

# 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   | 306   |
| Proportion (%) of pupil premium eligible pupils  | 36.6% (112 chn)                             |
| 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> | 3 years 2025/2026<br>2026/2027<br>2027/2028 |
| Date this statement was published  | Dec 2025                                    |
| Date on which it will be reviewed  | Dec 2026                                    |
| Statement authorised by  | Jane O'Brien                                |
| Pupil premium lead   | Steve Baptiste                              |
| Governor / Trustee lead  | Venetia Brown                               |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year  | £169,680 (tbc) |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>  | £0             |
| <b>Total budget for this academic year</b>   | £169,680 (tbc) |
| <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> |                |

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about how best to use Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by Educational Endowment Foundation (EEF) should then be used to support decisions around the usefulness of different strategies and their value for money. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers. The [Education Endowment Foundation's \(EEF\) pupil premium guide](#) provides more information about the tiered approach to spending.

### **Teaching**

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

### **Academic support**

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

### **Wider approaches**

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils
- support for improvements in behaviour and attitudes; developing stronger relationships amongst the children.

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".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates of progress.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To develop the cultural capital for our disadvantaged children across the school

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When making provision for socially disadvantaged pupils, we recognise that not all pupils 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Additional teaching and learning opportunities provided through trained TA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support including transition support through outside specialist organisations.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | The support of effects of children's education, social engagements and abilities to develop and sustain positive relationships with peers. <b>(Academic Support &amp; Wider Approaches)</b> – potential long-term effects of the Coronavirus pandemic |

|   |   |
|---|---|
| 2 | The lack of training and development opportunities for supporting the needs of pupils including early career teachers. <b>(Teaching)</b>                          |
| 3 | Limited opportunities to develop cultural capital; trips and curriculum enhancing activities <b>(Academic Support &amp; Wider Approaches)</b>                     |
| 4 | Poor parental engagement to support academic progress <b>(Academic Support &amp; Wider Approaches)</b>  |
| 5 | Attendance & Punctuality <b>(Wider Approaches)</b>  |
| 6 | Developing Behaviour and Attitudes <b>(Academic support &amp; Wider Approaches)</b>   |
| 7 | To further develop children's oracy skills through writing – providing a more consistent approach to the teaching of writing across the school. <b>(Teaching)</b> |

## 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  |
|--|---|
| <b>Academic &amp; Wider Support</b><br>To provide children with support to develop behaviour and attitudes leading to stronger relationships with their peers.   | <ul style="list-style-type: none"> <li>Strong learning behaviours and attitudes leading to less conflict in the playground and generally around the school. It is a very small number of children that would benefit from this support.</li> <li>Analysis of data from weekly reports to determine intervention needs and support.</li> <li>Continued support from Peer Mediator training programme – developing peer mediators to support children in the playground.</li> </ul>   |
| <b>Teaching</b><br>Improve teacher pedagogy. <ul style="list-style-type: none"> <li>Teachers' planning specifically meets the learning needs of their PP children.</li> <li>Instructional coaching approach provided to develop use of wide range of effective teaching strategies e.g: cold calling, checking for understanding, think, pair, share, AfL questioning, adaptation of lessons and resources.</li> </ul> | Quality of teaching improves and this also leads to: <ul style="list-style-type: none"> <li>The expectations of PP pupils, especially SEN and EAL children, are being raised so that they make accelerated progress in lessons outcomes achieved are more in line with all other non-PP children.</li> <li>Teachers becoming increasingly more skilled in planning for the diverse range of needs in their class through specific adaptation of teaching strategies.</li> </ul> <p>Teachers' pedagogical understanding about how children think, learn and develop is deepened.</p> |

