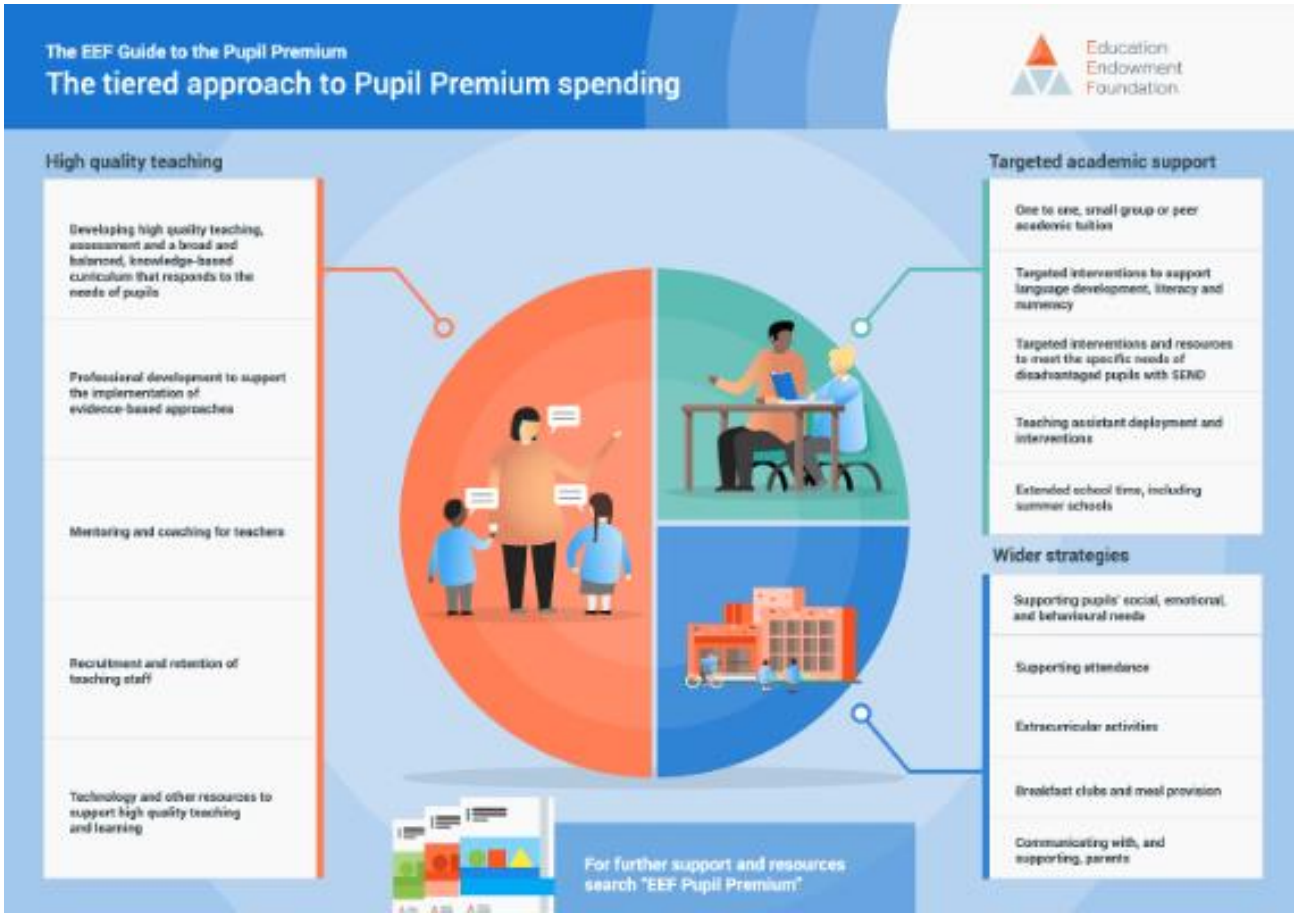
St Mary and St Peter's Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	28
Proportion of disadvantaged pupils	18 pupils - 64%
Proportion of disadvantaged pupils who have SEND	7 pupils out of 18 - 40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 -2026
Publish date	1st December 2025
Review date	1st December 2026
Statement authorised by	Local Governing Body
Pupil Premium lead	Kirsty Luffman
Governor lead	Terry Gibson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,885

