

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 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	613
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Angela Abrahams Headteacher
Pupil Premium lead	Dan Cadman Deputy Headteacher
Governor / Trustee lead	Sarah Aarons Lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,730
Recovery premium funding allocation this academic year	£1,641
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,371

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we hold the highest aspirations for all our pupils. Our vision strives for a balance between excellence and compassion for all; it is our commitment that all pupils, irrespective of their background or challenges, achieve this. We target all pupils to achieve strong progress and high attainment across all subject areas and recognise that our disadvantaged pupils may need additional support, intervention and resources in achieving this goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 all pupils in our school.

Our strategy aligns with our wider school plans for continued education recovery as a result of the Covid-19 pandemic, notably in its targeted support for pupils whose education has been worst affected - including both disadvantaged and non-disadvantaged pupils.

Our approach will be responsive to common challenges but also the individual needs of pupils, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- put pupils' wellbeing and emotional needs first, understanding that wellbeing is the foundation required for learning and good progress to take place.
- ensure all pupils, including the disadvantaged, are well challenged in their learning.
- act early to intervene if and when a need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and 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	SEND: With 34% of our disadvantaged pupils on the SEND register, these pupils face additional learning challenges.
2	Reading: Whilst phonics outcomes are now consistently strong with 100% of disadvantaged pupils passing the Phonics Screening Check in 2024 in Year 1 and 100% of children in Reception achieving the reading Early Learning Goal, higher year group comprehension outcomes are less strong. As an example, in Year 2 in 2023-24, 50% of disadvantaged pupils met end of year expectations compared with 84% for 'all' pupils; in Year 5 there was a difference of 17% v 84% and a similar trend is found from in all years from Year 2 up.
3	Writing: Assessments show our disadvantaged pupils often perform less well than their peers in writing across the school. (In 2023-24, in Year 2 no disadvantaged pupils met end of year expectations in writing compared with 71% for all pupils; in Year 3 this comparison was 16% v 74%; in Year 4 0% v 67%; in Year 5 17% v 81%; and in Year 6 33% v 82% for all pupils.)
4	Recovery: The impact of school's closure for long periods during the COVID pandemic continues to be seen particularly in the year groups that missed school during their formative years of education: current Year 4 and 5. These year groups are the lowest attaining academically in the school in reading, writing and maths and also contain higher than average disadvantaged numbers for our school: 9% and 6% respectively.
5	Wider opportunities: Discussions with pupils, observations and school records show our disadvantaged pupils are often less likely to participate in extra-curricular opportunities, including clubs and Cultural Capital experiences, unless the school actively engages and encourages them, as well as offering financial support.
6.	Attachment. With 18% of our disadvantaged pupils being either Adopted or Looked After, we are alert to the emotional challenges these pupils experience which can impact on both their academic progress and general wellbeing.
7.	EAL: Rising levels of EAL have been seen throughout the school over the last four years, also reflected in our disadvantaged pupils with 50% classed as EAL – slightly higher than the whole school. These pupils face the additional challenge of learning more than one language which can be a struggle for some pupils.

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
SEND pupils will continue to thrive at St Mary's and make good academic progress relative to their starting points.	SEND pupils will consistently achieve their Learning Profile and/or EHCP targets. Progress data will show that all SEND pupils make good progress relative to their starting points, in particular when looking at writing (summer 2025 with further improved progress by summer 2026).
Disadvantaged pupils in Years 2-6 will make better progress in the reading comprehension, enabling them to become more confident readers and better access the wider curriculum.	By the summer 2025, more disadvantaged pupils will meet reading expectations than in 2024. 80% disadvantaged pupils in Years 2-6 who do not have SEND will meet year group expectations in reading by summer 2026. Those with SEND will make better progress relative to their needs.
Disadvantaged pupils will achieve well in their writing across the school with the majority achieving end of year expectations.	At least 60% of disadvantaged pupils (without additional SEND) will achieve end of year expectations in writing by summer 2025, increased to 80% in 2026 and sustained in 2027.
Lost learning will be recovered through accelerated progress so that the impact of school closures is no longer evident in pupils' attainment.	Current Year 4 and 5 cohorts will have stronger outcomes in reading, writing and maths each year compared to summer 2024 outcome. By the end of Key Stage 2, both cohorts will achieve in line with the school's typical expectations.
Disadvantaged pupils will enjoy the wider opportunities on offer for extracurricular activities and Cultural Capital experiences.	All disadvantaged pupils (excluding Reception children) will take up at least one extracurricular club per term in 2024/25 free of cost or reduced. All disadvantaged pupils will be offered an additional opportunity to enrich their Cultural Capital.
Adopted and Looked After pupils with attachment difficulties will receive the emotional support necessary to enable them to make good academic progress and enjoy a happy school life.	Sustained high levels of wellbeing evident from qualitative data from pupil voice, pupil and parent surveys and teacher observations. The school will continue to train staff and promote attachment awareness in line with our status as an Attachment Aware School.
Disadvantaged pupils with EAL will achieve in line with their peers academically.	Pupils' attainment will be in line with peers across the curriculum, evident through teacher and statutory assessments. Those new to English will be assessed against language competency levels and will be at least 'competent' or 'fluent' within three years of joining.

