

Pupil premium strategy statement for St. Mary's C of E Primary School.

School overview

Detail	Data
School name	St Mary's CE Academy
Number of pupils in school	217 (including N children)
Proportion (%) of pupil premium eligible pupils	33.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Joy Burgess
Pupil premium lead	Joy Burgess
Governor / Trustee lead	Alison Adair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,730 (£99,160 and 1 former LAC)
Recovery premium funding allocation this academic year	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
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	£101,730

Part A: Pupil premium strategy plan

Statement of intent

- Our vision of 'Rise Above The Ordinary' is for every child. By removing barriers to learning we want our children to achieve their very best. We do not allow any deprivation to put a ceiling on our expectations.
- As Quality First Teaching is proven to have the greatest impact on closing the disadvantaged attainment gap we provide the very best teaching to ensure the best outcomes. We have high expectations of all children whatever challenges they may face.
- We aim for all our disadvantaged pupils to achieve in line with, and make the same progress, as our non-disadvantaged children.
- Our current strategy works towards removing barriers to learning, providing a rich and varied curriculum, which incorporates experiences that our children may not otherwise access.
- Early identification of gaps where staff intervene at the point a need is identified – **scaffolding up**.
- We aim to take an attachment theory approach in all that we do, based on relational practice, where needs are precisely identified and planned for, especially if complex. Following DSAT Vulnerable Charter and 'I see you' staff will build positive relationships, welcome a child, get to know their likes/dislikes and if dysregulated ay...I can see you're angry...
- Our intention is for our children to make excellent reading progress and early reading is key.

We will know we have been successful when:

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up so no one is left behind.
- The gap between pupil premium pupils and non-pupil premium pupils is closed significantly.

- Assessments show that Pupil Premium pupils retain more information.
- Pupils have been exposed to a wide range of experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>Home factors</p> <ul style="list-style-type: none"> • For many pupils, support from home is good, however for some pupils, for a variety of reasons, are not fully supported with learning at home. This impacts on pupil progress, self-esteem and aspiration. • Financial issues- some of our disadvantaged families face significant financial hardship and observations and discussions with pupils and families are indicating this increase in the current financial climate. This can impact on progress and attainment, despite parents being fully committed to their children's education. • Parental negative attitude towards school due to own adverse experiences in education can, in some cases, mean poor parental engagement and support of learning.
2	<p>Mobility</p> <ul style="list-style-type: none"> • We have very high levels of pupil mobility. A significant number of pupils join with no spoken English and their parents have little spoken English too. This is very challenging and is very difficult for all staff as children have to learn to speak in English before they can read or write in English. As a result, behaviour can result because of the significant language barrier. Some of our families are seeking asylum and can often be rehomed with little notice having attended multiple schools before. This can result in large gaps of knowledge.
3	<p>Oracy</p> <ul style="list-style-type: none"> • Poor oral language skills which impact inference, reasoning and problem solving. This is a whole school issue but is a significant issue amongst our disadvantaged children.
4	<p>Early Reading</p> <ul style="list-style-type: none"> • Disadvantaged pupils generally have greater difficulties with phonics than their peers which negatively impacts their development as readers. This shows particularly in reading comprehensions where understanding depends on understanding of contextual clues
5	<p>Life experiences</p> <ul style="list-style-type: none"> • Lower level of life experience impacts the ability of children to draw on out

	of school experiences to support their learning in school. Without enrichment opportunities, some children would not have these experiences.
6	<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Historic attendance issues and attendance for pupils eligible for PP and for some pupils on the vulnerable list is lower than other pupils. Term time holidays present an ongoing challenge. • Assessment of attendance data shows disadvantaged pupils have poorer attendance . All attendance This increases the risk of low levels of achievement.
7	<p>Trauma</p> <ul style="list-style-type: none"> • High level of trauma among children with many exposed to multiple ACEs in their lives so far. • Challenging home environment for some children – social and emotional difficulties/lack of routines and boundaries. Poor emotional regulation and this impacts how they manage themselves and their relationships leading to low self-esteem among other things.
8	<p>SEND – Our Golden Thread</p> <ul style="list-style-type: none"> • Undiagnosed medical and SEND issues on arrival in the school/parental refusal to accept SEND issues throughout school – can be linked to parents/carers requiring a high level of support to access services to which children are entitled. Exacerbated by limited SEND financial support from Sheffield LA.

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
PP children continue to achieve broadly in line with national averages or above in Reading, Writing and Maths at the end of KS2. Diminish the difference between the attainment and progress of other pupils nationally and PP children.	<ul style="list-style-type: none"> • Pupils eligible for PP achieve in line with national averages at the end of key Stage 2 tests in all areas.