Part A: Pupil Premium Strategy Plan

1. Statement of Intent

Our primary aim for our Pupil Premium eligible children is that they achieve in line with their non disadvantaged peers across all aspects of the curriculum. We also want all children to be able to have the same experiences to build their cultural capital and flourish in their lives. From our assessments and knowledge of our children and families, we believe that much of our current barriers are due attendance, engagement in learning and barriers to early reading and delayed speech and language development.
With this, we have targeted much of our spend on how to enhance teaching and learning to support disadvantaged to ensure they are making accelerated progress before leaving St Mary and St Peter's alongside fostering ambition and aspiration for all disadvantaged pupils through experiences and wider opportunities.

Parental engagement is still an ongoing development area, especially with disadvantaged pupils. We will be continuing to develop families actively engaging in school and support families to support the education of our children. Building strong relationships with children and their families is of paramount importance for us to break our decades long underperformance issues. Inviting parents and carers into school to share the achievements of their children and where possible providing them with resources and strategies to support their children's education is central to our strategy.
We will continue to develop the effectiveness of all of our teaching staff. Our curriculum and pedagogy will continue to be developed to ensure our staff are clear on what they are teaching and why, checking children's understanding systematically, identifying misconceptions accurately and providing clear and direct feedback to support child development. Our staff will respond and adapt their teaching as necessary for disadvantaged pupils. A rigorous and sequential approach to phonics and early reading will continue to build children's confidence and that pupil premium children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate. Focus will now be on the next stage of pupil reading journey into Key Stage Two and the engagement in reading – promoting a love of reading.

Our core vision is for our children to be inspired to be the best they can be now and in the future.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	**Attendance in school** Disadvantaged attendance is well below national average with persistent absences well above national average and all being pupil premium children.
2	**Engagement in learning** Across the school and in Key Stage two, pupils find it challenging to be active learners and need support building resilience to ensure they are reaching their full potential
3	**Academic progress and closing historic gaps** Ensuring our PP eligible are making good or better progress. End of Academic Year 2025 -PP Data: GLD PP: 50% (4 PP children in cohort) Phonics: 0% - 1 PP child in cohort KS1: 100% in RWM (2 PP children in Cohort) MTC: 0% (3 PP children in cohort) KS2: Reading – 50% (2 PP children on Cohort) Writing – 50% (2 pupil in cohort) Maths - 0%
4	**Fluency and Engagement in reading.** Across KS1 and KS2 pupils are not reading regularly at home and are lacking enthusiasm and engagement in reading when in school. This can impact children's confidence and ability to access the curriculum fully.

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
1. To achieve and sustain improved attendance for all pupils with a focus on disadvantaged	PP attendance will improve by the end of the year to be closer to national average. There will be a marked decreases in Persistent absence.
2. PP pupils and parents will be actively engaging in learning and develop aspirational outcomes (BEVP tool)	All PP children will be actively engaged in learning which will be evidenced through learning walks, coaching conversations and book moderation. All pupils will follow Habits of Attention in class and school rules to be ready, safe and respectful. All pupils will have started Pupil Passports to engage in learning and develop aspirations

3. Improved attainment for disadvantaged pupils by the end of academic year. Accelerated progress for all disadvantaged pupils	End of year data will show improvement in disadvantage attainment and marked progress from baseline. End of term assessments and pupil progress meetings with evidence progress and next steps using gap analysis and targeted teaching.
4. Children can access the curriculum fully because they have developed reading fluency.	Reading attainment will improve for all children. Pupil voice will evidence improvement in attitudes to reading. Learning walks will evidence pupils engaging in learning in all areas of the curriculum.

