

Pupil premium strategy statement 2025 - 2028

This statement details our school's use of pupil premium (2025/26 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 updated Autumn 2025
School name	St. Mary's Church of England Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	16% (Sept. 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	10.10.25
Date on which it will be reviewed	November 2026
Statement authorised by	Headteacher
Pupil premium lead	Maria Constantinou
Governor / Trustee lead	Alec Corio

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,800
Recovery premium funding allocation this academic year	0
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	£45,800

Part A: Pupil premium strategy plan: Statement of intent

The Pupil Premium is the funding allocated by government to children who are entitled to Free School Meals or who have claimed Free School Meals in the past 6 years. It is also allocated to Looked After Pupils and children of Service Personnel. The funding was given to schools in an attempt to close the gap in attainment between disadvantaged and non-disadvantaged children. Closing this gap has been challenging for schools and the reasons for the gap are numerous and complex. Nationally, a disadvantaged child is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching expected levels in reading and writing. The aim of this money is to try to close the attainment gap between pupils and to try and remove any barriers to learning that pupils may face.

At St. Mary's Primary School, our pupil premium eligible pupils are a defined group, but we are careful not to label pupils and make assumptions about their learning. Instead, we look at pupils as individuals in our pupil progress reviews, considering any barriers they be facing and deciding what support each child would most benefit from in order to make the best possible progress. As a one form entry school, our class by class Pupil Premium data is often a very small sample size and is always viewed holistically.

The pupil premium allocation has been highly variable across time. This is likely to be related to free meals being offered to all EYFS and KS1 pupils. Parents who receive benefits are still encouraged to apply for free school meals.

We are adopting a 3-year strategy plan to help us plan the most effective use of the pupil premium grant. This plan is a working document and will evolve throughout the year as we gather information and carefully monitor the progress and wellbeing of our disadvantaged and vulnerable pupils. We will update the plan annually on the school's website.

Our ultimate objective for our disadvantaged pupils is for them to achieve well, holistically, from their starting points and for them to have a rich and varied experience at school to contribute to their overall development over time.

- Quality first teaching is at the heart of our approach.
- Subject specific vocabulary is taught to the children in all subjects, and teachers refer to this throughout their lessons. This encourages our children to learn, understand and use these key words when talking about their learning.
- Adaptive teaching is also a focus, underpinning our approach and supporting the development of our provision within school.
- We are investing in staff by providing Continued Professional Development with a particular focus on identifying the needs of all our pupils, including the most disadvantaged.

We work hard to provide pupils with the skills, knowledge and understanding they will need to do well in school and in later life. As well as academic standards we want our pupils to become confident, resilient learners who enjoy school life, take ownership of their learning, and aspire to continually grow and improve.

The approaches we have adopted complement each other and help our pupils to thrive.

To ensure they are effective we will:

- Ensure we know our pupils well so that we can provide the support they need to make good progress and achieve well across all subject areas
- Ensure a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Develop a range of strategies and interventions to support children who fall behind in their learning in order to identify specific areas of support and when/how this will take place.
- Ensure that all pupils feel a genuine sense of belonging as part of the St. Mary's School family.

Challenges

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

1.	<p>ATTAINMENT AT Age Related Expectation</p> <p>Some pupils may not be working at age related expectations/may have conceptual gaps or misconceptions. Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.</p>
2.	<p>LANGUAGE SKILLS</p> <p>Some pupils may have limited language skills which can impact upon learning. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from through to KS2 - in general, these are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.</p>
3.	<p>BEHAVIOUR FOR LEARNING AND THE IMPACT OF SEND ON THIS</p> <p>In some cases, 'behaviour for learning' skills may need developing e.g. organisation, commitment, resilience. 35% of our disadvantaged pupils also have SEND (24% SEN Support, 11% who have an EHCP). Some of these challenges can also lead to a sense of 'disconnection' from peers.</p>

4.	<p>ATTENDANCE</p> <p>Our attendance data indicates that attendance among disadvantaged pupils was 3% lower in 2024/25 than for non-disadvantaged pupils. Our assessments and observations indicate absenteeism is negatively impacting on some disadvantaged pupils' progress.</p>
5.	<p>ACCESS TO WIDER RESOURCES</p> <p>In some cases, access to uniform, resources, such as IT equipment, books, libraries and life experiences. Analysis and observation indicate that many disadvantaged children have less access to these items and less hands-on experience of some activities that would add 'cultural capital'.</p>