<p>Oracy - Children are able to express themselves effectively.</p> <p>Children can talk about and use strategies for emotional regulation..</p>	<ul style="list-style-type: none"> • The design of the curriculum will ensure that enriching experiences are commonplace and pupils develop their cultural capital through educational visits, gallery, park, river, castle etc... • Disadvantaged children will be prioritised during the selection of, and organisation of, extra-curricular events such as PE. • Pupil Premium pupils will engage with wider opportunities such as School Leadership Team, Play Leaders and Merit Captains. • Oracy focus in school as SIP priority 2. Teach Simply, Stem Sentences will enrich oracy for all children. Increased opportunities for oral performance within the curriculum and across the school. Vocabulary work through Pathways to Write will support language development. • Language Link scores show an increased receptive language ability for key children. The EYFS environment will create language opportunities. Staff CPD by the EYFS leader to the staff will develop children's language. • Records on CPOMS show a reduction in dysregulation related incidents • There is evidence of whole school emotions work across the school and children are able to talk about how they can use strategies to manage their emotions – Regulation stations are embedded practice across school. • Restorative conversations are used to encourage children to reflect on their feelings using their words and language while others listen.
<p>Improved baseline of attainment and progress from the start</p>	<ul style="list-style-type: none"> • Children make rapid progress across all areas of EYFS to meet age related expectations at the end of reception and close gap with non PP children. • New FS2 team to lead the FS1 and FS2 unit.

<p>To achieve and sustain improved attendance amongst our disadvantaged children.</p> <p>To lower the rate of pp and late marks</p>	<ul style="list-style-type: none"> • Support for PP families to ensure attendance is in line with all children (96.24%). Currently, it is just below this figure at 95.11% Current national is 94.3% • An attendance champion at school will support, an attendance champion from the trust will support, weekly recording and daily monitoring will ensure attendance improves further and families get increased support. Termly meetings with the LA will support. Attendance will be raised through RISE assembly. • Attendance pupil voice and a Late Gate will be planned for Spring 25 to support • Attendance board in the hall to further promote attendance. • New finings for term time holiday will support attendance if backed by LA. • There is a reduction of children who are persistently late and persistently absent who are pupil premium. • All staff to know pp children.
<p>To improve curriculum so it more engaging.</p>	<ul style="list-style-type: none"> • Pupil voice indicates more interest in learning. Children can talk about their learning and their sticky knowledge. • Staff voice indicates preferred curriculum and middle leaders developed
<p>Increased life experiences through trips and visitors into school.</p>	<ul style="list-style-type: none"> • Children can talk about a wide variety of school trips and visitors. Children can go on trips and be included. • LAC reading volunteer scheme to support weekly boost for reading practice. • Children can talk about a wide range of activities they access: trips to farms, castles, theatres etc..., sport activities, recorder from Y2
<p>SEND children are well supported to be able to learn in school.</p>	<ul style="list-style-type: none"> • All possible funding is pursued. • School engages effectively with external agencies to support children and families. • Case studies show impact on individual children. • Clicker training by staff – embedded in practice, widget used and embedded to support SEND/PP learners. Birmingham Toolkit and EAL assessment shows starting point and then good progress. • 5 a day principle re-launched
<p>Vulnerable families successfully identified and supported to ensure improved lived experiences for children.</p>	<ul style="list-style-type: none"> • Records on CPOMS show engagement between school, families and external agencies.

