

St Mary's Church of England Primary School
'Dream, Believe, Achieve!'
'With God, all things are possible.' Matthew 19:26
Pupil Premium Strategy Statement 2024 – 2025

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	254
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs. R. Ayres (Head Teacher)
Pupil premium lead	Mrs. A. Nethercot
Governor lead	Mrs. E. Stock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,160.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£96,160.00

Part A: Pupil premium strategy plan

Statement of intent:

Our intention is that all pupils, irrespective of their background or the challenges they face, make increasingly good progress year on year and achieve high attainment across all subject areas. It is important to us that each child at St Mary's Primary School is seen as an individual, unique learner who can make good progress, achieve high attainment, and develop emotionally, mentally, socially, and academically.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. For the purpose of achieving our vision, we aim to ensure that pupil premium students participate in the wider curriculum to the same extent as their peers, whilst addressing and removing any barriers faced by disadvantaged students.

The focus of this Pupil Premium strategy is to support all disadvantaged students, regardless of prior attainment, in achieving their full potential and becoming aspirational individuals. The initiatives we hope to achieve will enable children to build the skills needed to succeed as they transition to secondary school and beyond.

This strategy acknowledges the complex challenges faced by disadvantaged pupils and vulnerable children in Hinckley and its surrounding areas, including those with a social worker, young carers, looked-after children and families on early help or pre-early help pathways. No single intervention can address these challenges so we believe a multi-faceted approach provides the best opportunity for our children to succeed.

Quality first teaching, as outlined in the EEF Guide to Pupil Premium, is central to our strategy. This approach promotes high expectations for teaching and learning, strengthens teachers' subject knowledge and provides pupils with the best opportunities in every subject. Evidence shows that high-quality teaching has the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils while improving outcomes for all learners.

In addition to high-quality teaching, we recognise the need for targeted support outside the classroom. This includes addressing social, emotional, and mental health needs and providing focused academic interventions to enable children to succeed within the classroom. Common barriers to learning for disadvantaged children, can be less support at home, less well-developed 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 approach has been carefully considered by strategic leaders, the Pupil Premium lead and the school business manager. It is informed by individual family circumstances, academic achievement data and teacher assessments. The strategy is flexible and will be adapted throughout the year to meet the evolving needs of our community.

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.
- To support our children's health and wellbeing to enable them to access learning.
- To ensure that all children have access to a range of extra-curricular activities in order to inspire their lifelong love of learning beyond the classroom.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Guaranteeing that all pupils receive a high-quality education through good or better teaching.
- Targeting interventions (groups and 1:1 support) to accelerate progress towards end of year objectives and to focus on overcoming any gaps or misconceptions in learning.
- Supporting payment for activities, educational visits and residential trips to make certain that all children have the opportunity to experience memorable learning experiences in and out of the classroom.
- Additional teaching and learning opportunities provided through trained ELSA or external agencies.

Achieving these objectives:

