

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 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 Marys C of E
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	44% 81 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	R Tainsh Headteacher
Pupil premium lead	N Davies Deputy Head Teacher
Governor / Trustee lead	A Hurst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109.780 (subject to change based on school census)
Recovery premium funding allocation this academic year	
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	£109.780 (subject to change based on school census)

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 for our pupil premium strategy is to achieve this goal. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. We know that some of our pupils come from families where personal circumstances can be difficult and that this can affect children and their learning and make them vulnerable. As a school community, one of our strengths is how well we know our children and their families. This means that we are aware of the specific vulnerabilities of individual children, and this informs the interventions we provide, whether it is prioritising families for food parcels or providing additional input for reading.

We prioritise the need for our pupils to be in class with their teacher benefiting from high quality teaching and the rich curriculum we offer. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Principles

- High quality teaching is at the heart of our approach.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils as early as possible, so that they are fully aware of strengths and weaknesses across the school.
- We ensure that teaching and learning opportunities meet the needs of all the pupils and are flexible when needed.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Limited funding and re-sources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our long term objectives are

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates and for pupils to achieve high attainment across all subject areas.

Pupil Premium Grant is used for the following reasons:

- Identification and support to reduce the barriers to learning that children are facing.
- Provision to ensure gaps in learning are addressed.
- Supporting all children's mental health and wellbeing by ensuring that they can access specific cultural experiences that they would not otherwise.
- Ensure Attendance is prioritised for PP children.

Achieving these objectives

Governors consider making a range of provision for disadvantaged children. These include:

- Boosting staff to pupil ratios in some classes thus improving opportunities for effective teaching and accelerating progress
- For all disadvantaged children to work in a Higher-Level Needs group with a skilled HLTA – providing small group work focusing on overcoming gaps in learning
- Effective interventions with class Teaching Assistant to address barriers in learning
- Small group or 1/1 work with Family Support Worker – addressing mental wellbeing and readiness to learn
- Support the funding of specialist learning software
- Extra PE support
- Learning resources
- Additional learning support
- Ensuring children have first-hand experiences to use in their learning in the classroom

This list is indicative of strategies we may employ, but the list is not exhaustive, and we will change with the needs of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Emotional and social needs that impact upon learning including mental health and wellbeing coupled with low levels of resilience and stamina in learning tasks.
2	Poor language and communication skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills (speech and language needs) and vocabulary gaps among many disadvantaged pupils. This is due to less exposure to a wide and rich vocabulary and appropriate texts and reading opportunities.
3	Lack of learning materials at home e.g. books.
4	Lack of parental engagement in some hard-to-reach families while some families do not have capacity to support learning.
5	Lack of importance placed on education – often resulting in attendance not being prioritised.
6	Assessments, observations, and discussions with pupils suggest dis-advantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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
Improved progress in Reading	Achieve national average progress scores in KS2 Reading (0)
Improved progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Improved progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)
Improved attainment in Phonics	Achieve national average expected standard in Phonics.
For pupils to achieve and sustain improved wellbeing.	Pupils will feel good about their achievements and will be ready for the next stage in their learning.
Stamina and Resilience	Pupils will have greater resilience and stamina in learning.
Language understanding	Improved oral skills and understanding of rich and varied texts.

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: £ 13 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£13 000)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We receive training from Childer Thornton English Hub and the North West Maths Hub. All staff to lead effectively are released on a rota.	2,3,4,5
Phonics Resources (£800)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4
Time for staff to attend half termly Pupil Progress Meeting to monitor progress and attainment and identify priorities.. Undertake focused teaching and learning reviews – QFT, book scrutiny, and Performance Management interviews. ECT Year 1 support and delivery of mentoring programme Interventions for Pupil Premium children.	Additional support targeted at specific pupils who are making slower progress in learning, particularly in Reading. Writing and Maths	2,6

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

Budgeted cost: £ 69 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Four Higher Level Teaching Assistants and one Teaching Assistant will have 0.2 of their time allocated to working with Pupil Premium children to support learning. (£20 000)	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered model and menu of approaches 1.0 pdf.pdf?v=1649418813	1.2.3.4.5
Teaching assistants to implement and monitor impact of Interventions and pre-teaching tasks. (£16 500)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4,5
Continuation of Dyslexia Friendly Learning (£500)	https://www.education-ni.gov.uk/sites/default/files/publications/de/dyslexia-friendly-learning-environment.pdf	2,3
Staff employed 1 day a week to run small intervention groups with focus upon basic skills. (19 000)	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme	1,2,3,4,5

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

Budgeted cost: £ 44 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To help support vulnerable pupils and their families. (£21 000)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4,5
To employ a Family Support Worker 0.5 to ensure barriers to learning are addressed – often with families as we all pupils. (£15 000)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4,5
To improve EYFS outdoor provision to encourage reading and writing. (£15000)	If you have a new learning environment, it provides an opportunity to change the expectations and behaviour of pupils. Establishing the importance of reading and writing at the start of school is paramount.	1,2,3
To provide experiences and life skills beyond the classroom- cookery club (£110)	Cookery club targeted at PP children. Developing independence and skills so that children can thrive in their settings.	6
To support children in reaching their full potential in the wider curriculum	Attendance at a cricket event to give students opportunities to experience new sports. This in turn will aim to drive standards in behaviour.	4,5

Total budgeted cost: £ 127 810 (additional funding added from school budget.)

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.

Year Group	All pupils Reading	Pupil Premium Reading	All pupils Writing	Pupil premium Writing	All pupils Maths	Pupil Premium Maths
1	80	67	75	58	75	67
2	68	50	68	42	64	58
3	80	69	57	46	80	69
4	78	69	67	56	68	56
5	64	67	61	50	61	69
6						

Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
CPOMS	Cpoms
IDL	IDL solutions
Heartsmart	Heart Smart
Speech & Language	Wellcomm