	<ul style="list-style-type: none">• Any Early help records evidence early and ongoing support for families.• Learning Mentor is more engaged with the community and vulnerable families.• Safeguarding is effective.• Higher engagement from families with school support as required.• Attachment theory practise and relational behaviour is promoted through school by all staff.
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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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long-term memory: pupils to know and remember more.</p> <ul style="list-style-type: none"> • Further increase the culture of high expectations of ALL pupils: a belief that all can make excellent progress from their starting points and that the quality of all outcomes matters. Promote 'Rise Above The Ordinary' in all that we do. • Embed an agreed/consistent approach to the use of retrieval strategies across school, alongside the effective use of jotters. Consistency when using knowledge organisers needs to be in place to support and ensure retrieval strategies and skills are taught and revisited frequently. • Focus on disadvantage within pupil progress meetings with all teaching staff (and TAs) to identify any child not fully reaching their targets, including GDS pupils. 	<p>EEF Toolkit: Teaching Assistant Interventions +4 months</p> <p>Walk Thrus is taking place and CPD from Learn Sheffield/other CPD for middle leaders which is shared in planned staff meetings</p> <p>Oracy will be thread through the curriculum to all leaders to help develop pupil's early language skills. EEF Oracy language interventions +6 months</p>	<p>1,2,3,4, 8</p>
<p>Develop consistently high-quality teaching through an effective system of CPD</p> <ul style="list-style-type: none"> • Staff training linked to the DSAT Teach Simply Model with a focus on generative learning, working memory and retrieval practice and schema building. • Within all CPD staff to consider the implications for pupils not yet at the expected standard. Assessment of foundation subjects monitor this progress. • In core subjects focus on the development of teaching strategies to support achievement at age related expectations. • Subject leaders working across schools to develop expertise and use/develop knowledge organisers and review History/ Geography Art/Dt by updating CUSP and making our bespoke St Mary's version. Introduce a new music scheme – Real PE/Real Music. • We will implement (and embed) the Walkthrus toolkit - Tom Sherrington for all teaching staff. • The DSAT Teach Simply approach will be developed and fully embedded into teaching and learning in all areas.. • Subject leader release time especially for focus subjects: Art, DT, History and Geography, writing • AAdair to support subject leader training – staff meeting. Subject hubs to support leaders with Sheffield hubs and the trust. • Maths focus - 'Maintaining Group'– Continue to work with South Yorkshire Maths Hub and Karen Staniforth – Frax and Reflex training to support arithmetic, fractions and multiplication. • Writing – To begin to roll out the Pathways To Write across 	<p>Internal data and monitoring outcomes</p> <p>EEF Toolkit: Self-regulation – Zones of Regulation embedded and used by all classes. Attachment Theory and restorative conversations embedded through school.</p> <p>Research to support this: Rosenshine, Retrieval Practice</p> <p>Marc Rowland: Addressing Educational Disadvantage on the importance of a broad and balanced curriculum for engaging the</p>	<p>3, 4, 5,7,8</p>

the school.	disadvantaged	
<ul style="list-style-type: none"> Develop a consistent approach to assessment in foundation subjects to monitor the progress across school and precisely identify and respond to gaps in learning and misconceptions including SEN and EAL learners. 	for Mastery at national level.	3, 4, 5,7,8
<p>Phonics and early reading</p> <ul style="list-style-type: none"> Fully introduce Read Write Inc (RWI) to all staff. Support new RWI leader to deliver the programme consistently during the year. Support purchasing of resources and materials. INSET day training – x3 for all staff, Story Book training for all staff Target children who may be disadvantaged with SEND and ensure they are making good progress. 	<p>EEF RWI - +1 month</p> <p>Disadvantaged children made +3 months from RWI</p> <p>EEF – Teaching and Learning Toolkit, Ks1 literacy guide, trial of Fresh Start for Y5 – 8 who are struggling to read.</p> <p>Trust data from other schools shows RWI works and has an impact.</p> <p>Internal data and monitoring shows PP children are progressing with RWI and early reading.</p>	1, 2, 3,4, 8
<p>Music</p> <ul style="list-style-type: none"> Music tuition: ensure access to Music Tuition for all through wider opportunities in school for KS2 children and Young Voices and The Cathedral Singing Partnership Identify those who are gifted in music and offer additional 	Marc Rowland: Addressing Educational Disadvantage	1, 2, 3, 4, 5, 7, 8

<p>tuition through school – Young Voice Choir</p> <ul style="list-style-type: none"> • New scheme introduced September 2024; recorders bought for Y2 - Y6 		
<p>Pupil Premium pupils' oral skill will</p> <ul style="list-style-type: none"> - Focus Walk thru's CPD on deliberate Vocabulary development across all subjects - Review vocabulary across all subjects and ensure clear progression. Use CUSP vocabulary units for each module within the wider curriculum. - - Oracy is one of the school improvement priorities for 24 – 25 – use talk consistently across all groups and all subjects. 	<p>Internal observations</p> <p>Research such as Bringing words to life (Isabel Beck) importance of precise vocab instruction.</p> <p>EEF Oral language approach +6 months</p>	

