



Pupil premium strategy statement

This statement details St Mary's CE Primary's use of pupil premium (and recovery premium for the 2022 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 Mary's CE Primary School
Number of pupils in school	225 (including nursery)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	20 th December 2025
Date on which it will be reviewed	20 th October 2026
Statement authorised by	Sarah Gray
Pupil premium lead	Sarah Stewart and Sarah Gray
Governor lead	Julia Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,030

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Primary School, we want the very best for **all** of our children, regardless of their background. We have high aspirations for our pupils academically, socially and emotionally. We recognise that not all pupils who receive Free School Meals (FSM) will be socially disadvantaged and target our provision to support each child's unique needs. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. Pupil Premium funding is allocated based on an ongoing needs analysis and in partnership with parents.

At the heart of our provision is high-quality teaching, with a focus on the areas in which our disadvantaged pupils require the most support. This strategy is proven to have the greatest impact on closing the disadvantaged attainment gap and will benefit the non-disadvantaged pupils in our school. As a small school, we know our children well and will prioritise what we feel is best to support each child at any given time.

Our strategy is also integral to wider school plans, notably in its targeted support through additional adults in classes where high need has been identified and social and emotional support through our ELSA Programme.

One of the main barriers to educational achievement that has been identified at St Mary's is poor social and emotional well-being, which often presents as anti-social behaviour and difficulty with engagement in learning. Raising self-esteem and social and emotional well-being is at the heart of our Pupil Premium Strategy. Targeted adult support is used to achieve this.

Pupil progress and adapted provision, with a particular focus on those identified as vulnerable, are the focus of all SLT meetings and termly Pupil Progress meetings. This informs our decision-making about mapping provision and additional support according to the child's needs.

Funding is targeted, based on individual need to ensure that the children benefit from the rich extra-curricular opportunities on offer, providing them with the same opportunities and experiences as their peers.

Provision is monitored and reviewed by the Senior Leadership Team and Governing Board and impact analysed.

Challenges

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

Challenge number	Detail of challenge
1	67% of our students who are eligible for PP funding also have SEND and for a number of these pupils this is a Social, Emotional, Mental Health (SEMH) or Communication and Language Need. These needs can lead to emotional distress and dysregulation and difficulties with engagement in school and learning.
2	Assessments, observations and discussions with pupils show some disadvantaged pupils have more difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations and discussion with pupils indicate underdeveloped language skills and vocabulary gaps among disadvantaged pupils. These are evident in both KS1 and KS2.
4	As a school, we have experienced challenges with parental engagement amongst the families of our disadvantaged pupils. From discussion with these families, we believe this may be due to limited time, resources and knowledge of learning outcomes being a barrier to support at home.
5	Financial pressures and cost of living crisis leading to difficulties in meeting daily needs including food, clothing and heating and limiting opportunities for enrichment and overall pupil social and emotional wellbeing.

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations and an increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved social and emotional well-being including improved attendance	Pupils articulate their feelings and emotions and use strategies taught to enable them to access learning Improved attendance and educational outcomes Children understand that all feelings are okay. They will learn how to positively respond to feelings and gain increased resilience to cope in difficult situations.
Improved reading fluency and attainment among disadvantaged pupils. High expectations for all children.	Children's books and internal data will show positive progress from their individual starting points, including reading comprehension skills. Children will evidence a love of reading and be supported to develop good reading habits.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, including the use of subject specific vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved parental engagement	Significant increase in parental involvement evidenced by: Increased participation in school events e.g. Parent Consultation sessions, Curriculum enrichment events, home learning engagement
Increased pupil wellbeing and access to curriculum enrichment opportunities, especially for our disadvantaged pupils	Disadvantaged Pupils will have financial support for and access to: • Breakfast and after school club • School trips/residentials • Uniform • Clubs • Equipment • Travel

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training Annual Whole Staff Training and annual leader updates to embed The Relationships and Positive Behaviour Policy and provide ongoing consistency.	Hertfordshire County Council has adopted a relational approach as its preferred model for supporting emotional wellbeing, behaviour, and inclusion in schools. https://thegrid.org.uk/wellbeing/behaviour/relational-practice-a-hertfordshire-approach	1, 5
Increased and widened phonics resources purchased to supplement the teaching of DfE validated Systematic Synthetic Phonics programme	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	2,3
Continued monitoring of and Staff CPD to maintain consistency in the delivery of DfE validated Systematic	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	2,3

Synthetic Phonics programme		
Continued investment in Guiding Reading – Literacy Shed Resources and staff CPD.	Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
Emotional Literacy Support Assistant Continued CPD / Supervision for Laura Evans (ELSA)	Children with identified social and emotional difficulties will benefit from a familiar adult within school who will be trained to offer strategies to support https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1765733904	1,5

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

Budgeted cost: £10,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Employment of additional member of support staff to provide high quality targeted interventions	Children with SEND and a lower level of comprehension of English, given targeted support to assist rapid language development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3

Member of support staff trained and delivering NHS Targeted Language Groups intervention	Oral language intervention focusing on improving spoken language skills and understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=language	1,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) to provide 1-1 therapeutic sessions with children based on their individual need	SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1765733904	1,4,5,
Increased parent engagement activities – curriculum evenings, parent support school readiness sessions.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental	4

Children will be able to access swimming, music tuition, trips, residential trips and offered places to attend extracurricular clubs.	By providing children with experiences and enrichment opportunities in line with their peers, we will enable them to aspire and reach their full potential. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=art https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_search&search_term=physical	1,4,5
Provision of Chrome Books for home and online learning	By providing children with access to online opportunities in line with their peers, we will enable them to aspire and reach their full potential https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	4,5

Total budgeted cost: £ £27,645

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 2024 to 2025 academic year.

Pupils' have made appropriate steps of progress in reading, writing, reading comprehension, phonics and Maths from their individual starting points.

With significant support implemented by school, pupils from the Pupil Premium Group who had previously had persistently low attendance had significantly increased attendance by the end of the academic year 2024-25.

Children who accessed ELSA support have increased confidence to share and express their feelings. Improvement in-class behaviour and confidence towards learning has been evident.

Externally provided programmes

Programme	Provider

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Phonics and Social and Emotional Interventions.
What was the impact of that spending on service pupil premium eligible pupils?	KS1 pupil passed Year 1 Phonics Screening Check Increased Wellbeing