 1937 790"> <caption>Pupil Numbers by Year Group</caption> <thead> <tr> <th>Year Group</th> <th>Number of Pupils</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>0</td> </tr> <tr> <td>Year 1</td> <td>6</td> </tr> <tr> <td>Year 2</td> <td>9</td> </tr> <tr> <td>Year 3</td> <td>2</td> </tr> <tr> <td>Year 4</td> <td>5</td> </tr> <tr> <td>Year 5</td> <td>7</td> </tr> <tr> <td>Year 6</td> <td>8</td> </tr> </tbody> </table>	Year Group	Number of Pupils	Reception	0	Year 1	6	Year 2	9	Year 3	2	Year 4	5	Year 5	7	Year 6	8
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4	<p>Limited experiences and enrichment opportunities beyond home life.</p>																
5	<p>Low attendance and punctuality issues which negatively impact disadvantaged pupils' progress.</p> <p>Following our previous strategy we have seen a significant improvement in the attendance of PPG pupils. However, as a group, attendance still falls below that of their non-PPG peers and below the expected 96% attendance.</p> <p>Persistent lateness is an ongoing issue for many of our PPG families. This will form the focus of our intervention for this strategy.</p>																

Period: 04/09/2023 AM to 25/07/2024 PM

Whole School

	Pupils in group	Attendances
Pupil Premium	206	92.17
Not Pupil Premium	552	93.12

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
To continue to narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils – Reading, Grammar and Phonics	<p>PSC attainment for PPG pupils will be closer to the national average and in line with non-disadvantaged peers.</p> <p>Formative and summative assessment data for reading across the school shows accelerated progress for PPG pupils.</p> <p>Attainment for disadvantaged pupils to be in line with non-disadvantaged peers.</p> <p>PPG pupils working below ARE identified quickly through regular assessment and PPMs.</p> <p>Targeted intervention put in place and monitored and shows positive impact.</p>

<p>To continue to narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils – Maths</p>	<p>Formative and summative assessment data for maths across the school shows accelerated progress for PPG pupils.</p> <p>Attainment for disadvantaged pupils to be in line with non-disadvantaged peers.</p> <p>PPG pupils working below ARE identified quickly through regular assessment and PPMs.</p> <p>Targeted intervention put in place and monitored and shows positive impact.</p>
<p>To increase positive parental engagement.</p>	<p>Parents will be well informed and have an active and open dialogue with staff – teachers, office staff, SLT and the Inclusion team.</p> <p>Events are well attended by parents across all year groups.</p>
<p>To enhance pupils' cultural capital by providing a breadth of curriculum and wider school experiences.</p>	<p>Opportunities are planned for pupils to access a variety of cultural and diverse experiences, including visits to places of cultural importance both locally and outside of the local community.</p> <p>Pupils can refer to these experiences throughout pupil interviews and when writing recounts.</p>
<p>To ensure attendance and punctuality of disadvantaged pupils is in line with peers and that persistent absence is reduced.</p>	<p>The attendance for PPG pupils will be much improved and closer to national average.</p> <p>Attendance for disadvantaged pupils will be in line with their peers.</p> <p>Attendance of PPG pupils will be regularly monitored and analysed alongside and separately from non-disadvantaged pupils to highlight any persistent absences quickly.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
Reading specialist teacher 0.6	<p>Evidence from the EEF provides support for the deployment of a Reading Specialist Teacher to raise standards in teaching and to increase high quality intervention of reading comprehension across the school to support our disadvantaged pupils.</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</p>	1, 2, 3, 4

	<p>activities and texts that provide an effective, but not overwhelming, challenge.’ (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>See also evidence from EEF supporting the use of Small Group Tuition.</p> <p>‘The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year’ (EEF).</p> <p>‘Low attaining pupils particularly benefit from small group tuition’ (EEF).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Professional Development – Teachers and Support Staff (inc Lunchtime Supervisors) ECT Mentors RWInc – regular Development Days Catch Up Numeracy NPQs – range of areas and phases</p>	<p>Evidence shows that Quality First Teaching has a high impact on pupil’s progress and attainment. It is for this reason we place this at the core of our School Development Plan and Pupil Premium Strategy.</p> <p>Weekly Professional Development Sessions for all teaching staff – led by SLT and Subject leads to ensure a consistent approach to curriculum, planning, delivery and assessment.</p> <p>Weekly Support Staff training – these link closely to teacher PDS cycle to ensure Support Staff are receiving the same message and they are fully equipped to support effectively in core subjects.</p>	<p>1, 2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Support Staff development - interventions Including – 1:1 reading, 1:1 phonics tutoring, Fast Track Phonics, Catch Up Numeracy, SEND intervention as per EHCPs	‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.’ (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading support – across school Reading Volunteers – 1:1 reading support across the school – training program provided Yr 5/6 booster clubs – inc CGP resources After school tuition – Yrs 1-6 – alternate Maths/Reading focus (Friday PM and Tues/Wed for Spring and Summer Term)	Evidence from the EEF shows that tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. ‘The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year’ (EEF). ‘Low attaining pupils particularly benefit from small group tuition’ (EEF). Small group tuition is defined as one teacher or professional educator working with 2-8 pupils in a group. This arrangement enables the educator to focus exclusively on a small number of learners. Intensive tuition in small groups will be provided to support lower attaining learners in the first instance. Summer term tuition will be aimed at those working at	1, 2, 4