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: £8,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding of a DfE validated Systematic Synthetic Phonics programme to sustain strong phonics teaching for all pupils, in particular early readers.	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. Phonics Toolkit Strand Education Endowment Foundation EEF The reading framework	2
Purchase of new reading materials to support reading development across the school.	Quality texts which closely match what pupils are able to decode are important in the successful implementation of the Reading Framework and developing secure early readers. Books from varied genres accessible to all pupils enable better reading fluency and comprehension. Phonics Toolkit Strand Education Endowment Foundation EEF The reading framework	2
Increase one to one reading opportunities between adults and disadvantaged pupils to strengthen comprehension skills.	Children benefit from regular reading time where they can be asked questions and asked to talk about the texts they read. The reading framework	2
New staff training on the implementation of the phonics programme delivered by internal experts.	Staff knowledge, skills and confidence in delivering the new programme is crucial in making it successful and having the targeted impact. Phonics Toolkit Strand Education Endowment Foundation EEF The reading framework	2
Embed newly received writing CPD for staff to strengthen writing across the school.	Teachers secure in the steps to the planning and implementation of writing adopted by school through CPD will lead to better outcomes for all pupils. DfE: Research evidence on writing	3

English Subject Lead Book Looks.	English Leads conducting regular Book Looks to evaluate the impact of the school's new writing approach for all pupils as well as specific groups' progress (including the disadvantaged) will enable the refinement of systems in place to improve writing. DfE: Research evidence on writing	3
Staff and parent training to support the provision for SEND pupils.	Staff and parents are best equipped to support SEND pupils make academic progress when they have the necessary training and CPD. Planned training and activities include but are not limited to the following: <ul style="list-style-type: none"> • Edukey's Provision Map training and implementation for new staff. • SENCo completion of ADHD Ambassador qualification • Speech & Language Therapy and Occupational Therapy training for support staff. • Dyslexia, maths support for SEND, ADHD and OT training. • Work towards ADHD Friendly Schools Award ADHD Friendly Schools Award • External speakers and coffee mornings for SEND parents. 	1
Staff training and support on supporting the progress of pupils whom are EAL.	Research finds Proficiency in English is the major factor influencing the educational achievement of pupils with EAL. It found the importance of assessing and recording the proficiency of EAL learners and the need to provide support strategies and learning objectives tailored to individuals. School staff will continue this approach and work with our EAL Leads on support in place. University of Oxford and Bell Foundation EAL report	7

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading interventions targeted	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1, 2, 4, 7

at those who require further phonics support, particularly disadvantaged pupils.	Regular and consistent interventions have proven to have the greatest impact. Phonics Toolkit Strand Education Endowment Foundation EEF	
Small group or one-to-one tuition for disadvantaged pupils, with a particular focus on writing	Tuition targeted at specific needs and knowledge gaps is one of the most effective methods to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 7
Educational resources to support the academic progress of disadvantaged pupils.	Learning resources, such as revision guides, EAL resources/software and tools support pupils who have fallen behind make accelerated progress and give them greater confidence. This approach focuses on meeting individuals' needs: DfE: Supporting the attainment of disadvantaged pupils	1, 2, 3, 4, 7

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Health Service support for pupils identified as having a need, including disadvantaged pupils.	Evidence shows children with better mental health and wellbeing make greater progress in primary school: DfE: Impact of wellbeing on outcomes	4, 6
Pupils with attachment difficulties continue to be prioritised for wellbeing support.	Research shows pupils with attachment difficulties often struggle to maintain positive wellbeing, find the school environment difficult and underachieve academically. Attachment and child development	6
Prioritise disadvantaged pupils for extra-curricular and Cultural Capital opportunities.	Research shows disadvantaged pupils often get fewer opportunities for extra-curricular participation. As a result, they lose out on the benefits: increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of	5

	wellbeing and belonging. Social Mobility Commission	
--	---	--

Total budgeted cost: £40,400

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 2023 to 2024 academic year.

Below is commentary and evidence against the 2023/24 strategy intended outcomes:

SEND pupils will continue to thrive at St Mary's and make good academic progress relative to their starting points. SEND pupil surveys conducted by SENCOs have been very positive, highlighting that SEND pupils were happy, feeling safe, well supported and well challenged. SEND pupils on the whole made positive progress against individual, personalised targets set. For Year 6 SEND support, 88% met expectations for reading, 56% for writing and 75% for maths – strong outcomes and above national for 'All' pupils except for in writing. For Year 6 EHCP pupils, one pupil met expectations in all areas. For the rest of the school, academic outcomes are less strong; however, SEND pupils continued to make progress relative to their starting points.