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, writing and maths attainment for disadvantaged pupils at the end of KS1 & KS2.	Pupils will meet (or exceed) age related national expectations in English and maths (where additional needs do not impact on attainment).
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved behaviour for learning skills for all pupils in our school, particularly for our disadvantaged pupils and those who also have SEND.	Sustained behaviour for learning skills demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations

<p>To sustain improved attendance for all pupils, and to improve this, particularly for our disadvantaged pupils.</p>	<p>The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.</p>
<p>To sustain and further improve access to wider resources associated with a sense of belonging to the school learning community</p>	<p>All disadvantaged pupils will have access to a device to complete online learning and any necessary resources in school. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Evaluations indicate that only a small proportion of disadvantaged pupils take up instrumental lessons: all children will have regular, hands on experience of musical instruments in curriculum time. Observations indicate that only a small proportion of disadvantaged pupils engage in extracurricular activities. This number will increase with at least 10-15% of this cohort making up total numbers in clubs that run during and after school.</p>

Challenge 1: ATTAINMENT AT AGE RELATED EXPECTATIONS

- All staff will receive appropriate CPD to facilitate development and high quality teaching.
- Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need and to identify any gaps.
- Teachers will give pupils daily opportunities to consolidate key skills.
- In EYFS and KS1, pupils will receive daily phonics lessons and additional phonics sessions will be provided to help key children to ‘keep up’ or ‘catch up’. This includes any pupils in KS2 who require this in addition.
- Teaching assistants will be carefully deployed to support learning effectively.
- As required, children will access targeted interventions to support attainment and progress. This approach will be taken as quickly as possible but delivered at the speed directed by the children’s needs.

Challenge 2: LANGUAGE SKILLS

- Pupils (who need to) will have opportunities for additional reading and language enrichment interventions in school.
- Directed reading sessions will include elements of retrieval, meaning and inference, following the principles of Reciprocal Reading.
- Teachers will give pupils precise feedback to improve, including written feedback in comprehension tasks.
- Pupils with speech and language needs will have accurate assessments and personalised provision programmes to follow.

Challenge 3: BEHAVIOUR FOR LEARNING

- Pupils who need it, will have meetings with their teacher/ a member of SLT to support learning behaviour.
- High quality and an appropriate quantity of work produced will be evident in book looks.

- Age appropriate subject skills will be taught.
- Pupils will be exposed to a wide range of social, cultural and enrichment experiences within (and outside of) the school day.
- Staff CPD on Mental Health Awareness and wellbeing
- Staff CPD on specific SEND e.g. Autism, ADHD

Challenge 4: ATTENDANCE

- The school will contact parents proactively if attendance/punctuality slips below expectation.
- Families to engage with Educational Welfare Office processes as needed.
- Breakfast club will be offered to pupils as needed to support with punctuality.

Challenge 5: ACCESS TO WIDER RESOURCES

- Pupils who do not have access to a laptop or similar device will be offered one in order to access online home learning.
- They will also be provided with equipment to support excellent behaviour for learning and learning readiness.
- Provision of school uniform as needed so all pupils feel part of the St. Mary’s community.
- Access to school visits and residential will be offered at a significantly discounted rate enabling no child to miss out.
- All pupils will have ‘hands on experience’ of musical instruments

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resource materials to support the ongoing development of the curriculum and ‘talk for learning’.	There is a strong evidence base that suggests that children will know more and remember more if they are given more opportunities to talk about their learning. The progression of skills within our curriculum complements this approach.	1, 2
Employment of support staff to provide support for identified pupils and promote quality first teaching in every class	Teaching assistants who provide one-to-one or small group targeted support shows a positive benefit. Interventions are based on a clearly specified approach which the staff member has been trained to deliver.	1,2,3

Continue to adapt and improve our approach to writing (in light of DfE Writing Framework July 2025) - CPD for staff - Purchase resources	Primary school pupils' writing skills – including spelling and handwriting – need to become automatic so that they can concentrate on the content of their writing.	1,2
Increase parental engagement through the implementation of a range of workshops and home activities (including those that focus on Literacy and Behaviour for Learning)	The EEF's research brief on parental engagement found that initiatives designed to increase parental involvement e.g. in early literacy, such as workshops and reading programs, have a positive impact on children's progress and attainment.	1,2,3,4
Ensure that subject specific vocabulary is visible and regularly shared/referred to during lessons across the curriculum	Beck, McKeown, and Kucan argue that understanding and using subject-specific vocabulary is essential for comprehension and academic success	1,2
CPD: Staff training on Autism and ADHD	Work with Barnet advisory teachers with evidence of successful impact	1,2,3
CPD: Staff training on Restorative Practice principles	See evidence from Anti Bullying Alliance	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing small group teaching before school for pupils in year 6 whose attainment in maths is causing concern.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<p>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</p>	<p>1,2</p>
<p>Embedding high quality adult/child interactions in the early years and across the school.</p> <p>Developing language rich learning environments.</p> <p>Embedding dialogic activities across the school curriculum and making the best use of paired/group talk within the classroom. These can support pupils to articulate key ideas, consolidate understanding and extending vocabulary.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. https://educationendowmentfoundation.org.uk/public/files/Law et al Early Language Development final.pdf</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development by Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Provide half termly opportunities for internal skills sharing and modelling of best practice.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: EEF Improving Mathematics in the Early Years and KS1 Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1</p>

