

# Pupil premium strategy statement 2024-2027

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 effect that last year's spending of pupil premium had within our school.

This is the 2<sup>nd</sup> year of the 3 year strategy structure.

## School overview

Detail	Data
School name	St Mary's CE(A) First School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Joanne Moulton, Headteacher
Pupil premium Lead	Joanne Moulton, Headteacher
Governor Lead	Lesley White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£63,630
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,630

## Part A: Pupil premium strategy plan: Statement of intent

At St Mary's, 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. We have strategies in place to remove barriers created by personal circumstances, gaps in learning and knowledge, additional needs, language difficulties and poor communication skills.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attaining, and intervention for those with additional needs.

We will consider the challenges faced by vulnerable pupils, such as those who are looked-after, previously looked after, have a social worker or who have special guardianship in place. We intend 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 has 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.

Our strategy aims to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, to improve oracy, vocabulary acquisition, reading, writing and maths for all pupils and to support mental health and well-being to enable all pupils to access learning at an appropriate level.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumption-led about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all pupils.
- ensure that appropriate provision is made for all pupils who may be in vulnerable groups.
- recognise that not all pupils who are socially disadvantaged qualify for free school meals, and we will ensure that **any** pupils who are identified will be supported.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The range of provision will include, but is not limited to:

- ensuring all teaching is good or better, to maximise the learning opportunities for all pupils.
- providing quality Accelerated Reading and Precision Teaching to improve reading progress and attainment.
- providing quality interventions to improve spelling and writing.
- focusing on oracy skills and the acquisition and retention of Tier 2/3 vocabulary.
- focusing on Colourful Semantics to improve writing standards.
- delivering Mastering Number in EYFS and KS1 to improve mathematical fluency.
- 1:1 support for learning and care, where appropriate.
- language intervention and speech & language therapy - to targeted pupils and groups of pupils.
- whole school commitment to accelerate progress and improve outcomes to at least age-related expectations.
- high quality support for pupils who require pastoral and mental health support.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their development as readers, and their fluency skills are lower than their peers.
3	Assessments and observations show that pupils struggle to retain knowledge of spelling patterns, spelling rules and spelling of key words, affecting their progress and attainment.
4	Assessments and observations show that pupils struggle with retaining, understanding and applying correct grammar when constructing and writing sentences.
5	Assessments and observations show a lack of fluency in maths, resulting in pupils achieving below their age-related expectation and lacking confidence in using and applying mental methods.
6	Assessments, observations and discussions with pupils and families have identified increased social and emotional need in pupils, as well as an increased number of SEND pupils. These challenges particularly affect disadvantaged pupils, including their attainment, learning behaviour and ability to regulate.

## Intended outcomes

**This explains the outcomes we are aiming for by the end of our current strategy - July 2027, and how we will measure whether they have been achieved.**

Intended outcome	Success criteria
Improved oral language skills and vocabulary acquisition among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and acquisition of vocabulary among disadvantaged pupils. This is evident in the pupils who have received language intervention, targeted communication and interaction support and Bedrock vocabulary programme in KS2.
Improved reading attainment among disadvantaged pupils.	Reading attainment improves over the next three years for all pupils, including disadvantaged pupils. Effective phonics teaching will improve decoding skills and a focus on fluency will develop good readers. Pupils read fluently, with smoothness, accuracy, rate, prosody and phrasing. Reading data, collected each term, shows a reducing gap between disadvantaged pupil and their peers. Targeted intervention is successful (Accelerated Reading, Fluency & Lexia) - the percentage of pupils making accelerated progress increases each year. Increased number of pupils reading at home. Pupil voice shows increased confidence and enjoyment in reading.

