



# St Mary's Church of England Primary School

Pupil Premium Strategy Plan 2024 – 2027 (2025- 2026 academic year)

## School overview

Detail	Data
School name	St Mary's Church of England (VA) Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025 - 2026
Date this statement was published	20 <sup>th</sup> December 2025
Date on which it will be reviewed	Annually in the Autumn Term
Statement authorised by	Local Governing Body
Pupil premium lead	Natasha Maxwell
Governor lead	David Gilbert

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including service children)	£37,310
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,310

## Part A: Pupil premium strategy plan

### Statement of intent

St Mary's is a school where everyone is welcomed, aspirations are high, ambition is nurtured and children flourish in our care. We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

We have adopted a tiered approach to our Pupil Premium Spending which allows us to focus on a series of targeted strategies which will have the greatest impact. These are:

#### 1. Teaching

Spending on improving the quality of teaching and providing professional development opportunities is a fundamental principle and area of focus for our school to enable all learners, including disadvantaged learners to succeed. Ensuring an effective teacher is in front of every class, and that every teacher and every support staff member is supported to keep improving, is a key ingredient to the success of our provision and is therefore the top priority for our Pupil Premium spending. None of this work is effective without school leaders driving the vision- that all children should aspire to achieve great things, are nurtured to achieve great things and as a result flourish in developing a full and fulfilling life. School leaders challenge learning culture, setting standards and expectations of self and others- all managed and organised in a framework based on priorities. It is essential that we grow our own leaders within classrooms and school. *'The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort with all staff understanding the strategy and their role within it.'* **Education Endowment Foundation- The EEF Guide to Pupil Premium funding.**

#### 2. Targeted academic support

Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of strategies from one-to-one or small group interventions that work alongside to complement and enhances effective classroom teaching and learning. *'Teachers/teaching assistants using specific teaching strategies and interventions significantly raises outcomes for children living in poverty. Evidence based approaches include cooperative learning (structured group work), frequent assessment and 'learning to learn' strategies.* **C4EO- Schools and Communities Research Review 4- Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty including white working class boys.**

### 3. Wider strategies

The final element of our approach is to provide support in tackling the most significant, non-academic barriers to success at school, including attendance, behaviour, lack of access to cultural capital opportunities, social and emotional support.

#### Our ultimate objectives are to:

- Remove barriers to learning created by low income, family circumstance and background
- Narrow the attainment gap between disadvantaged and non disadvantaged
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

#### Our Context

- 14.9% of our pupils are in receipt of the Pupil Premium Grant in comparison to 25% national
- Our school is situated on the edge of a village location close to the border of London Borough of Hillingdon, surrounded by fields and high value homes. As a result, a lot of our families reside outside of the catchment area.

#### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching (Tier 1)
- Provide targeted intervention and support to quickly identify and address gaps in learning including the use of small group work and 1:1 support (Tier 2)
- Target funding to ensure that all pupils have access to trips and firsthand learning experiences (Tier 3)
- Provide opportunities for all pupils to participate in enrichment activities including sport and music (Tier 3)
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom (Tier 3)

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Key Principles

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. (Tier 1)
- Class teachers will identify specific intervention and support for individual pupils which will be reviewed termly. (Tier 1)
- Alongside academic support, we will ensure those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. (Tier 3)
- In making provision for our disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. (Tier 1)
- We also recognise that not all pupils who are disadvantaged qualify for free school meals. We reserve the right to allocate the Pupil Premium Grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. (Tier 3)
- Supporting children to be in their best place for learning and socially, through offering breakfast and after school club when deemed appropriate. This is also to support families where there is lower than our benchmark for attendance. (Tier 3)
- The Pupil Premium Grant will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limiting funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time. (Tier 2)
- The progress and wellbeing of pupils who join mid-point in their education, including those in receipt of the Pupil Premium Grant, are closely monitored through pupil progress meetings to ensure rapid integration, strong engagement and sustained progress over time. (Tier 1)
- The impact of support for disadvantaged pupils is reviewed regularly through pupil progress meetings, attendance monitoring and pastoral review, ensuring provision is adapted swiftly where impact is not yet strong enough. (Tier 1)

## **Supporting Pupils Joining Mid-Point in Their Education**

A number of our pupils, including those in receipt of the Pupil Premium Grant, join St Mary's mid-point in their primary education. We recognise that these pupils can be particularly vulnerable due to disrupted learning, gaps in curriculum coverage, and the social and emotional impact of transition.

To ensure that all pupils make a positive and successful start, we have a clear and structured induction process. This includes an initial assessment period prior to starting, enabling staff to gain an accurate understanding of each child's academic strengths, gaps in learning, language development, learning behaviours, and social and emotional needs. Pupils also spend a supported morning within their new class

before their official start date, allowing them to become familiar with routines, peers and key adults in a safe and nurturing environment.