|   |   |
|---|---|
| <b>Academic &amp; Wider Support</b><br>Provide access to and opportunities for a wide variety of high-quality extra-curricular experiences for pupil premium children. E.g: extra-curricular clubs and trips/visits to enhance children's cultural capital.   | Improvements will be evident through an increase in: <ul style="list-style-type: none"><li>• Pupils' confidence and self-esteem</li><li>• Vocabulary and communication skills</li><li>• Pupils' knowledge and understanding about the world in which they live</li></ul>  |
| <b>Academic Support</b><br>Develop children's mathematical, oracy and literacy skills by implementing for example: <ul style="list-style-type: none"><li>- Bespoke intervention catch-up support programmes across all core subject areas, with a specific focus on writing across the school and maintaining girls' outcomes in maths.</li><li>- Reading champion framework to promote and further develop a love of reading</li><li>- Poetry recitals in class and assemblies</li></ul> | <ul style="list-style-type: none"><li>• Gaps in outcomes in reading and writing between PP and non-PP pupils are reduced (evident from baseline data).</li><li>• PP children's confidence is developed so that they become more actively involved in lessons (evident from lesson observations and pupil outcomes).</li><li>• Significant increase in pupil vocabulary.</li></ul> |
| <b>Wider Support</b><br>A range of in-house strategies provided to support families, including coffee mornings, workshops, ESOL classes and EWO service is used to tackle poor attendance and punctuality.  | <ul style="list-style-type: none"><li>• Attendance and punctuality improves to be at least in line with national average figures – 96%.</li><li>• Wider community engagement in the life of the school.</li><li>• Family support and participation in PSA events</li></ul>  |

## 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: £ 77,600

| Activity                   | Evidence that supports this approach  | Challenge number(s) addressed |
|----------------------------|---|-------------------------------|
| See Me, Follow Me and NELI | Language intervention to develop speaking and listening of EAL PP pupils led by TA. This is reviewed weekly by TA and teacher.<br>Reading assessment intervention to assess accurate reading levels in order to identify our lowest 20% of readers across the school. | 1, 4                          |
| Floppys Phonics            | To improve phonics reading for pupils at risk of not passing the year 1 phonics screening-led by TAs. <a href="#">Phonics Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1,4                           |

|  |  |     |
|--|--|-----|
| Numberstacks<br>Maths Intervention           | To improve basic number function understanding through 1:1 or small group sessions.<br><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy-2015?">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy-2015?</a> | 1,4 |
| Whole Word<br>Reading text<br>resource       | Accelerate progress in phase 1 & 2 phonics and comprehension skills-led by TAs. To be monitored during half termly review of the intervention.   | 1,4 |
| Time to Talk, See<br>and Learn<br>vocabulary | Develop and improve children's vocabulary, led by TAs. To be monitored during both weekly planning sessions and the termly PPR meetings to analyse progress of children against end of year expectations.  | 1,4 |

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

Budgeted cost: £ 16,230

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Maths basic number skills intervention -<br>Numberstacks<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | Children need support in developing their basic number skills, including recognition of numbers to 100 and number bonds to 20-led by TAs. <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br><br>The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a> | 1,4                           |
| Reading and writing using high frequency words from year 2.  | Improve the children's ability to sight read common high frequency words to support with improving reading and writing fluency-led by TAs.<br><br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 4                          |
| Floppy's Phonics - according to 5 different levels. All TAs and staff have received training to deliver the programme  | Children need to catch- up with missed phonics learning. Phonics screening check to be undertaken November 2023. Any gaps are picked up by support teacher and class teachers, with discreet phonics groups weekly. Extra books have been purchased to ensure children all have access to Floppys phonics.   | 1, 4                          |

|  |   |       |
|--|---|-------|
| Handwriting and spelling support in the EYFS and KS1 and KS2 classes.                      | Children lack writing fluency and may be developing their cursive writing skills. Investment in new handwriting resources, both on-line and in school to support children. Intervention led by TAs with opportunity for resources to be accessed at home.   | 1,4   |
| Maths: Development of children's reasoning skills.   | Small group support with HLTA to improve children's mathematical reasoning – children lack the ability to explain findings and which deepen their understanding of concepts taught-led by HLTA.<br><a href="#"><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></a>                                   | 1,4   |
| Developing children's writing proficiency in relation to handwriting in the KS2 classes.   | Support teacher in place to run targeted interventions support the development of writing.<br><br>Improve children's ability to write cursive and more fluently.<br><br>To also improve presentation skills when writing. Investment in new resources and support from in class TAs provided for identified children. | 1,2,4 |
| EAL support teacher, supporting children who are new to English or developing their oracy. | Children who require additional bespoke support with English will receive 1:1 sessions as well as group sessions from our EAL specialist. There will also be a weekly session for parents who are new to English.   | 1,4   |
| Ready Steady Write, implemented in Autumn 24   | Implemented in Autumn 24.<br><br>All staff have received training and will be subject to further periodic updates through INSET days.<br><br>This will enable the staff to deliver a more consistent approach to writing across the school.   | 1,7   |

