

Pupil premium strategy statement – St Mary’s CE Primary School

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	420 (Rec - Yr6)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	Jan 2025
Date on which it will be reviewed	Dec 2025
Statement authorised by	
Pupil premium lead	A Doorbar
Governor / Trustee lead	Fr John Stather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,040 indicative figure
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£256,040

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we recognise and understand that disadvantaged children experience many barriers that may impact on their learning. We strive to ensure that all children receive the best possible education in order to reach their full potential and go on to be active and responsible citizens in the future.

Objectives

Our main objectives are to

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the gap between disadvantaged pupils and their peers
- Ensure all pupils are able to read fluently and with good understanding in order to access a broad and balanced curriculum
- Enable pupils to look after themselves in terms of their social and emotional well being
- Enable pupils to be resilient
- Create opportunities for children to develop a wider understanding of the world in which they live.

Challenges

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

Challenge number	Detail of challenge
1	Academic achievement
2	Lack of opportunities to understand the wider world
3	Poor social, emotional and well-being challenges
4	Low attendance
5	Lack of parental involvement in their child/rens education

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 ensure all disadvantaged children have the opportunities to achieve in line with their peers and achieve ARE (age related expectations) across the school	Disadvantaged pupils achieve and attain in line with their peers. Ensure that any gaps between disadvantaged and non disadvantaged pupils continue to be minimised through regular monitoring
Children to have plenty of opportunities during their time at St Mary's to experience life outside of school and have a deeper understanding of the wider world	Children to have a wider vocabulary and understanding of the world in which they live through experiencing and visiting more events/places. Children to have an increased self-value. Children to have higher ambitions/hopes/dreams for their future.

Children to have a positive outlook on life and have a better understanding of how to deal with issues they may face using a range of strategies.	Children are able to deal with 'life problems' easier and with confidence, knowing what the right thing to do is.
To ensure that attendance for disadvantaged pupils is in line with their peers	Disadvantaged pupils to attend school regularly and the family is supported to enable this. The number of PA children who are disadvantaged is reduced.
For parents to take a more active role in their children's education	To see an increase in parental involvement with events in school and with homework (reading etc.). To increase the number of disadvantaged pupils with attendance over 90%

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
Continued professional development of staff across the year		1
Online subscriptions to supplement teaching and homework		1

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
Additional teaching assistants to help deliver interventions or to allow teachers to deliver targeted interventions		1
Apprentices to support delivery of interventions across school		1
Speech and Language Therapist to assess and put in place interventions across school		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support worker to support families and children. Pastoral Support worker is part of the Safeguarding team.		3, 4, 5
Member of SLT to monitor attendance		4
TLR given to increase parental involvement		5
Partially funded school visits		2
Contribution towards upkeep of mini bus to transport children to events or on educational visits		2
Food available for breakfast and break time		3
Maintenance towards school library - FS, KS1, KS2		1
Contribution towards the upkeep of our school petting farm (rabbits, tortoises)		2,3
Contribution towards the outdoor classroom area		1, 2
Outdoor learning equipment/facilities		1, 2
School house used for Community space to put on training for parents		5

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS data outcomes 2023-24

EYFS Data	all children	PP children	national PP
% achieving a good level of development (GLD) (3 prime areas plus literacy and mathematics)	68%	65%	61%
% meeting the expected level in COM & LANG	79%	71%	
% meeting the expected level in PSED	83%	77%	
% meeting the expected level in PHY DEV	85%	77%	
% meeting the expected level in Reading	76%	65%	
% meeting the expected level in Writing	71%	65%	
% meeting the expected level in Mathematics	77%	71%	

Phonics data outcomes 2023-24

Year 1	all children	PP children	national PP
% achieving WA (Year 1)	88%	86.0%	68.0%

Key Stage 2 data outcomes 2023-24

Key Stage 2	all children	PP children	national PP
% achieving EXS in Reading, Writing & Maths	78%	67%	45%
% achieving GDS in Reading, Writing & Maths	7%	3%	3%
% achieving EXS in GPS	78%	67%	59%
% achieving GDS in GPS	31%	22%	13%
% achieving EXS in Reading	81%	69%	62%
% achieving GDS in Reading	15%	8%	18%
% achieving EXS in Writing	81%	72%	58%
% achieving GDS in Writing	9%	3%	6%
% achieving EXS in Mathematics	86%	78%	59%
% achieving GDS in Mathematics	15%	8%	13%

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
White Rose Maths	White Rose Hub
Grammarsaurus	Grammarsaurus
TTRS	Maths Circle Ltd
The Write Stuff	Jane Considine
Super Sonic Phonic Friends (DfE approved)	Anna Lucas
Key Stage History	Key Stage History Online Ltd

Further Information

Each half term, the school works with the Hub Foundation to delivery holiday activities, both educational and physical, and a hot meal for our disadvantaged pupils