Alongside this, an initial meeting is held with parents and carers to gather detailed information about the child's prior experiences, interests, emotional wellbeing and any potential barriers to learning. This ensures that school and home work in close partnership from the outset and that provision can be carefully tailored to meet individual needs.

Following the child's start at St Mary's, a further review meeting is held with parents and carers after approximately two to three weeks. This provides an opportunity to evaluate how well the child has settled academically, socially and emotionally, to share progress against initial assessments, and to make any necessary adjustments to support, intervention or provision.

Information from assessment, pupil observation and ongoing dialogue with families is used diagnostically to inform Quality First Teaching and, where appropriate, the timely deployment of Pupil Premium-funded academic, pastoral or wellbeing interventions. This ensures that pupils joining mid-point are supported effectively and are able to engage, settle and make sustained progress as quickly as possible.

Assessment information is used diagnostically to identify priority next steps and inform both Quality First Teaching and any targeted Pupil Premium-funded support.

## Challenges

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

Many of our vulnerable children will be experiencing more than one of these challenges to learning and due to small numbers of children in receipt of the Pupil Premium Grant, we are not reporting the findings online for confidentiality purposes.

Challenge number	Detail of challenge
1	Language deficit- a gap in vocabulary and a lack of ability to manipulate language for effect
2	A lack of metacognitive strategies
3	Emotional wellbeing which can impact on behaviours for learning
4	Limited cultural capital and enrichment - lack of experiences and understanding
5	Attendance - irregular punctuality and attendance means that the impact of schooling is lessened due to lack of time

6	Ability to self-regulate emotions - children need support to direct their own behaviour towards a goal, despite the unpredictability of the world and their feelings.
7	The nutritional content of school lunches is better than that of packed lunches, and research suggests that eating school lunches has benefits for children's behaviour, concentration and health.

## 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
Disadvantaged children access very high quality Early Years provision	Reception children achieving higher than national Early Years Foundation Stage Profile
Our most vulnerable children have positive learning behaviours.	All staff are trained in supporting working memory, self-regulation, meta-cognition
Reading and vocabulary is enriched throughout all areas of the curriculum.	Attainment in all foundation subjects is at the same standard as their peers
Extracurricular opportunities for all vulnerable children	All children in receipt of the PPG grant will access at least one club.
Phonics	Percentage of pupils passing the phonics screening check will be in line with national data
Reading, Writing, Maths	Achieve outcomes in line with or above, national average by the end of KS2.
Extend the range of reading and library books and train staff/volunteers	Children develop a love of reading
Extend IT provision for vulnerable children	All children are able to access remote learning
Increased attendance for vulnerable groups	Vulnerable group attendance to be 96%

## Activity in this academic year (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.

### Tier 1: Teaching underpinned by high quality CPD

*'Professional Development programmes must consider both subject knowledge and subject specific pedagogy in order to achieve their full potential'. **Developing Great Teaching - Teacher Development Trust***

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Improvement Partner to work with Curriculum Lead and Foundation Subject Leaders	Ofsted research review series	1
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching	Supporting the Attainment of Disadvantaged Pupils (DfE 2015) suggests high quality teaching as a key aspect of successful schools  The forgotten: how White working class pupils have been let down and how to change it. (Parliament.uk, June 21) found that while White British pupils are less likely to be FSM eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.	1,2,
School Improvement Partner to work with Curriculum Lead and Subject Leaders to monitor progression and reading across the curriculum	Ofsted research reviews 2021 DfE Reading Framework 2021	4
English advisory training for teachers – writing focus	DfE English Research Review July 2022	1
Embedding the new scheme for phonics across EYFS & KS1 through ongoing support and training for teachers and support staff	DfE Reading Framework 2021	1, 2
Scheduled Pupil Progress Meetings to identify barriers to learning and next steps	Inside the Black Box: Raising Standards Through Classroom Assessment 1998	2

## Tier 2: Targeted academic support

Quality of Instruction. *'This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also found to improve attainment'*. **What makes Great Teaching, Prof Rob Cole**

Budgeted cost £5840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Editing/spelling groups	EEF Toolkit + 6 months for feedback	1,2
Wave 3 FFT	Pedagogy and practice based on the Reading Recovery method	1,2
Phonics interventions	DfE Reading Framework 2021	1,2
Maths Catch Up small group activity	Catch Up ratio gain 2.2 A ratio gain of 2 or more is considered 'good impact' (Brooks, 2004)	1,2
Working memory booster sessions	EEF Toolkit- metacognition and self-regulation +7 months	1,2
Pre-teaching and overlearning sessions	EEF Toolkit- metacognition and self-regulation +7 months	1,2
Wellcom Speech and Language assessment/programme	Weak language and communication skills. Reception on Entry data shows Communication and Language for PPG pupils is below their peers. There is not the breadth of vocabulary that reflects their experience. In KS1/2 pupils find it difficult to use talk to connect ideas and what is happening coherently	1,2
Access to Ed Psych	Financial support where required for a SEND diagnosis if not accessible via the LA.	1,2