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

Budgeted cost: £ 75,850

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Pupil Premium Grant Trips and Visits across the school   | An opportunity for children to develop their cultural capital by embarking on trips and visits that may normally out of reach.<br>Currently being undertaken in KS1 and KS2.<br>This will extend to reception classes in the Spring term.  | 1, 3 & 4                      |
| Whole school support from the Inclusion teacher  | Nurture Group support for children who require social, emotional and well-being support, led by teacher and TA. The interventions target social and emotional learning, seeking to improve the pupil's interaction with their peers and staff rather than academic elements of learning. Boxhall profiling and termly evaluation used to evaluate children's levels of engagement at the start and the end of the interventions.<br><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> | 1, 4                          |
| Haringey EWO service to work with vulnerable families and improve parental engagement in relation to attendance  | Improve poor attendance and punctuality to ensure that identified PP children are not persistently late and/or absence. Regular analysis of attendance and punctuality figures carried out by Admin Team with input and support from EWO.<br>Parental engagement is the involvement of parents supporting their children's academic progress-this will include support with homework, literacy skills, translation services, reading support and IT skills.  | 1, 4 & 5                      |
| Implement a peer mentoring programme with activities and support provided by Year 10 students from a local secondary school for identified upper KS2 children. | Identified children in upper KS2 are well supported and their behaviour is positively influenced by older children. They are subsequently better prepared for secondary school and beyond.   | 1                             |
| Year 6 Transition Programme – 'Live Your Dreams'   | A 6-week programme led by Tracey Campbell ( <b>Together Transforming Behaviour</b> ), designed to support pupils in the transition from primary to secondary school.   | 6                             |

**Total budgeted cost: £ 169,680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Although it is approaching 6 years since Covid-19 caused an unprecedented challenge to education, it is clear that there is a long-lasting impact to our children and their potential outcomes. Data provided by statutory tests, along with teacher assessments, has provided us with outcomes which have been shared with the LA. Our end of year results remain broadly in line with national averages as reported on our data tracking system, Insight; showing progress made by our children. Although there have been improvements, our most disadvantaged children have continued largely to be affected by the intersectionality of different needs including SEND, EAL and general levels of engagement. At KS2, our pupil premium outcomes were lower than the non-pupil premium outcomes; they were, however, better than the national average.

For the current academic year, we will continue to use Testbase Merit to support teacher assessment at key points each term; the results of which help to frame the discussion around interventions for our disadvantaged children during our termly Pupil Progress Review meetings (PPR).

Government guidance endorses the development of a three-year pupil premium strategy. The lockdowns of 2020 and 2021 respectively, and the fact that progress may not be seen within one academic year, has led to the interventions to support our PP children continuing as part of a 3-year strategy.

Where interventions have shown success, these shall be continued with a new group of children, determined by our Pupil Performance Review meetings held each term. Teachers will interrogate the data to decide on which children need more support, specifically looking at our disadvantaged children. The interventions will be tailored to suit the needs of the children.

The lessons learned from previous years of allocating the Pupil Premium grant have been incorporated into our daily intervention program, with a dedicated intervention teacher working across the school.

As well as academic progress, we have found that children's ability to build and sustain strong relationships based on mutual respect has also suffered in recent years; this has been seen particularly in our current year 6 cohort, where playground incidents highlight poor social skills in relation to friendships. To this end, we will endeavor to provide support to develop behavior and attitudes through targeted peer mentoring support and interventions.

Although we have been cautious when reviewing our data, we continue to set high expectations for our children. Through this we have managed to provide more stability to our children's outcomes, according to our teacher assessments.

## 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  |
|---|---|
| Peer Mentoring Support                        | Greig City Academy Pastoral Dept                  |
| Peer Mediators pupil support programme        | Kim Staniland                                     |
| Year 6 Transition Sessions 'Live Your Dreams' | Together Transforming Behaviour (Tracey Campbell) |
| Parental Engagement support for attendance    | Haringey EWO Service                              |

## 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***

N/A

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

N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*