Disadvantaged pupils in Reception and Year 1 will make expected progress in the early acquisition of phonics and reading enabling them to become confident readers and fully access the wider curriculum. There was targeted support for pupils from disadvantaged backgrounds with their phonics acquisition. The Phonics Lead and class teachers worked alongside parents to ensure reading took place regularly at home, and parents were trained to support them. Interventions and regular in-class 'scoop ups' provided additional support where needed. 100% of the four disadvantaged pupils in Year 1 passed the Phonics Screening Check; in Reception, 100% of the four disadvantaged children achieved the reading Early Learning Goal. No disadvantaged pupils in Year 2 needed to retake the Phonics Screening Check. Overall Phonics Screening Check pass rates were 95% in Year 1, a percentage which showed the impact of our new phonics programme, high quality teaching and staff training.

Disadvantaged pupils will achieve well in their writing across the school with the majority achieving end of year expectations. Writing continues to be the area where our disadvantaged pupils struggle most; however, this is also the case for all pupils. The target for this year was that at least 80% of disadvantaged pupils (without SEND) would meet writing expectations; this was achieved in Reception, Year 1 and Year 6. Externally provided training for all staff in the planning and teaching of writing has been put in place which will have an impact for all pupils but the effects will need time to be seen.

Lost learning will be recovered through accelerated progress so that the impact of school closures is no longer evident in pupils' attainment. Pupils in Years 3-6

were impacted by school closures during the COVID pandemic. Pupils in Year 5 and 6 have made strong academic progress. Those pupils in Years 3 and 4 suffered most from with their time in Reception and Year 1 impacted – a time when the fundamentals of writing, reading and number would have been embedded but, due to school's closures, was disrupted. These year groups have higher than average SEND needs and are not making the accelerated progress desired. Planning, teaching and resources continue to be adapted to ensure gaps are closed and pupils leave primary school having met expectations.

Disadvantaged pupils will enjoy the wider opportunities on offer for extracurricular activities and Cultural Capital experiences. The school continues to offer a wide and rich variety of extracurricular activities for all pupils at Sty Mary's. Disadvantaged pupils receive fully funded spaces on all school-run clubs. The school contacts families each term encouraging the uptake of these opportunities by disadvantaged pupils; where pupils would like externally run clubs, the school requests fully funded or part-funded spaces from these clubs – if not available, the school meets these costs where possible (as an example, in the summer term 2024, all disadvantaged pupils attended an extracurricular club). St Mary's curriculum carefully considers opportunities to enrich Cultural Capital for all through provision, for example, of quality texts in class; drama, dance and music workshops; and visits to galleries and museums. In addition, disadvantaged pupils are targeted for additional opportunities: in this year, this included, but was not limited to, a trip to Petersham Nursery Tea Rooms for afternoon tea, St Paul's Cathedral for the annual church school celebration and a visit to Wigmore Hall for a music performance.

Adopted and Looked After pupils with attachment difficulties will receive the emotional support necessary to enable them to make good academic progress and enjoy a happy school life. School SENCOs continue to provide regular training to staff on how best to provide for those pupils with attachment needs. The school retains its Attachment Aware status. SENCOs and class teachers continue to work closely to support those pupils in need; these pupils are making good progress alongside their peers and remain happy at St Mary's. Our curriculum has been adapted to consider the needs of pupils with attachment, such as content they may find distressing.

Disadvantaged pupils with EAL will achieve in line with their peers academically. EAL pupils thrive at St Mary's. 42% of pupils were classified as EAL in the summer of 2024. Externally led training has helped staff adapt resources and literature to best support EAL pupils' progress. In most year groups, EAL pupils either perform as well as or better than 'All' pupils; where they don't (for example in Year 1) the difference is slight).

Externally provided programmes

Programme	Provider
Unlocking Letters and Sounds	Ransom

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our pupils who received the service premium had designated staff mentors. Mentors met with these pupils each week to discuss a range of areas from general wellbeing at school to academic needs to home life. Mentors fed back to the Pupil premium lead.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils, mentors and class teachers saw the positive impact of this pastoral support. The pupils were happy at school and at home, achieving well both socially and academically.

Further information (optional)

Additional activity

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Our Pupil Premium teacher will more closely communicate with parents relaying progress made with each pupil and areas for development thereby involving them further in their child's learning.
- providing Pupil Premium Mentors for each disadvantaged pupil at school. Mentors will meet with their Pupil Premium pupil weekly for a short catch-up helping them identify any concerns but also being a familiar face for that pupil. Conversations will focus on a wider range of areas including academics, home life, friendships and future aspirations.

Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by our disadvantaged pupils. We looked closely at best practice from other schools, both locally and nationally, to inform our strategy which is designed to meet the needs of our pupils.

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation process in place for the duration of our three-year approach and will adjust our plan over time to secure the best outcomes for pupils.