<p>Further develop the quality of social, emotional and mental health needs.</p> <p>SEMH understanding embedded into routine educational practices and supported by external professional as required.</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>3</p>
<p>Additional intervention sessions will take place, based on gaps/need. Where beneficial, children will access Literacy Gold or Toe by Toe interventions.</p>	<p>Toe by Toe - https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</p> <p>Literacy Gold - https://literacygold.co.uk/Results</p>	<p>1,2</p>
<p>Structured approach to spelling</p>	<p>Spelling Shed using The Science of Spelling – see evidence base</p> <p>Literacy Gold - https://literacygold.co.uk/Results</p>	<p>1</p>
<p>Pupils receiving timely and effective feedback, including verbal feedback to improve make further improvements to their learning. This will be complimented by clear instructional teaching and metacognitive practice. High</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	

expectations of learning behaviours will further support attainment and progress.		
Targeted academic support in classrooms; recruiting excellent support staff.	See Making Best Use of Teaching Assistants report and evidence base .	All challenges
Home learning support from a TA in After School Provision 'The Grove'. This will include the use of a laptop for online home learning platforms.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further improve the attendance of disadvantaged pupils: School administrator to track attendance on a weekly basis, and liaise with HT who will work directly with affected families as required.</p> <p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice. This involves training and release time for staff to develop and implement new procedures.</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice</p> <p>Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.</p> <p>Parental engagement evidence</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>		
<p>Use the Barnet Resilient Schools Toolkit to evaluate current practice and direct practice, focusing on:</p> <ul style="list-style-type: none"> • Mental health awareness • Identifying Need and Monitoring Impact • Social and emotional learning and promoting personal resilience • Working with parents/carers <p>Both targeted interventions and universal approaches can have positive overall effects: beneficial relationships with all of our children and families – understanding where they are coming from and that all behaviour is communication.</p> <p>Revised behaviour policy to take account of restorative practice principles and time taken on CPD to shape policy and practice at strategic level before cascading to staff and pupils.</p>	<p>Anna Freud Centre Resilient Schools Programme</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge No. 3</p>
<p>To give all pupils the opportunity to partake fully in school life:</p>	<p>Assessing pupil needs and talking to parents about what would help them to support their child’s learning. See EEF evidence on parental engagement.</p>	<p>Challenge No. 5: Access to resources and wider life experiences</p>

<ul style="list-style-type: none">• Subsidised access to paid clubs on offer and prioritised spaces in free, extracurricular clubs for disadvantaged pupils.• Subsidised costs for all workshops, trips, residential visits for disadvantaged pupils• Support with provision of school uniform		
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Total budgeted cost: £45,800

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 2024 to 2025 academic year.

	Statutory assessment data: Attainment of Pupils in receipt of Pupil Premium (and number of children in this data group)	Statutory assessment data: Attainment of Pupils NOT in receipt of Pupil Premium (and number of children in this data group)
End of EYFS 2025	5 pupils (1 SEN Support, 2 EAL) Achieving GLD: 40 % (2 children)	25 pupils Achieving GLD: 76%
Phonics Screening 2025	3 pupils (1 SEN Support, 3 EAL) Reaching expected standard in phonics screening: 66%	27 pupils Reaching Expected standard in Phonics Screening: 88%
End of KS2 2025	3 pupils At or above expected standard in Writing: 67% At or above expected standard in Reading: 100% At or above expected standard in Maths: 33% At or above expected standard in GPS: 100%	28 pupils At or above expected standard in Writing: 82% At or above expected standard in Reading: 96% At or above expected standard in Maths: 96% At or above expected standard in GPS: 96%
MTC Y4	7 pupils: 1 SEN Support and 1 child with EHCP 43% full marks 25/25	25 pupils: 60% full marks 25/25

Attendance figures 24/25: Pupils in receipt of PP = 94%, Pupils not in receipt of PP = 97%