- **Planned Activity in the academic year 2025-2026**

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £ 7,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed evidence-informed teaching strategies such as explicit instruction, scaffolding, and retrieval practice Whole school focus on quality Wave One teaching. Staff meetings and TA training to embed this in every class. Whole MAT wide focus on Essentials for Excellence. Incremental /Instructional coaching dialogue with staff to target next steps.	Wave one high quality teaching is integral to improve the outcome and attainment of all children and in particular disadvantaged. All staff being equipped with the skills and knowledge to effectively achieve this plays a vital role in improving standards. High Quality Teaching - EEF Education Policy Institute (EPI) – Evidence Review on High-Quality CPD 2020	2+3
Use data intelligently and routinely to inform planning ensuring PP pupils are consistently challenged and supported. Termly pupil progress meetings to assess	Supporting the attainment of disadvantaged pupils: Briefing for school leaders" DfE & NFER, 2015	1,2,3

assessments and plan next steps Attendance data tracking weekly Book look at PP focus in all staff meetings		
Design and embed instructional and behavioural routines across the school Creating Habits of Attention to support an incremental focus to behaviour routines in all classes	DfE – Improving behaviour in schools (2024)	2+3
Provide CPD on trauma-informed approaches, attachment theory, and inclusive classroom management. Support staff trained to support Elsa/Thrive practise. Support staff and staff accessing PINS training (Partnership for Inclusion of Neurodiversity in schools)	With several disadvantaged children experiencing trauma and needing support with social, emotional, staff need to ensure they fully understand the complexities and barriers for these children within school. National Education Union (NEU) – Trauma-Informed Practice Toolkit (2024) Education Endowment Foundation (EEF) – Build a Culture of Community and RWI phonics training (Fresh Start Phonics) Belonging (2024	1,2 +3
Promote reading for pleasure through whole class reading sessions and book talk. (purchase high quality class texts) CPD focus sessions and research to develop strategies and support with engaging readers. Literacy Tree – Reading focus. Develop reading selection for KS2/Low attaining readers.	DFE – A Guide to Effective Practice in Curriculum Planning (2024)	4

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £25,339

Activity	Evidence that supports this approach	Challenge number(s) addressed

ELSA and Thrive interventions for key children and Disadvanatged children	EEF research Social and emotional learning + 4 months	1, 2, 3
Targeted Interventions for RWInc additional provision and NELI interventions Maths fluency provision to be continued at Breakfast Club	EEF toolkit early phonics intervention provide +4 months impact and +8 months for feedback. DfE – The Reading Framework: Teaching the Foundations of Literacy (2021))	3,4
Implement structured, evidence-based interventions in reading, writing, and maths (e.g. phonics catch-up, small group tuition Deploy skilled teaching assistants to deliver targeted support, consider pre-teaching and recap for key pupils using teachers/highly skilled TA's. Targeted interventions in class to class gaps using gap analysis Fresh Start Phonics Read, Write Inc Phonics Maths.co.uk	EEF Teaching and Learning Toolkit 2025 EEF Making the Best Use of Teaching Assistants	3

<u>Wider Strategies (for example, related to behaviour, attendance, wellbeing)</u>

Budgeted Cost: £ 5,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy for after school opportunities, trips, residential, school visitors. Ensuring cultural capital is available for all Integrate enrichment experiences (e.g. visits, speakers, projects) into curriculum planning to deepen learning. Careers Day KS2 residential to Bristol Class trips Visitors into school linked to curriculum.	DfE – Independent Review of Careers Guidance in Schools and FE (2023 Education Endowment Foundation (EEF) – Aspiration Interventions (2021) Wellbeing research with focus on being outdoors and physical activity EEF + 2 months	1,2,3

