

Pupil Premium Strategy Statement - St Mary's CE First Academy 2025-26

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
School name	St Mary's CE First Academy
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	3 years Sep 24 (£25,138) Sep 25 (£18,180) Sep 26
Date this statement was published	March 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Miss J Watts (Interim Assistant Principal)
Pupil premium lead	Mrs L Guy
Governor / Trustee lead	Reverend Douglas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£18,180

Part A: Pupil premium strategy plan

Statement of intent

We believe all things are possible with God and in our Church school, this means that all of our children, irrespective of their backgrounds or starting points, should make good progress from their starting point while they are with us and achieve all they possibly can. Our pupil premium strategy is part of the support on offer to enable our children to do this.

We have considered the potential challenges faced by some of our children, such as those who are in receipt of pupil premium funding and those who are considered to be vulnerable to ensure we have planned the right support to enable them to make good progress while they are at St. Mary's.

Quality first teaching is at the centre of everything we do as our children only get one chance at school. Quality first teaching means all staff who work with and alongside our children need to have a good subject knowledge and understand how children learn. This is why our pupil premium plan has a CPD focus for our teachers, teaching assistant and volunteers who play a key role in helping our children make progress.

We understand that some of our children will need extra support to fill gaps in their learning and practice skills/knowledge they have learnt in school so that they become fluent. The additional interventions that we offer aids this need. Across the whole school, an adaptive teaching style is used along with additional scaffolding for those pupils who require it. The result of this is that all children have the same access to the knowledge and skills being taught.

Underpinning all of these approaches is our commitment to the children as individuals and ensuring they get the right support/help, they need at the right time. Our staff team play an integral role in identifying and providing the support we offer to our children and families.

It is important to 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.

Challenges

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

Challenge number	Detail of challenge
1	Small number of children are eligible for PP, therefore, we have a low budget available.
2	Many of our vulnerable children enter our school with under developed oral language skills and a limited vocabulary compared to their peers and other groups.
3	Linked with Challenge 2, we want to ensure that all pupils achieve a reading age which enables them to read fluently and be able to access the wider school curriculum.
4	Specific needs relating to specific pupils (SEND/SEMH)
5	Observations/discussions tell us there is an increasing number of children who need additional support with their social skills, wellbeing and mental health issues. Social and emotional issues need to be supported to enable children to feel safe and secure, enabling them to learn.

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
1. Effectively use PP funding, and use of other funding, to support PP learners.	Best value for money in all areas. Resources and CPD have a positive impact on learning and progress.
2. Improved vocabulary and oral skills.	All children to experience direct teaching of vocabulary across the school. This to be evidenced through discussions with children and observations of learning and written work. Part of our teaching assistants time will be funded to support this work with identified pupils across the school.
3. For all children entering school below the expected standards achieve Y1 phonics and read fluently by the end of Y2.	Pupils eligible for PP funding will receive additional support/interventions as needed to ensure that they can make accelerated progress from their starting point in phonics and reading.

	The gap between pupils reading age and their chronological age narrows throughout the academic year.
4. To support very specific needs	Specific issues for pupils are identified and supported.
5. All children feel safe and secure, enabling them to focus upon their learning.	Vulnerable children are identified and additional support appropriate to their need, enabling them to thrive. Children feel safe and happy in school and know who their trusted adults are as well as how to safeguard themselves.

Activity in this academic year 2025-2026

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)

Budgeted cost: £7,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups for specific gaps in knowledge. Use of pupil progress meetings to define need and any adaptations to teaching.	Professional development of teachers and teaching assistants on evidence based approaches (EEF evidence). Use of intervention to target specific gaps- due to small cohort of pupils, looking at individual pupils supports this. This will be discussed in pupil progress meetings.	1, 2 & 3
Part funding of teaching assistant hours to enable intervention groups and high quality in class support and nurture. Support adaptive	Interventions and precision teaching are supportive when delivered in a timely manner by well trained staff. Adaptive teaching and support means all children will receive the additional help/resource they need to succeed but some children will need specific support to do this. Cognitive science approaches in the classroom - A review of the evidence.pdf	1, 2, 3, 4 & 5

teaching method by ensuring scaffolds and resources in place		
CPD sessions for all staff working with children on Early Reading, ELS Phonics and adaptation.	Subject knowledge being developed both for teachers and teaching assistants will result in the support in classes being of a higher quality, providing greater consistency across the school. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 & 5

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

Budgeted cost: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Focus groups depending on need	Lower starting points of pupils. Small group tuition. Small group tuition EEF Early Years Toolkit EEF (educationendowmentfoundation.org.uk) Outcomes of Pupil Progress meetings termly.	1, 2, 4 & 5
Identified pupils to receive additional daily phonics sessions in Reception and Y1 as needed. This is to close gaps as soon as they happen	Quality phonics sessions have a strong evidence base and have a direct impact upon pupil progress, especially those from a disadvantaged background. Targeted phonics sessions with support staff have been shown to impact upon pupil attainment.	1, 2 & 3
Working one to one with an ECAR trained Reading Recovery teacher to ensure all children can read by the end of Y2.	Research by the International Literacy Centre has shown that over 85% of children who have undertaken Reading Recovery have: Developed fluency and stamina and that enables them to read longer texts.	1, 2 & 5

	Learned to use rich language, develop complex sentences and have the ability to carry multiple ideas in their minds.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant training (apprenticeship levy) and time to deliver social friendship/turn taking groups to support pupil's social skills. Supporting pupils' social, emotional and behavioural needs.	EEF evidence around the importance of behaviour and social interventions. Improving Social and Emotional Learning in Primary Schools EEF Improving Behaviour in Schools EEF	1, 2, 3, 4 & 5
Supporting attendance.	Approaches to support attendance as outlined in the DfE Working Together to Improve School Attendance guidance and in the Attendance Toolkit. EEF - supporting school attendance resource. Working with Parents to Support Children's Learning EEF	1, 2, 3, 4
Communicating with and supporting parents.	Working with Parents to Support Children's Learning EEF Parental engagement EEF	1, 2, 3, 4
Contingency resources- to allow for flexibility in response to need eg social and emotional, behavioural.	So that issues and responses can be adapted eg before and after school care, uniform, financial hardship, etc. Based on our experiences, we have identified a need to set a small amount of funding aside to respond	1, 2, 3

	quickly to needs that have not yet been identified.	
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Total budgeted cost: £18,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Year data 2024-2025

Due to the small numbers at St Mary's, information provided is very general due to confidentiality- especially as the group includes pupils with additional needs.

PP attendance was good for most children. Where it was lower than expected, actions were taken and improvements seen.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using GLD, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we looked at comparisons using pre-pandemic scores for 2019 and post-pandemic scores for 2022/2023, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2024/25 was in line with our expectations.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Maths Circle
Widget	Widget
Twinkl	Twinkl
Sparkyard	Out of the Ark

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, children and staff in order to identify the challenges faced by disadvantaged pupils. We were unable to use the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours due to the service currently being paused.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our strategy and will adjust our plan over time to secure better outcomes for pupils.