- **Assess Needs:** Conduct thorough assessments to identify the specific needs of pupils eligible for pupil premium funding, ensuring that teaching strategies are tailored accordingly.
- **Quality Teaching:** Implement a robust professional development program for teachers focused on evidence-based practices that enhance teaching quality, ensuring all lessons are rated as good or better.
- **Targeted Interventions:** Develop and monitor targeted intervention programs, including small group and one-on-one support, to address gaps in learning and misconceptions. Use data-driven approaches to track progress towards end-of-year objectives.
- **Funding for Activities:** Establish a clear process for allocating pupil premium funds to support extracurricular activities, educational visits, and residential trips, ensuring all pupils have equal access to enriching experiences.
- **Utilise External Support:** Collaborate with the school's trained Emotional Literacy Support Assistant (ELSA) as well as external agencies to provide additional teaching and learning opportunities that cater to the emotional and academic needs of pupils.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that our pupil premium children are not making as rapid progress in reading, writing and maths as non-pupil premium children.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are most evident from EYFS through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	General knowledge, vocabulary acquisition and therefore educational equity may be affected if the family are unable to afford extra-curricular activities and outdoor visits.
5	The child may not have access to high quality literature. <i>'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.'</i> Education Endowment Foundation
6	Many families are experiencing financial barriers which are unprecedented. This is not only impacted the ability of parents to ensure their child is appropriately prepared for school, i.e. through the provision of uniform etc., but it is also having a significant impact on the stress experienced by parents, which in turn impacts children's well-being.
7	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
8	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
9	The attendance and punctuality of disadvantaged pupils is below that of their non-disadvantaged peers.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that the majority of disadvantaged pupils make at least expected progress.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes show that the majority of disadvantaged pupils make at least expected progress.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes show that the majority of disadvantaged pupils make at least expected progress.
Improved attendance and punctuality of disadvantaged pupils.	Attendance of disadvantaged pupils is at least in line with the attendance of non-disadvantaged pupils by the end of the current plan.
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils, that is particularly evident in EYFS.</p> <p>This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in the rest of the school.</p>
Improved behaviour and focus in class for disadvantaged pupils with SEMH needs, leading to improved attainment.	<p>Children with SEMH needs will be well supported and have the right provision in place, with a key focus on early identification.</p> <p>Intervention groups will be successful and improve educational outcomes for disadvantaged pupils.</p>
Improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.	Children will have been exposed to rich learning experiences thread into the curriculum that supports in levelling the playing field and improving outcomes. Children will be closer to the level of their peers when it comes to talking about

	experiences and applying this to written outcomes.
Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.	Pupils will show improved self-esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers.
Engender a love of reading in all pupils. Our disadvantaged children enjoy reading and have developed a reading habit. They are reading at an age-appropriate level and their access to quality literature is enhanced. Improvements in reading impact on other areas of the curriculum.	Reading culture will be evident around school. All children will have access to a range of books. Parents will be more involved in their child's reading. This will be evidenced in home/school reading records. Children will talk confidently about literature and be able to articulate their love of reading

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: **£ 51,380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching for all pupils by providing CPD to further improve teaching and learning with particular emphasis on current pedagogy</p> <p>All staff too access high quality CPD from Gateway Alliance</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	<p>1,2,3,4,5,8 £12,000</p>
<p>Fund teacher release time to embed key elements of training in school and to access resources and external CPD</p>	<p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff</p>	<p>1,2,3,4,5,8 £1500</p>

1-1 and small group support for disadvantaged pupils in the classroom.	Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4,5,8 £21935
Establish and maintain the fidelity of a synthetic approach to phonics throughout school enabling strong phonic results and staff up-skilled in enabling pupils to catch up.	Phonics and reading comprehension approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and comprehension particularly for disadvantaged pupils:	1,3 £2585-Training plus access to resources
Peer coaching-DHT/LSA intervention with small groups	Phonics Toolkit Strand Education Endowment Foundation EEF	
Librarian to promote reading for pleasure with hard-to-reach pupils.	Ofsted strongly believe that unless we have a love of reading our reading progress and life changes will be limited.	2,5 £1000
Purchase books for Snuggle Bags and Suitcases for KS1.		2,5 £750
Additional Teaching Assistant support in EYFS to increase ratios and support with the acquisition of early language and phonics	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3 £11986

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

Budgeted cost: **£ 25500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Establish small group interventions for disadvantaged pupils falling behind age related expectations in R/W/M.	Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3 Costed above
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	1,3
Access to speech and language intervention through Mable. Staffing allocated to support the provision of S and L for children identified as having a need for improved communication and language.	One to one tuition EEF educationendowmentfoundation.org.uk	2 £6500

