

Pupil Premium Strategy Statement 2023 to 2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Sept 23	216
Number of pupils in school Sept 24	221
Number of pupils in school Sept 25	208
Proportion (%) of pupil premium eligible pupils Sept 23	12.5%
Proportion (%) of pupil premium eligible pupils Sept 24	8.5%
Proportion (%) of pupil premium eligible pupils Sept 25	9.6% (20 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	November 2023
Date on which it will be reviewed	December 2025
Statement authorised initially by	James Garden
Pupil premium lead	James Garden
Governor / Trustee lead	Sean Powell

Funding overview

Detail	Amount
Pupil premium funding allocation 2023 – 2024	£31,920
Pupil premium funding allocation 2024 – 2025	£26,190
Pupil premium funding allocation 2025 – 2026	£40,590
Recovery premium funding allocation 2023 - 2024	£2,900
Recovery premium funding allocation 2024 – 2025	
Recovery premium funding allocation 2025 - 2026	

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2023 - 2024 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,820
Total budget for 2024 - 2025 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,190
Total budget for 2025 - 2026 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,865

Part A: Pupil premium strategy plan

Statement of intent

When making decision about Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. 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'.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- 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 children 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

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year.

Our aim at St Mary's is for every child to flourish. We strive to create the conditions for staff flourishing, for family flourishing and for community flourishing so that the children of St Mary's are well rounded with individual areas of expertise and choices open to them for the next phase of their education.

We aim to ensure that our Pupil Premium Strategy underpins and enhances the schools' overall strategic aims and planning. We review and report termly to the Governing Body the use and impact of the Pupil Premium grant.

Challenges

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

Challenge number	Detail of challenge
1	Historically disadvantaged pupils have lower attendance rates than non-disadvantaged pupils (Academic Year 2023-2024: PP 92.04%, NON-PP 95.54%) (Academic Year 2024-2025: PP 93.63% NON-PP 96.27%)
2	On average disadvantaged pupils do not achieve as well as their peers across the curriculum KS2 July 2024: PP RWM combined 33.3% (3 pupils) / Non-PP RWM combined 85.2% KS 1 July PP RWM combined 50.0% (2 pupils) / Non-PP RWM combined 71.4% MTC mean average 2024 – PP 19.67 (7 pupils) / Non-PP 23.38 Year 1 phonics 2024 – PP 83.3% (6 pupils) / Non-PP 91.7%
3	Low level of language and vocabulary upon entry to school – Reception baseline 45% (Sept 2023) ... Reception baseline 47% (Sept 2024)... Reception baseline 46% (Sept 2025)
4	Many disadvantaged pupils demonstrated reduced social and emotional skills that can affect relationships in school, self-esteem resulting in limited aspirations for future education and academic progress
5	Limited life experiences and aspirations resulting in lack of experiences to enrich learning

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
Improve the attendance and punctuality of PPP leading to improved outcomes	<ul style="list-style-type: none"> Attendance rate of disadvantaged pupils is in line with non-disadvantaged pupils Nationally There is a narrowing of attendance rates between PP and non-PP over time

	<ul style="list-style-type: none"> Punctuality improvements results in reduction of learning time lost
Pupils develop high levels of speaking and listening skills and have a greater understanding of a range of vocabulary and there is growing of this in their written work	<ul style="list-style-type: none"> Pupils use a range of higher-level tiered vocabulary across the curriculum Pupils are able to articulate their views clearly both verbally and in written form Pupils will become more engaged and develop a deeper understanding of their learning through more secured vocabulary knowledge
Regular support with relationships and social and emotional health will result in greater academic progress	<ul style="list-style-type: none"> Increasing the level of pupil confidence to raise engagement with the curriculum Develop resilience and emotional health strategies ELSA groups (and others) have evidence of improvements
Provide a range of wider curriculum experiences for all children	<ul style="list-style-type: none"> Widen the experiences for disadvantaged children to raise aspirations through trips and visits
Improve the attainment of disadvantaged pupils at the end of KS2	<ul style="list-style-type: none"> Attainment of PP pupils improves over time Attainment of SEND/PP pupils improve over time
Raise the attainment of disadvantaged pupils in phonics	<ul style="list-style-type: none"> Attainment of PP pupils improves over time Evidence of PP pupils using phonics knowledge in reading – evidence through Year 1 reading and Year 2
To increase the average points score for pupils with PP in MTC	<ul style="list-style-type: none"> Evidence of PP data shows an increase over time