Improved spelling knowledge improves writing.	<p>Effective phonics teaching, using Twinkl Phonics, will improve spelling attainment. The Codebreaker intervention will be used consistently and will improve spelling. Targeted interventions for spelling will be successful. The percentage of parents who help their children to practise their spellings at home increases.</p> <p>Pupils will spell words accurately in their writing.</p>
Improved knowledge of grammar improves sentence structure.	<p>Focus on oracy and the acquisition and retention of Tier 2 and Tier 3 vocabulary, will improve the quality of writing.</p> <p>The introduction of Colourful Semantics will improve sentence structure and confidence in writing effective sentences.</p> <p>Quality feedback and marking will improve pupil's writing.</p> <p>Pupil voice shows increased confidence and enjoyment in writing.</p>
Improved maths attainment for disadvantaged pupils.	<p>The delivery of Mastering Number in EYFS and KS1 will improve mental fluency and recall for pupils. The effective recapping of key skills in starters in maths will aid retention.</p> <p>Maths outcomes will improve and a higher percentage of disadvantaged pupils will meet the expected standard.</p> <p>Disadvantaged pupils will be targeted and supported to increase progress.</p> <p>Increase in number of pupils practicing KIRFS at home.</p> <p>Pupil voice shows increased confidence and enjoyment in maths.</p>
To achieve and sustain improved wellbeing and regulation for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing and regulation demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations</li> <li>• successful outcomes from referrals for specific support. Pupil wellbeing and regulation is improved through effective use of friendship club for pupils with social difficulties, low self-esteem and mental health issues. Targeted sensory support for pupils with dysregulation has a positive impact.</li> <li>• a significant increase in participation in enrichment activities, playground games and enjoyment of school, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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: **£3400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bedrock Vocabulary Learning programme for 75 targeted pupils in KS2. Subscription cost (£1100)	Bedrock is a website-based programme which supports pupils to learn, retain and apply Tier 2 and Tier 3 academic vocabulary, through reading. As pupils progress through the Bedrock curriculum, they will study hundreds of words, whilst reading fiction and non-fiction texts regularly. Bedrock Vocabulary is completed on-line and is accessed in school and at home.	1
Accelerated Reading Programme implemented across school. Refresher training for 5 teaching assistants to deliver the Accelerated Reading Programme, endorsed by the Educational Psychology Team. (£50) Purchase of Twinkl Phonics (£100)	Accelerated Reading Programme from Staffordshire Educational Psychology Service provides a precision teaching programme for individual pupils who are reading significantly behind age related expectations. This year's data shows that pupils have made accelerated progress in reading (on average 18-22 months progress in 10 months) as a direct impact from the intervention. Twinkl Phonics is used with fidelity.	2
Fluency refresher training for all staff Training cost (£0)	Fluency is the ability to apply and identify words with automaticity, involving reading smoothly, decoding effortlessly, whilst comprehending and interpreting the text. The components of fluency are taught and revisited daily. This is already having a positive impact for pupils in school.	2
Lexia Reading Programme to accelerate the development of reading skills Annual Subscription (£1100)	Lexia is a research-proven programme which accelerates the development of literacy skills, supporting the critical shift from learning to read, to reading to learn. Lexia can be a vital support for pupils with dyslexia. Pupils are already making progress in their reading from using this programme.	2
Codebreakers (Twinkl) intervention implemented across KS2 Refresher training for 2 teaching assistants Training Cost (£50)	Level 5 and 6 Codebreakers intervention programme is designed to improve KS2 pupils' basic reading and spelling skills. It uses engaging, age-appropriate practice activities and a structured approach, ensures that KS2 learners develop their knowledge of Level 5 and Level 6 spelling patterns and rules.	3
Colourful Semantics - to support the development of language and grammar skills in writing	Colourful Semantics is a psycholinguistic approach which develops speech and writing. It supports pupils to identify the most important parts of sentences and understand their structure. They learn how to put words together in the correct order using nouns, verbs etc. This approach is	4

Refresher training and mentoring for all staff (£0)	already having a positive impact on sentence writing across school.	
Teacher release time to sustain key elements of guidance in school and to access the Power Maths Hub resources and CPD including Teaching for Mastery training through the TRG research group, Mastering Number programme £500 + subscription costs	Power Maths TRG research group. The Maths Lead has time out of school to embed new strategies through the TRG and be supported by central training and resources. Mastering Number subscription and training for staff. Pupils increase their mental fluency, which supports progress and attainment.	5
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  Mental Health Awareness support and resources (£100)  Sensory Classroom subscription and training for 4 staff (£300)  Neuro Divergent awareness training, implementing Sensory breaks, using strategies to support Executive Functioning difficulties, Trauma Informed practice training and developing strategies to support children with co-regulation (£100)	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): <a href="https://www.eef.org.uk/media/1026/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	6

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

Budgeted cost: **£51,745**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly intervention and strategies to support communication and language.  EYFS/KS1 Communication Intervention - 5 hours a week x 38 weeks = £2500	Targeted support, following recommendations from a speech and language specialist, provides effective strategies to support pupils on a daily basis, and improve their communications skills, expressive language skills, receptive language and interactions.  The Midlands Partnership NHS Foundation Trust Speech & Language Team will offer a more specialist and effective approach to improving outcomes for pupils for speech therapy.	1
Speech & Language Therapy follow on	Targeted support, under the guidance and recommendations of a speech and language specialist, provides effective strategies to	1

<p>sessions for targeted pupils</p> <p>Speech &amp; Language support</p> <p>Teaching Assistant x 5 hours a week x 38 weeks (£2500)</p>	<p>support pupils on a daily basis, and improve their expressive language skills and develop their receptive language.</p> <p>Wellcom programme to support early language development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Twinkl Phonics approach to secure stronger phonics teaching for all pupils.</p> <p>Accelerated Reading Programme delivery 5 staff x 10 hours per week x 38 weeks (£28,500)</p> <p>1:1 Reading Sessions for 25 targeted pupils. Teacher/ Teaching Assistant 10 mins x 3 times a week x 38 weeks (£7,125)</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. Accelerated Reading Programme from Staffordshire Educational Psychology Service provides a precision teaching programme for individual pupils who are reading significantly behind their chronological age.</p> <p>Targeted reading interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2
<p>Code Breakers Spelling Intervention</p> <p>3 Teaching Assistants for 6 x 20 minutes sessions x 3 times a week for 38 weeks</p> <p>38 weeks (£3,420)</p>	<p>Twinkl Code Breakers provides an intervention programme to improve spelling for pupils who are struggling to retain Level 5 and Level 6 spelling patterns/rules.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Enhancement of oracy and vocabulary teaching - using Bedrock in KS2 and explicitly teaching Tier 2 and Tier 2 vocabulary.</p> <p>Targeted intervention for individual pupils – pre-teaching.</p> <p>Crucial Content teaching, 5-8 times a week for 38 weeks (£1000)</p>	<p>Pupils are taught the words and phrases in relation to certain topics, without these, they cannot develop a sound knowledge of the subject itself.</p> <p>Tier 2 and 3 vocabulary is the gateway to developing a sound understanding of all disciplines. It is explicitly taught in all subjects and revisited regularly, to ensure it remains in pupil's memory. Teachers use Crucial Content sessions to introduce, retain, refresh and apply new vocabulary in every lesson.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-house/vocabulary">https://educationendowmentfoundation.org.uk/reading-house/vocabulary</a></p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	5