<p>RWInc – 1:1 tutoring, Pinny Time, Fast Track</p> <p>Catch Up Numeracy</p> <p>Early Language Program</p>	<p>Expected to Greater Depth to provide more opportunity to teach challenging topics or skills.</p> <p>EEF evidence indicates that one to one tuition can also be very effective. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Individual Numicon packs - EYFS/Yr1</p>	<p>The supply of Numicon resources for families ensures that all children have equal access to resources at home to enable them to practice and consolidate learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p>	<p>2, 4</p>
<p>PPG Targeted library time – after school x2 sessions a week</p>	<p>See below for evidence supporting actively involving and supporting parents to engage in their child’s learning and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3, 4</p>

<p>Chromebooks – inc Computer Care</p> <p>DfE Laptop loan and upkeep</p> <p>Academic subscriptions – inc Mathletics, RWInc, TTRS and Reading Eggs</p>	<p>Feedback from pupils, parents and teachers has highlighted the need for digital support for our disadvantaged families.</p> <p>Parents have shared through surveys and communication that they struggle to provide and upkeep digital devices that would ensure their children had equal access to remote learning, online research and online homework platforms.</p> <p>Homework monitoring shows lower than expected levels of engagement with online learning platforms, this is more prominent with PPG families.</p> <p>‘Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.’ (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1, 2, 4</p>
<p>Parent Workshops – half termly – Reading and Maths Support across all Year groups</p>	<p>The EEF states:</p> <p>‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.’</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA – x2 support staff delivering ELSA across the school</p> <p>Inclusion Team support</p> <p>Family Support Worker</p> <p>Pyramid club</p> <p>SEND intervention – Bag Time, NELI, SALT</p> <p>Jigsaw PSHE</p>	<p>The evidence provided supports the decision to include a variety of Social and Emotional interventions and support. These interventions may include:</p> <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning – Family Support Worker • Universal programmes which generally take place in the classroom with the whole class – such as, the Choices Program • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs – ELSA <p>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’ (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4</p>
<p>Attendance Officer</p> <p>Parents coffee mornings</p> <p>Welcome to Year Group workshops</p>	<p>Whole school data shows that PPG pupils have lower attendance in comparison to their peers and higher levels of lateness. Targeted intervention from our Attendance Officer is in place to swiftly address those with persistent absence.</p>	<p>3, 5</p>

<p>Pupil, Parent, Teacher Consultation meetings – Autumn and Spring Terms</p> <p>Parent workshops – maths and English, E-Safety</p> <p>Scheduling of events and workshops to coincide with drop off/pick up times</p>	<p>The evidence provided refers to teachers and schools actively involving parents and families with supporting their child’s learning. This includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>‘Parental engagement in early years’ education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year.’ (EEF)</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Uniform support</p> <p>Subsidised Sports Clubs</p>	<p>EEF toolkit shows that enrichment in the form of sports, arts, outdoor adventure learning are shown to have +2 to +4 months impact.</p>	<p>4</p>

<p>Subsidised Trips</p> <p>Stationary to support completion of homework</p>	<p>It is important that as a school we do all we can to set our pupils up for success by supporting families in supplying necessary equipment for children to equally access their education. Not all family, especially those eligible for PPG, have the financial stability to supply their child with the proper school equipment to succeed and no child should be disadvantaged because of this.</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Tales ToolKit	Tales ToolKit
Mathletics	3P Learning
Reading Eggs	3P Learning
Times Table Rock Stars	Maths Circle Ltd
Read Write Inc	Ruth Miskin
Catch Up Numeracy	Catch Up
Jigsaw (PSHE)	Jan Lever Group