Activity in academic year 2023/2024 - 2024/2025 – 2025-2026

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: 2025/2026

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Implementation of Read. Write. Inc</p> <p>RWI Fast Track Training for Phonics – £500</p> <p>Phonics leader holds targeted training for other staff weekly around feedback from weekly drop-ins - £1,755</p> <p>Training for appropriate KS2 staff any Additional TA's working in phonics groups that are not in their 'normal year group/KS' supporting phonics groups - £500</p> <p>Employ new TA in order to add capacity to phonics teaching, reduce group size in order to enhance progress and more closely tailor the individual needs of pupils - £3,210</p> <p>In addition, TA led small group guided reading sessions with targeted pupils</p> <p>Development of reading fluency through reading session to ensure pupils catch up and keep up</p> <p>New phonics/early reading leader has time monitor fluency across Y2 – Y6, review reading assessments, carry out work scrutinies and monitor progress of attainment of pupils</p> <p>Non-Contact time - £1,400</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading and language development, particularly for children from disadvantaged backgrounds (+5 months EEF)</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between sound patterns they hear in words and the way that these words are written (EEF)</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (EEF)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes (EEF)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes (EEF)</p> <p>EEF research suggest that Fluent reading supports reading comprehension. When pupil read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text, For this reason, fluency is sometimes as a bridge from word recognition to comprehension</p> <p>Small group tuition EEF Reading comprehension strategies are high impact on average +6 months</p>	<p>2,3</p>
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<p>Pedagogical development</p> <p>Development of whole class feedback</p> <p>Development of knowledge-rich curriculum</p> <p>External CPD for leaders and members of staff</p> <p>CPD calendar developed to best meet the needs of staff and ensure high quality teaching learning approach is shared, monitored and evaluated.</p> <p>Further training for support staff on Motional and Wellcome</p> <p>Handwriting / spelling schemes from RWI to ensure consistency and fidelity</p> <p>Non core subscriptions to Odizzi, Musical Futures and White Rose science</p> <p>£1,500</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (6 + months EEF)</p> <p>Different methods of feedback delivery can be effective, and feedback should not be limited to written marking. Studies of verbal feedback show slightly higher impact overall (7 + months EEF)</p>	<p>2,3,4</p>
<p>End of Key 2</p> <p>Through effective CPD, monitoring of teaching and evaluation of data, teaching improves over time resulting in better outcomes for pupils</p> <p>Recruitment of new TA will provide further opportunities for quality small group teaching to best target pupil needs</p> <p>£6,400</p>	<p>EEF research states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils</p> <p>Small group tuition has an average impact of four months' additional progress over the course of the year (EEF)</p>	<p>2</p>
<p>Year 4 Multiplication Tables Check</p> <p>Monitoring of MTC scores in years 3 and 4 will help to target gaps in learning and support pupils retention of multiplication facts – aiding to support maths ability. Additional small group activities given for pupils not making expected progress</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of the year (EEF)</p>	<p>2</p>

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

Budgeted cost: 2025/2026

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions</p> <p>Targeted Year 6 interventions in order to fill gaps in learning, carried out by teaching staff beyond the school day</p> <p>5 teaching staff with recent Year 6 experience running small group teaching after school once a week for 1 hour from October half term to support off track pupils in Year 6</p> <p>£10,400</p> <p>Following baselines, SLT use pupils progress data analysis and cohort action plans to establish small group reading, writing and maths interventions to work with specific pupils working below target beyond the RWM sessions</p> <p>Continue to improve SEND provision and ensure effective strategies are in place to support the progress and attainment of SEND/PP pupils</p> <p>£2,600</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of the year (EEF)</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy (EEF)</p> <p>Small group tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p> <p>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers. The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage</p>	2, 4

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

Budgeted cost: 2025/2026

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Wider Curriculum Experiences</i></p> <p>Purchase of new resources and wider curriculum texts to match the curriculum</p> <p>Recruit new Learning Mentor to work 0.6 days focussing on wellbeing and attendance - £12,800</p> <p>Support residential costs, reduce school costs in school trips and provide wider school experiences (including music provision)</p> <p>Provide free school clubs for PP pupils to attend - £1,100</p> <p>To fund visitors into school who enrich the curriculum, including Barnsley Music Service provision, Musical Futures - £2,500</p> <p>Take part in Enterprise Project - £400</p> <p>Wider curriculum leader audit current resourcing across school and research new resources to best meet needs of pupils</p> <p>Continue with support to reduce cost of residential and day visits to enhance curriculum</p> <p>£2,000</p>	<p>EEF evidence, Overall, the average impact of arts participation on other areas of academic learning appears to be about an additional three-month progress.</p> <p>EEF outdoor adventure learning + 4 months</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p> <p>EEF sports participation + 2 months</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (EEF)</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and special awareness</p>	4, 5
<p>Specific mental health training for all staff and pupils within school (Compass Be)</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice</p>	4

