

# Pupil premium strategy statement – St Mary’s CE Primary Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	368
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028 <b>Current year 2025-2026</b>
Date this statement was published	December 25
Date on which it will be reviewed	Dec 26
Statement authorised by	J Booker
Pupil premium lead	J Booker
Governor / Trustee lead	R Paton Devine

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,530
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£154,530

# Part A: Pupil premium strategy plan

## Statement of intent

Our ambition is that all disadvantaged pupils at St Mary's achieve outcomes in EYFS (GLD), PSC, MTC, and KS2 Reading, Writing, Maths, and Combined that meet or exceed national averages, while attendance is sustained at or above 96%. We will do fewer things better: a tiered approach prioritising (1) high-quality teaching, (2) targeted academic support, and (3) wider strategies that remove barriers (attendance, behaviour, wellbeing).

This strategy aligns with the School Development Plan (2025–2026): embedding consistent behaviour and staff culture; securing fidelity and consistency in early reading (ELS) and the adoption of CUSP for English; strengthening mathematical fluency; and reducing persistent absence through 'Support First'.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oracy, limited vocabulary on entry (EYFS/KS1), impacting GLD and early reading.
2	Inconsistent fidelity to systematic synthetic phonics (ELS) across EYFS and KS1; Y2 catch-up required.
3	Maths fluency and speed with multiplication facts (MTC) below aspiration despite some strengths.
4	KS2 combined outcomes close to but below national; reasoning and problem solving weaker for disadvantaged pupils.
5	Attendance below national with persistent absence at 22.3%; variable parental engagement.
6	Behaviour policy application inconsistent; some pupils disengage/leave class when dysregulated.
7	New EYFS team requires structured induction and consistent planning/assessment to secure quality of provision.

## 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
EYFS GLD rises to at least national and is sustained.	Communication & Language and Literacy strands show accelerated progress for disadvantaged pupils; GLD $\geq$ national.
PSC (Y1 and Y2 retakes) consistently above national.	Fidelity to ELS evidenced in monitoring; PP pupils' pass rates $\geq$ national.
MTC outcomes meet/exceed national; improved KS2 maths attainment.	Average score and distribution improve; PP pupils show fluency gains and reduced reliance on intervention.
KS2 combined in R/W/M meets or exceeds national; gap narrows for disadvantaged pupils.	Termly data and moderation show rising proportions at EXS+; PP gap narrows year-on-year.
Attendance $\geq$ 96%; persistent absence $\leq$ 10%.	Daily tracking, graduated response, and family support reduce PA; punctuality improves.
Consistent, positive behaviour culture embedded.	Reduction in incidents and out-of-class time; staff confidence and consistency evidenced in walks and surveys.

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-staff training and coaching to embed Voice 21 oracy routines (talk partners, sentence stems, exploratory talk).	EEF tiered approach and oracy evidence base; high-quality teaching has the strongest impact for disadvantaged pupils.	1,4
Ensure fidelity to Essential Letters and Sounds (ELS) across EYFS/KS1; monitoring, coaching, and moderation. (Consider change to Little Wandle)	DfE menu emphasises high-quality English teaching; EEF effective professional development guidance.	2,1

Adopt and embed CUSP Reading/Writing; CPD to strengthen subject knowledge and consistent routines.	EEF guidance reports on literacy and curriculum; fewer things better with a coherent programme.	4,1
Maths fluency focus: daily retrieval, representations, and problem-solving; staff CPD incl. MTC practice.	EEF Teaching & Learning Toolkit (retrieval practice; mastery approaches); menu of approaches.	3,4
Behaviour culture training with deliberate practice; consistent routines and de-escalation.	EEF behaviour and SEL evidence indicates clarity and consistency support learning time.	6

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics catch-up for Y2 and identified pupils using scheme-aligned materials; frequent, brief, targeted sessions.	EEF small-group/1:1 tutoring shows positive impact when aligned to classroom teaching.	2
KS2 targeted interventions in reading, writing, and maths with clear entry/exit criteria and progress reviews.	Use of standardised assessments and diagnostic tools to tailor support (EEF evidence-based interventions).	4
Times Tables fluency programme (TT Rock Stars diagnostics + precision teaching for pupils below benchmark).	Fluency practice improves automaticity and supports reasoning (EEF maths guidance).	3
Oracy-focused small-group support in EYFS/KS1 to build	Structured language interventions show strong impact for younger children (EEF early years).	1,7

vocabulary and language comprehension.		
Support staff	EEF small group tutoring shows positive impact when aligned to classroom teaching	1,3,4