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

Budgeted cost: **£ 21920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>SENCO and FSW to deliver ELSA to help children and young people learn to understand their emotions and respect the feelings of those around them</p> <p>Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunch club.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>7,8 £8000- Proportion of FSW Salary £10,000 - ELSA for 15 hours per week plus cost of supervision £500-Training for second ELSA</p>
<p>Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. Provision of school uniform/PE kits.</p>	<p>Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. Evidence shows they also have less oral language skills as a result of having less opportunities.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>7 £5000-Trips £2720-Uniform</p>
<p>Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class based learning.</p>		<p>6 £500</p>
<p>Support PP children in accessing enrichment activities including Music. Deliver high quality music provision through County & Music and Rock Steady.</p>	<p>Arts participation approaches have a positive impact on academic achievement in other areas of the curriculum.</p> <p>EEF/Teaching and Learning Toolkit/Arts Participation</p>	<p>7 £3500</p>
<p>Counselling services through Mable</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>7,8 £5000</p>

FSW/SENDSCO working with vulnerable disadvantaged families and offering a range of support from school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	7,8
Paid attendance at Breakfast Club for identified disadvantaged pupils.		£7000
Clear strategies in place to improve attendance and punctuality including access to the Attendance Team for advice and support.	The Headteacher involves all members of the school community - leadership and management, relationships and communication, systems and data, and intervention. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	9 £500
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	£3000

Total budgeted cost: £98800

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.

Actions	Impact
Ensure quality first teaching for all pupils by providing CPD to further improve teaching and learning with particular emphasis on current pedagogy Fund teacher release time to embed key elements of training in school and to access resources and external CPD	Teaching continues to improve. Staff are well trained and best placed to support children as acknowledged by Ofsted in September 2023. CPD needs identified in line with LIP making sure that teaching and learning is high quality for all pupils.

<p>1-1 and small group support for disadvantaged pupils in the classroom.</p>	<p>Children received 1:1 or small group work working on specific targets identified by the class teacher. Learning has moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils to narrow the gap. Progress for Years 1/2-Reading +0.3, Writing +0.4 and Maths +0.2. Progress for Years 3/4-Reading +0.2, Writing +0.3 and Maths +0.3. Progress for Years 5/6-Reading +0.2, Writing +0.4, Maths +0.1. This is from Autumn 2023-Autumn 2024.</p>
<p>Establish and maintain the fidelity of a synthetic approach to phonics throughout school enabling strong phonic results and staff up-skilled in enabling pupils to catch up.</p>	<p>All Key stage 1, F and seven Key Stage 2 staff completed Phonics Training in December 2021. Bug Club Phonics is being used in Foundation and Key Stage 1 to ensure fidelity across school. This was acknowledged by Ofsted in September 2023. Year 3/4 daily practice of phonics where needed. Results for disadvantaged pupils below:</p> <p>Year 1</p> <p>33.3% of St Mary's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 2 pupils out of 6.</p> <p>This is 50.2% lower than the national Non-Disadvantaged cohort at 83.5%.</p> <p>St Mary's gap to Non-Disadvantaged pupils nationally has decreased by 23.6% from -26.6% in 2022/23, to -50.2% in 2023/24.</p> <p>St Mary's Year 1 Disadvantaged cohort's Phonics Expected Standard has decreased by 22.3% from 55.6% in 2022/23, to 33.3% in 2023/24.</p> <p>Year 2</p>

	<p>60.0% of St Mary's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 3 pupils out of 5.</p> <p>This is 2.0% higher than the national Non-Disadvantaged cohort at 58.0%.</p> <p>St Mary's gap to Non-Disadvantaged pupils nationally has improved by 14.1% from -12.1% in 2022/23, to +2.0% in 2023/24.</p> <p>St Mary's Year 2 Disadvantaged cohort's Phonics Expected Standard has increased by 10.0% from 50.0% in 2022/23, to 60.0% in 2023/24.</p> <p>The Disadvantaged Year 2 pupil(s) in your school are in percentile 34 for Phonics Expected Standard when compared to other schools.</p>
Additional Teaching Assistant support in EYFS to increase ratios and support with the acquisition of early language and phonics	Children received additional 1:1 or small group work due to extra adults. The progress from their entry point in EYFS to the start of Year 1 was Reading +0.3, Writing -0.3 and Maths +0.7. The lower writing progress is impacted by one child with poor attendance.
Staff training on positive behaviour management and wellbeing approaches with the aim of developing our behaviour policy and supporting children with SEMH difficulties. Sourced through React UK	Whole staff trained on positive behaviour handling (August 2024) has ensured a support network and culture which permeates across the school to support pupils with SEMH issues which are much more paramount since the pandemic.
Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunch club.	<p>Improved emotional literacy-children able to deal with conflict, more resilient. Children becoming more self-confident.</p> <p>Two members of staff trained in Emotion Coaching.</p>
Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events	We have increased the number of trips/visits this year and aimed to make them affordable for all. However, the cost of living crisis has impacted the ability to pay.