	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>	
<p>Increased attendance and encourage punctuality rates for disadvantaged children</p> <p>Sharing Attendance Policy and Trust Attendance Strategy on school website</p> <p>Proactively following up first day absences and fining as outlined in policy</p> <p>Home visits, Internal and external panel meetings</p> <p>Close work with external agencies e.g. Social Care</p> <p>Attendance rewards – weekly for cohorts and termly for individuals</p> <p>£1,200</p> <p>Use of SLA for EWS to support families with attendance issues – termly planning meetings between EWO and PSA</p> <p>£3,010</p> <p>Monthly meetings held to monitor PA pupils to decide on actions to reduce this</p> <p>£800</p>	<p>EEF Parental engagement +3 months</p> <p>See 'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DFE)</p> <p>See, 'Moments Matter, Attendance Counts' DFE,</p> <p>There is a clear link between poor attendance and lower academic achievement DFE research</p>	<p>1,2,3,4,5</p>

Total budgeted cost (2025-2026) : £52,075 (allocation £46,865)

Difference £5,210

Part B: Review of PP Strategy Outcomes 2024-2025

Regular attendance and improved punctuality will lead to improved outcomes

- PSA and Attendance Lead have worked proactively to ensure that specifically targeted pupils with traditional low rates of attendance have a closer watch. Absence is monitored from the first day and phone calls are logged. Bespoke support is given for families, e.g. home visits/ support to get pupils into school. Barriers to attendance are discussed and support given where needed. Informal coffee mornings offered.
- Attendance is tracked for pupils at risk of becoming less than 90% and for those with low levels of attendance. Informal panel meetings are held when necessary • Attendance is shared in weekly in Special Mentions, with a trophy for the class with the highest attendance.
- From September, school has been sending all unauthorised holiday absences to the Local Authority for fining.
- Internal panel meetings are held when thresholds are met. Time is given for the families to make improvements. External panel meetings are also held for extreme cases
- Attendance Gap between PP and Non PP for Academic Year 2024-2025 2.64% and for Academic Year 2023-2024 was 3.5% - narrowing the gap.
- Further work to target specific children's punctuality, all children logged coming in through the front door (if late). Parents asked to give specific reasons for lateness, these to keep being followed up if it becomes a regular pattern.
- Further analysis of PP attendance against other criteria such as SEN.

Pupils develop high levels of speaking and listening skills and have a greater understanding of a range of vocabulary

- Read Write Inc. training has continued and enabled fidelity to the RWI scheme and supported staff with ensuring assessment is accurate.
- Bespoke training has enabled specific staff to support off track pupils through one to one coaching.
- Alongside developments with the wider curriculum, language has been sequenced in order to develop pupils understanding and broaden their vocabulary in all wider curriculum subjects.
- Knowledge Organisers now contain subject specific and topic specific vocab which is explicitly taught to pupils. These continue to be sent home to enable parents to be actively engaged in pupils learning and to ensure that parents are using the correct vocabulary and terminology when speaking to the children about their learning.
- Staff meeting on Oracy was delivered by the Lead Practitioner for the Trust to develop understanding around Tier 1, 2 & 3 vocabulary expectations for each specific year group.

- School held a Vocabulary Day (children dressed to reflect a work of their choice and took part in a vocabulary parade) to promote Oracy and Vocabulary within school and also to promote the importance of this at home
- Re-evaluate schemes of leaning to ensure vocabulary choices are still relevant.

Regular support with relationships and social and emotional health will result in greater academic progress

- New behaviour policy is now embedded with a clear focus on positivity, this has been shared with all staff and is monitored by SLT
- New timetable of interventions for pupils across school to specifically address SEMH needs, following training for specific support staff – 6 bricks, ELSA, Socially Speaking, Jump Ahead • Specific children have access to a CAMHS therapist.
- Staff training for TAs delivering interventions attended through LA training opportunities. TAs have become specialists in the interventions they deliver.
- All classes are either accessing a trip or a visit into school this year – pupil premium pupils are not expected to pay.
- Taking into account pupils views to broaden the range of clubs available to children before/after school. Resulting in increases in art club provision and mental maths clubs at lunchtime and gardening club. School to do a questionnaire.

Provide a range of wider curriculum experiences for all children

- Uptake in the number of pupil premium children accessing after school clubs has increased.
- This academic year has seen a broadening of wider curriculum experiences including street dance club and gardening club.
- All classes are either accessing a trip or a visit into school this year – pupil premium pupils are not expected to pay.
- Ensure parents who may have language barriers do not miss opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X table rockstars	TT Rockstars
Phonics	Read Write Inc.