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily attendance tracking; graduated response (“Support First”); personalised family support and EWO involvement.	DfE guidance prioritises attendance strategies within the menu of approaches.	5
Behaviour mentors deployed to reduce out-of-class time; celebrate improvements and share success.	EEF evidence on SEL/behaviour indicates mentoring and consistent routines increase learning time.	6
Parental engagement: workshops for phonics, reading, and times tables; home-learning resource packs.	EEF parental engagement approaches demonstrate moderate impact when well-designed.	1,2,3,5
EYFS staff induction and coaching; moderation and learning walks to secure consistency.	Effective professional development mechanisms; implementation monitoring improves fidelity.	7,1,2
Systems for clarity: unified calendar, data reviews, and termly pupil progress meetings.	Implementation science: clear routines and monitoring support sustained delivery (EEF guide step 4/5).	4,5,6

**Total budgeted cost: £ 170,000**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	65	83%	59%	Above (sig+)	78%	5	Not applicable	Not applicable
2025	21	86%	60%	Above (sig+)	79%	7	Positive gap	-
2024	22	82%	59%	Above (sig+)	78%	4	Positive gap	-
2023	22	82%	59%	Above (sig+)	78%	4	Positive gap	-

### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	65	54%	46%	Close to average (non-sig)	68%	-14	Not applicable
2025	21	57%	47%	Close to average (non-sig)	69%	-12	Narrowing
2024	22	50%	46%	Close to average (non-sig)	67%	-17	Widening
2023	22	55%	44%	Close to average (non-sig)	66%	-12	Not available

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	65	69%	60%	Above (non-sig)	80%	-10	Not applicable
2025	21	71%	61%	Close to average (non-sig)	81%	-9	Narrowing
2024	22	68%	59%	Close to average (non-sig)	79%	-11	No change
2023	22	68%	59%	Close to average (non-sig)	79%	-11	Not available

### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	65	69%	62%	Above (non-sig)	80%	-10	Not applicable
2025	21	67%	63%	Close to average (non-sig)	81%	-14	Widening
2024	22	68%	62%	Close to average (non-sig)	80%	-12	Widening
2023	22	73%	60%	Above (non-sig)	78%	-6	Not available

**All pupils - Phonics expected standard**

- There were 47 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 10 pupils did not meet the **phonics expected standard**. The average mark for those not meeting the standard was 4.
- There were 14 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check and 8 pupils did not meet the **phonics expected standard**. The average mark for those not meeting the standard was 12.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	148	79%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	47	79%	80%	Close to average (non-sig)	No sig change	-
2024	53	79%	80%	Close to average (non-sig)	No sig change	-
2023	48	79%	79%	Close to average (non-sig)	Not available	-

Intended outcome	
Phonics screening outcomes remain in line with national ensuring that knowledge impacts more widely on reading and language skills.	Remains in line with national – focus on Y2 needed
Reading strategies, <u>especially</u> <u>comprehension</u> <u>are</u> improved <u>in order to</u> raise attainment in reading, rapid progress to ensures outcomes are in line with national	Improvements for disadvantaged (above <u>nat</u> disadvantaged) disadvantaged is 3% lower than overall reading for school. Introduce CUSP
Teaching for mastery enables the application of a range of maths strategies ensuring that outcomes for maths are in line with national.	SATs increase for by 8% and close to average, disadvantaged above <u>nat</u> disadvantaged.
Writing structure is improved <u>in order to</u> improve technical composition of <u>pupils</u> work	Above national. Disadvantaged above <u>nat</u> disadvantaged and -2 gap on <u>non</u> <u>disadvantaged</u> . SPAG work supported well. CUSP moving forward.
Clarity and reception of pupil’s speech and language is improved enabling greater success in phonic and reading screening.	GLD below national (not sig) More focus on consistency of <u>wellcom</u> however success in phonics remains consistent.
A reduction in persistent absence diminishes the difference between outcomes for pupil premium and non-pupil premium children.	General absence improved but persistent absence remains sig+ focus to reduce remains

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

na

**The impact of that spending on service pupil premium eligible pupils**

na

## Further information (optional)

This strategy is integrated with the School Development Plan 2025–2026 and will be delivered and monitored through termly leadership reviews, governor oversight, and trust reporting. Implementation will be tracked via learning walks, coaching logs, assessment data, and attendance dashboards.