Additional PE kits bought to allow full participation in sport to raise self-esteem.	Development of perseverance, resilience, self-confidence and the opportunity to attend a wide range of sporting events.
School uniform vouchers available to PP families so that children don't feel disadvantaged.	Children feel a sense of belonging and pride-raising their self-esteem and confidence. In turn this filters through their academic work allowing them to make good progress.
Support PP children in accessing enrichment activities including Music. Deliver high quality music provision through County & Music and Rock Steady.	Improvement in self-confidence, patience and perseverance-developing characteristics essential for life-long learning.
Counselling through Mable	<p>This has been extremely impactful for some children as it can be tailored to individual needs building up self-confidence, lessening anxiety and enabling child voice at times of need.</p> <p>Mable has been used where a high level of counselling has been needed at short notice. The pupils involved have accessed 10 sessions.</p>
Clear strategies in place to improve attendance and punctuality including access to the Attendance Team for advice and support.	<p>Persistent Absence for disadvantaged and vulnerable pupils remains an issue. Robust systems are in place and the current FSW works tirelessly to identify reasons and strategies to improve this. We rigorously challenge persistent absence, and whilst supporting families with genuine difficulties, challenge and fine families who consistently abuse official regulations. We are part of a new national attendance network in order to develop a Whole School approach to attendance- 5 Foundations of Effective Attendance Practice.</p> <p>Overall Absence</p> <p>St Mary's Disadvantaged cohort of 54 enrolments have an Overall Absence of 6.8%. This is 2.4% higher than the national Non-Disadvantaged cohort at 4.4%. Your school's gap to Non Disadvantaged pupils nationally has decreased by 1.1% from +3.5% in 2022/23, to +2.4% in 2023/24. ST Mary's Disadvantaged cohort's Overall Absence has decreased by 2.1% from 8.9% in 2022/23, to 6.8% in 2023/24. The Disadvantaged pupil(s) at St Mary's</p>

	<p>are in percentile 41 for Overall Absence when compared to other schools.</p> <p>Persistent Absence</p> <p>16.7% of St Mary's Disadvantaged cohort are persistently absent, 9 pupils out of 54. This is 5.2% higher than the national Non-Disadvantaged cohort at 11.5%.</p> <p>Your school's gap to Non Disadvantaged pupils nationally has decreased by 9.5% from +14.7% in 2022/23, to +5.2% in 2023/24.</p> <p>St Mary's Disadvantaged cohort's persistent absence has decreased by 14.6% from 31.3% in 2022/23, to 16.7% in 2023/24.</p> <p>St Mary's Disadvantaged pupil(s) are in percentile 20 for persistent absence when compared to other schools.</p> <p>Severely Persistently Absent</p> <p>1.9% of St Mary's Disadvantaged cohort are severely persistently absent, 1 pupils out of 54.</p> <p>This is 1.3% higher than the national Non-Disadvantaged cohort at 0.6%.</p> <p>St Mary's gap to Non-Disadvantaged pupils nationally has decreased by 1.2% from +2.5% in 2022/23, to +1.3% in 2023/24.</p> <p>St Mary's Disadvantaged cohort's severe persistent absence has decreased by 1.1% from 3.0% in 2022/23, to 1.9% in 2023/24.</p>
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	<p>The Disadvantaged pupil(s) at St Mary's are in percentile 74 for severe persistent absence when compared to other schools.</p>
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