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 to 1 Reading</p> <ul style="list-style-type: none"> - Provide additional adult time for 1 to 1 reading _ Disadvantaged readers to be highlighted as daily readers _ Looked After Child – Weekly reading 1:1 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils. EEF – 1:1 tuition and teaching and learning toolkit</p>	<p>1,2,3,4,5,7,8</p>
<p>Language link Intervention</p> <ul style="list-style-type: none"> - Development of speech and language programme, targeting children identified from pupil progress meetings and referred by class. - Screening for all identified children by SENDCo - Intervention support for all children identified from screening. - Birmingham toolkit used for identified children to impact on provision and progress and impact. 	<p>Research linked to early intervention for Speech and language needs SALT advice and support</p>	<p>1,2,3,4, 5, 7, 8</p>
<p>Phonics and early reading intervention support</p> <ul style="list-style-type: none"> - In FS and KS 1 introduce/refine a system for keep up phonics and early reading intervention introduced into the afternoons to ensure no child falls behind-reteach opportunities. - All staff have a clear knowledge of who their PP pupils are. This group is precisely targeted for support which is outlined pupil progress plans - Establishing a Reading for Pleasure approach to target and inspire PP pupils. Reading for Pleasure research group – from Spring Term 25 - Additional phonics coaching for disadvantaged pupils from RWI consultant and RWI leader in school. 	<p>Internal data and monitoring outcomes EEF Toolkit: Reading Comprehension Strategies DFE Reading Framework Document and research into validated RWI introduction to staff EEF Toolkit: Oral Language Intervention and small group intervention</p> <p>Reading for Pleasure programme – M Oury</p> <p>Pathways To Read – To accelerate reading opportunities in school</p> <p>Pathways to Write – Reading opportunities within writing curriculum.</p>	<p>1,2,3, 4, 5, 7, 8</p>

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance:</p> <ul style="list-style-type: none"> - Robustly monitor attendance and intervene early to reduce the number of disadvantaged pupils who are persistently absent. - Introduce weekly monitoring of PP pupils struggling with attendance, offer support. - Access to free breakfast club provision for all with PA attendance issues to support attendance and wellbeing/socialising. - Identify an attendance champion - Introduce a 'Late Gate' Spring Term to support the improvement of late disadvantaged children. 	<p>Internal data and monitoring outcomes</p> <p>EEF – Supporting school attendance</p>	<p>1, 6</p>
<p>Pupil Engagement</p> <ul style="list-style-type: none"> - Evaluate CUSP curriculum to ensure it is fully engaging and matches pupil voice - Extra Curricular activities targeting Sport, Reading, Music and Art and ensure funding is in place to make sure all disadvantaged children go on all the school trips. Children are offered a free residential place at The Oakes during Y5 or Y6 and this is fully funded by school to develop social skills and wider experiences. - Ensure all disadvantaged children get chance to be represented on mini School Leadership team, Sport Leaders, CREW council, Play Leaders, Merit Captains and classroom monitors when appropriate. 	<p>EEF Toolkit: Arts and Sports Participation</p> <p>Evaluation of clubs and groups and PP representation.</p>	<p>1,2,3, 4, 5,6</p>
<p>Parents/community relationships</p> <ul style="list-style-type: none"> - Work with identified families to support and signpost when required, including housing support, mental health work, parenting etc. Learning mentor to build relationships with disadvantaged pupils. - Work with attendance officer and support any disadvantaged family - Provide workshops to support maths, phonics, reading, sleep etc... - Invite all families to share Fab Finishes to support relationships between home/school - Targeted parental SEND coffee mornings 	<p>EEF Toolkit: educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-pupils-learning/</p> <p>Dr. Daniel Siegal – Connection before Correction</p>	<p>1,2,3, 5, 6</p>

**Total budgeted cost: £
£ 101,000**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress and Attainment in Reading	55% of PP pupils met the expected standard+ by the end of KS2. (Non PP 94%) 18% of PP met the greater depth standard by the end of KS2. (Non PP – 47%)
Progress and Attainment in Writing	64% of PP pupils met the expected standard by the end of KS2. (Non PP – 74% EXS+/ 18% GDS)
Progress and Attainment in Maths	54% of PP pupils met the expected standard+ by the end of KS2.(Non PP - 82%) 9% of PP met the greater depth standard by the end of KS2. (Non PP – 29%)
To achieve and sustain improved attendance amongst our disadvantaged children.	2023-2024 attendance for PP children was 94.2% which compared well to non PP children at 94% Persistent absence for 2023- 2024 was 21.1% which was higher than non PP persistent absence at 13%. This means school needs to continue to work on closing this gap.
Pupils develop their cultural capital	PP pupils were prioritised for after school clubs. All children attended an educational school visit each half term which was subsidised for PP recipients.
Prompt action to address low baseline in EYFS so pupils have best opportunities to catch up with their peers	The combined score for all 17 strands shows that disadvantaged pupils achieved 63% and non-pupil premium children achieved 74% for a good level of development. This shows there is still some work to do to close the gap.

Improved oral language skills and vocabulary among disadvantaged pupils.

We explored the introduction of vocabulary units into the wider curriculum and staff were trained on how to use these units effectively.

Oracy will be explored further next year as part of DSAT work and will be part of our DEP – Developing Excellence Plan.

Review Autumn 25

Externally provided programmes

Programme	Provider