<p>Teacher release time to train and embed key elements of guidance in school and to access the Power Maths Hub resources and CPD including Teaching for Mastery training through the TRG research group, Mastering Number programme.</p> <p>Mastering Number delivery £1000</p> <p>Power Maths Intervention - to support pupils who are falling behind.</p> <p>Teaching Assistant support, targeting pupils who are working below ARE x 30mins each week for 38 weeks (£5700)</p>	<p><b>Mastering Number</b> secures firm foundations in the development of good number sense for all pupils from Reception through to Year 1 and Year 2. Pupils will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>A daily teaching session for all pupils of 10 to 15 minutes, in addition to their Power maths lesson supports the aims. There is also the expectation that key staff will contribute to an online community to share practice and engage in critical reflection.</p> <p>Parent workshops for families are delivered and pupils are supported at home.</p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£9,580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff member to lead Friendship Club and provide emotion coaching for targeted pupils to support social, emotional, mental health and wellbeing development.</p> <p>Friendship Club - 45 minutes each day x 39 weeks (£2200)</p> <p>MHST low intensity cognitive behaviour therapy for individual pupils to support pupils who are anxious and worry and who may have attachment difficulties and struggle to maintain behaviour for learning.</p> <p>TA support 1:1 for 3 specific pupils, including emotion coaching @ 2 hours a week x 38 weeks (£3420)</p>	<p>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)</p> <p><a href="https://www.eef.org.uk/publications/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Friendship Club has provided pupils with the opportunity to talk and learn strategies to improve their mental health and social interactions. It also provides emotional support for targeted pupils, many of whom are in vulnerable groups.</p> <p>Staff are experienced to manage a range of behaviours which impact on learning. Attachment difficulties, ADHD and ASC can impact on learning, especially in managing changes in routine and ensuring that learning is in manageable chunks. Some pupils need support throughout the day to enable them to access the curriculum and manage social times appropriately.</p>	6
Whole staff refresher training on restorative conversations to	Continue developing a restorative practice which creates an inclusive school where pupil's behaviour is not only managed	6



embed positive behaviour strategies across school. Training (£0)	but is changed for the positive. Staff have refresher training to embed the principles in daily practice. <a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	
Embedding principles of good practice set out in the DfE's advice: <a href="#">Working together to improve school attendance</a> Time for staff to develop and implement new procedures - attendance support officers to improve attendance - VIP Education. (£250)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. As a school, we know that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.	6
Contingency fund for acute issues. (£2067)	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.	All

**Total budgeted cost: £63,630**

# 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 between 2024-2025

Our internal assessments, during the last year, suggested that the performance of disadvantaged pupils improved over time in key areas of the curriculum - reading, writing and maths. The outcomes we aimed to achieve in the first year of this strategy by the end of 2025, were met in most cohorts. However, it is important to note that the data is cohort specific - some cohorts have a higher-than-average percentage of SEND and/or FSM pupils.

**Attainment:**  
Reading in **2024 was 58.6%** and at the end of Summer **2025 was 60.2%**  
Writing in **2024 was 29.6%** and at the end of Summer **2025 was 44.4%**  
Maths in **2024 was 46%** and at the end of Summer **2025 was 53%**

**Progress:**  
Reading in **2024 was 3.4 APS** and at the end of Summer **2025 was 4.0 APS**  
Writing in **2024 was 3.2 APS** and at the end of Summer **2025 was 3.5 APS**  
Maths in **2024 was 3.1 APS** and at the end of Summer **2025 was 3.6 APS**

Attainment has increased in most cohorts for disadvantaged pupils showing a positive impact of the interventions in place. Improvement in writing standards remains a target for the current year. Overall improvement was noted in the percentage of disadvantaged pupils reaching age related expectations; however, this is again, cohort specific. Progress is measured by average point scores - and this is also cohort specific. Attainment and progress data has improved over the first year of the three-year period. In 2024, the % of SEND pupils in school was 31.7%, 35% of pupils eligible for Pupil Premium were SEND. In 2025, the % of SEND pupils was 30%, 25% of pupils eligible for Pupil Premium were SEND.

## Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Numbots	Maths Circle
Bedrock Vocabulary Learning	Bedrock Learning
Lexia Core 5	Lexia Learning

## Service pupil premium funding (n/a)