## Wider strategies - attendance, behaviour, wellbeing, cultural capital

Budgeted cost: £7,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Emotional Literacy Programme. (FEELIT!)	EEF Toolkit, Social and Emotional Learning.	3,6

Social skills group	EEF Toolkit, Social and Emotional Learning +4 months	3,6
Pastoral support to positively reinforce attitudes to learning	EEF Toolkit +3 months for self-regulation and metacognition strategies	3,6
Targeted lunchtime support- play leader training	EEF Toolkit, Social and Emotional Learning +4 months	3,6
Attendance Support – parental engagement	The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment KS2 DfE 2016	5
Music tuition	<a href="https://www.anewdirection.org.uk/research/pupil-premium-case-studies">https://www.anewdirection.org.uk/research/pupil-premium-case-studies</a>	4
Sports Coach Led enrichment clubs	<a href="https://www.anewdirection.org.uk/research/pupil-premium-case-studies">https://www.anewdirection.org.uk/research/pupil-premium-case-studies</a>	4,6
Trips	<a href="https://www.anewdirection.org.uk/research/pupil-premium-case-studies">https://www.anewdirection.org.uk/research/pupil-premium-case-studies</a>	4
Free School Meals	DfE Evaluation of the Free School Meals Pilot Impact Report 2010	7

**Total budgeted cost: £37,310**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes (2024 - 2025)

This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year.

### 1. Ensure PPG pupils are back on track at the same rate as non PPG by July 2025.

Our PPG data must be interpreted with caution due to very small cohort sizes across the school. In Year 6 there were only three PPG pupils, in Year 4 there were four, and in Year 1 there were five, including two service children. With such small groups, percentage outcomes can only fall into broad bands, meaning individual pupil results have a disproportionately large impact on published data. Despite this statistical volatility, the information helps us identify strengths and priorities within the provision for disadvantaged pupils.

#### Year 1 Phonics Screening Check (5 PPG pupils, including 2 service children)

PPG average score: 38/40 (95%)  
Whole class average: 36/40  
Pass mark: 32/40

This demonstrates very strong early reading performance, with PPG pupils achieving above the whole-class average.

#### Year 4 Multiplication Tables Check (4 PPG pupils)

PPG average score: 23.0/25  
Whole class average: 23.1/25  
National average: 21/25

PPG pupils performed in line with the cohort and significantly above the national average, showing secure mathematical fluency.

#### Year 6 SATs Outcomes (3 PPG pupils)

Reading  
PPG attainment: 67%  
National PPG average: 63%  
Overall national average: 75%

PPG pupils performed above the national average for disadvantaged pupils.

Mathematics  
PPG attainment: 0%  
National PPG average: 61%  
Overall national average: 74%

While this appears low, the very small cohort means individual outcomes significantly affect percentages. Internal tracking shows pupils made progress from their starting points, and maths remains a priority area.

Writing (Teacher Assessment)

PPG attainment: 33%

National PPG average: 59%

Overall national average: 72%

Writing outcomes remain a developmental focus, with targeted actions in place for composition, transcription and stamina.

Grammar, Punctuation and Spelling (GPS)

PPG attainment: 67%

National PPG average: 60%

Overall national average: 73%

Outcomes in GPS were above the national PPG average. This demonstrates that pupils had good grammatical understanding, which was being applied increasingly in their writing. This result provided an early indication of their potential in composition. As the year progressed, this underlying strength contributed to improved writing outcomes, and by the end of the year our internal assessments showed that writing attainment was higher than the published SATs data.

**Internal data for Years 3–5 in Reading and Maths** shows the strong development we have been driving across the school. Across these year groups, there are 13 PPG pupils. We use externally ratified assessment papers from Hodder which gives clear standardised scores and achievement levels. The data is as follows:

Reading:

77% of PPG pupils are working at expected or above

80% of the whole school are working at expected or above

Maths:

77% of PPG pupils are working at the expected standard

71% of the whole school are working at the expected standard

This demonstrates that our targeted approaches are having a sustained and positive impact. In several areas, disadvantaged pupils are achieving securely and in some cases outperforming their peers, indicating that gaps are narrowing and progress is strengthening across the school.

- 2. Provide PPG pupils with access to enriching experiences and opportunities they may not otherwise have, helping to broaden their horizons, develop their cultural capital and support their personal development.**

Disadvantaged pupils access enrichment at a high and equitable rate, demonstrating inclusion in the lived curriculum: 74% of all pupils, 78% of pupils in receipt of pupil premium, regularly attend after-school enrichment clubs.

**3. Promote the health and wellbeing of PPG pupils through targeted support, ensuring they feel safe, valued, and ready to learn.**

Pupil voice indicates that PPG pupils feel confident and happy at school and able to engage with their learning.