Pupil premium strategy statement

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.

School overview

Detail	Data
School name	St Mary's C of Primary School
Number of pupils in school *(Budget – October 2023 census)*	118 *(Reception – Year 6)*
Proportion (%) of pupil premium eligible pupils	28% FSM & Ever 6 FSM (33 pupils) + 24% service pupils (28 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Matt Vale-Smith
Pupil premium lead	Matt Vale-Smith
Governor / Trustee lead	John Turnbull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54335

Part A: Pupil premium strategy plan

Statement of intent

"Love one another. As I have loved you, so you must love one another." John 13:34
Unconditional love underpins all we do at St Mary's Church of England Primary School. We value and embrace the individuality of every child as they discover, learn and flourish in a place of security and love.

Love – We show love and care for everyone.
Opportunity – Our inclusive love ensures that all children have opportunities to live life to the full.
Values – Our Christian values give children the character and strength to live well and make a difference.
Education –Through our inclusive, loving care, all children flourish.

At St Mary's, inclusion is central to our Christian vision and ethos. Our aim is that children will be the best that they can be, reaching their full potential academically, socially, emotionally and spiritually. They will leave St Mary's with firm foundations in all curriculum areas. They will have been immersed in a wealth of enriching experiences and will hold learning behaviours that will enable them to be learners for life. We aim to raise the attainment of all pupils, including pupils who are disadvantaged. We aim to reduce the attainment gap between groups of pupils across the whole school. We believe strongly in providing equal opportunities and treating pupils as individuals, recognising their strengths and their particular personal and academic needs. We believe that pupils will be more 'ready to learn' if we prioritise their personal and emotional wellbeing and an emphasis is placed on using funding to ensure the structures and staff are in place to provide a nurturing, supportive environment. We know that children thrive academically when they feel safe and secure, so we pride ourselves on offering a curriculum that educates the whole child, and we ensure that we celebrate both academic and non-academic success. The school has a high level of mobility and strategies, such as additional pastoral support, are put in place to support pupils in transferring successfully to and from the school.

We analyse the school's performance data and the achievement of individual pupils, in order to plan Pupil Premium expenditure strategically. Once whole-school and individual priorities have been identified, we put in place a range of strategies, interventions, programmes and other supportive actions. Pupil Premium funding is not a personal budget for individual children. The school manages the Pupil Premium allocation and expenditure is strategically planned for the benefit of the cohort of eligible pupils and according to children's needs.

In the context of this school vision, the key principles of our pupil premium strategy are:

- Providing high quality teaching and learning experiences for all pupils;
- Ensuring early identification of pupils' pastoral and academic needs;
- Emphasising pastoral support, pupils' emotional and mental wellbeing and supporting emotional and social development, in order that pupils are ready to learn;
- Ensuring that structures, systems and staffing are in place to provide individualised early help and support to overcome barriers to success, which may be contextual, social, emotional, behavioural or academic barriers;
- Engaging pupils in learning through purposeful experiences, so they take personal responsibility and develop the skills and qualities that will prepare them for future learning;
- Using targeted intervention and academic support to improve pupils' knowledge, skills and understanding in core subjects;
- Accessing all areas of school life, including enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Quality of teaching for all pupils
2	Achievement / ability in core subject areas, including maths, reading (phonics) and writing is a barrier to learning
3	Speech, language and communication needs, including limited vocabulary
4	Retention of concepts and recall of previous learning
5	Social, emotional and mental health needs and pupils' readiness to learn
6	Parental engagement
7	Access to learning and enriching experiences
8	Mobility – pupils may arrive with gaps in their learning, and pupils may need help to feel safe and secure

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
The quality of teaching and learning in core subjects is of a high standard.	Average progress of pupils at least matches national average progress from starting points in reading, writing and maths. The overwhelming majority of pupils achieve the expected standard in reading, writing and maths.
The quality of phonics and reading provision is of a high standard. Pupils read fluently and draw on explicitly taught phonic and comprehension strategies to support their reading.	The overwhelming majority of pupils pass the phonics screen. The overwhelming majority of pupils achieve the expected standard in reading.
Pupils' emotional needs are met and they are ready to access learning.	Thrive assessments and monitoring show pupils are more regulated. The overwhelming majority of pupils achieve the expected standard in reading, writing and maths.
Pupils are included and able to access the school's full provision.	Club attendance registers show that those eligible for pupil premium attend clubs, trips and enrichment activities at similar levels to non-pupil premium peers.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve 'early reading' by embedding the phonics scheme, including the use of appropriate texts to consolidate phonics knowledge at home. Embed English Hub training on 'Reading for Pleasure' to motivate all pupils and develop approaches and resources for explicit teaching of reading and writing across the whole school. • MAT Trust Specialist input • English SL meetings • Maths SL Meetings • EYFS SL Meetings • Maths Hub (MAT led) • Ogden Trust Science CPD for Science Lead • MAT RE CPD for RE Lead	EEF research shows high impact for very low cost for homework EEF research shows high impact for very low cost for phonics improvements EEF research shows very high impact for very low cost for reading comprehension strategies	1, 2, 4, 7, 8

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

Budgeted cost: £22,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support through targeted interventions, including maths, phonics, handwriting, vocabulary building etc £19,007 Teaching Assistant to deliver SALT interventions £2,000	EEF research shows moderate impact for moderate cost for Teaching Assistant interventions; very high impact for very low cost for reading comprehension strategies; very high impact for very low cost for oral language interventions	2, 3, 4, 8
Contract with private speech and language consultancy to provide direct input with targeted pupils, to undertake early assessments and to guide staff members on appropriate ongoing interventions £1,710	EEF research shows very high impact for very low cost for oral language interventions	2, 3, 4, 8

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

Budgeted cost: £31,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to extended school provision and clubs £4,000	EEF research shows moderate impact for very low cost for arts participation; low impact for low cost for physical activity	7
Free or subsidised access to educational visits £2,660	Monitoring, such as pupil perceptions and surveys, that shows impact of educational visits	7
Uniform subsidy £200	EEF research shows unclear impact for very low cost. However, we believe that the financial burden and lack of uniform can have an impact on pupil wellbeing and engagement in learning	5

Provision of counselling / therapeutic support for identified pupils £3,420 Dedham Therapy Farm £2574	EEF research shows moderate impact for very low cost for social and emotional learning	5
Provision of lunch time nurture groups; employment of Pastoral Support Worker; employment of staff to meet pastoral needs of service pupils; ELSA support £19007	EEF research shows moderate impact for very low cost for social and emotional learning	5, 6, 7, 8

Total budgeted cost: **£54,578**

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 2023 to 2024 academic year.

Teaching and Targeted Academic Support:

All Pupil Premium funding was spent as intended.

On average, pupils eligible for Free School Meals made less progress than non-FSM peers in 2024-25 according to internal assessment and tracking data. However, service pupils, who also generate an additional premium, attained well and made better progress relative to their non-service peers.

At the end of Reception, the proportion of Pupil Premium pupils achieving a Good Level of Development (GLD) was broadly in line with non-Pupil Premium peers. The proportion of all pupils achieving GLD was in line with the national average. In Year 1, phonics screening results were less than national average; the achievement of pupils eligible for Pupil Premium was broadly in line with non-Pupil Premium peers. In national tests at the end of Key Stage 2, the proportion of all pupils at expected standards was below national averages. Those eligible for Free School Meals did not perform as well as their non-FSM peers. The previous year, 2024-25, eligible pupils had performed in line with peers in maths and better than their peers in reading.

Speech and language provision aided pupils' fluency in reading. Speech Link and Communicate assessments show the positive impact over the course of the academic year. Individual reports show that pupils made good progress in achieving their small step targets. New targets were generated and support for the majority of these pupils is ongoing although some have made sufficient progress to be discharged.

All pupils were able to access good quality books and reading comprehension activities through the teaching of reading using whole-class texts. Following our work with the English Hub, there has been a focus on reading for pleasure to inspire pupils and improve engagement with reading. Individualised interventions and support led to positive improvement in pupil engagement. Pupils who were struggling to access education in the classroom are now more routinely engaged in class-based learning, with support to address gaps and barriers to learning. This work to build resilience and address developmental gaps is ongoing and continues to involve our pastoral staff members. A majority of pupils who received one-to-one or small-group tuition made good progress in the subject in which they had intervention, including in phonics. This tuition was provided by qualified teachers, who were known to the pupils. Pupils

responded well to targeted interventions based on basic number work, reading comprehension skills and grammar. A staff member had dedicated time to provide maths interventions for identified pupils across year groups. For pupils with special educational needs, small-step progress in phonics, speech and language, reading and maths have been observed, evidenced in individuals' Support Plans.

Wider Strategies:

Funding allowed for the organisation of clubs, including before and after school clubs, which identified pupils were able to access free of charge. Pupil Premium pupils were able to access clubs and educational enrichment activities, such as school trips, free of charge. All Year 5 pupils accessed tuition in a musical instrument with no financial barriers. The majority of pupils who accessed professional therapeutic support were more able to regulate their behaviour, which had a positive impact on collaboration in the classroom and their learning. The Pastoral Support Worker had a significant impact on engagement with pupils and parents. The Pastoral Support Worker referred a large number of pupils to external services, including the school nursing team and professional therapists. This intervention supported families as well as the emotional wellbeing of identified pupils.

Further information

Significant bespoke pastoral support, such as support with bereavement and emotional regulation, is used to remove barriers to learning and build positive relationships. This pastoral support is linked to the school's Christian vision and has been well-established in the school over many years. The Pastoral Support Workers maintain very strong links with external agencies, such as therapists, the school nursing team and early help professionals in order to best meet pupils' needs. St Mary's has 'Dying to Talk' accreditation from St Elizabeth Hospice for our strategic bereavement support. The school also employs a Service Children's Champion for one afternoon each week, who is focused on meeting the welfare needs of these pupils.

There are two trained Emotional Literacy Support Assistants (ELSAs) in school, one of whom is the Service Children's Champion.