Open morning/afternoon sessions to increase engagement with families and promote aspirations. - Breakfast and Number - Breakfast and Read - Knowledge assemblies - Stay and Play session - Family assemblies each week	DfE – Review of Best Practice in Parental Engagement 2011 Education Endowment Foundation (EEF) – Aspiration Interventions (2021)	1,2 3
Families supported by breakfast club provision	IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons.	1,2,
Monitor the attendance of pupil premium children and provide support and interventions where required. Target borderline PAs for monthly meetings possibly leading to Early Help Support. Celebrate weekly successes in Family Assembly. Encourage use of free breakfast club. Provide uniform as needed.	EEF research Parental involvement +4 months Breakfast club +2 months EEF: Direct links to achievement as pupils cannot learn if they are not in school DFE Working Together to Improve School Attendance 2024	.1, 2
Implement a student passport that identifies the progression of enriching curriculum offers across the school e.g trips, visitors and experiences all children will experience throughout their education journey in school.	EEF – The Guide to the Pupil Premium (2024)	1, 3
1:1 support from Pupil Premium Champions for disadvantaged pupils with the highest need All disadvantaged children have a coach (Teacher/TA/Trusting adult) to support each week, set targets and discuss barriers together.	https://hechingerreport.org/two-studies-point-to-the-power-of-teacher-student-relationships-to-boost-learning/	1,2,3

Total budgeted cost: £ 38,885

Part B: Review of outcomes in the previous academic year
Outcomes for disadvantaged pupils

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

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	50% (4 pupils)	60%	51.5*	72*
Year 1 PSC	0	50%	67	84
MTC (% 25/25)	20+ 0% (3 pupils)	38%	21*	33*
KS2 RWM EXS+	0%	50%	47	69
KS2 R EXS+ **2 disadvantaged**	50%	50%	63	81
KS2 W EXS+	50%	50%	50	78
KS2 M EXS+	0%	50%	61	80
KS2 RWM GDS		0%	4	11
KS2 R GDS	0%	50%	31	39
KS2 W GDS	0%	0%	7	16
KS2 M GDS	0%	0%	15	32
Attendance	86.65%	89.13%	92.1	95.5
Persistent Absence	26.3%	15.4%	26.6	10.3
Suspensions (total number of sessions for 24/25)	3	0		

*23/24 data (24/25 not yet released by DfE)

1. Commentary/Analysis

Commentary/Analysis guidance (from DfE)

- 56% of our PP cohort require significant Trauma informed and relational practice to enable them to feel safe and secure in school as a pre-requisite to learning
- 17% (3 out of 18) are on a Child in Need or Child Protections plan
- 33% (6 out of 18) are from the Traveller community with 3 out of the 6 attendance below 90% and persistent absences.
- 39% (7 out of 18) our PP cohort are registered as SEND Support with 1 being on EHCP pathway.

  Attendance challenges directly relate to attainment and progress gaps.
- 2024/2025 Plan Review
- Attendance and Persistent Absence figures remain broadly the same as in our previous strategy – progress had remained a challenge
- High level of behaviour and Trauma has been an issue within both KS1 and KS2. Continued relational practise and trauma informed work was pivotal in supporting these children and families.
- Three suspensions for two children were necessary during 2024/25. As a result of the suspensions and further home and school support, behaviour standards have been re-established
- All children participated in school trips and wider curriculum opportunities.

- **Review of expenditure 2024/25**

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Read, Write Inc has created a consistent and sustainable model to teaching Phonics and early reading. Staff feel confident delivering training and pupils make good progress in phonics.	KS1 RWI will continue as successful for all children. Review and develop phonics for those children that are still missing gaps and developing Fresh Start Phonics training and programme.	£15,000
Library in school has been developed and has enhanced access to books. Toddler groups are being run in school and have been successful in engaging new families.	The community room is still being developed and working with local council to support transition of building.	
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
ELSA has supported several PP and non PP children since being developed in school. Skilled TAs run effective ELSA programmes which support children in feeling safe and therefore more successful in school.	With an increase of children requiring ELSA, focus on how to extend this support for more children. ELSA will continue within school	£14,000
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Family assemblies and knowledge assemblies have increased parental engagement. Attendance was a focus across the school and for PP. There was some improvement but still needs to be a focus this academic year. All PP children accessed trips and wider school activities to increase engagement, Breakfast Club provision supported transition to school and all PP children were ready to learn	Continue to develop strategies and opportunities for families to engage in school. Breakfast and read/number/toddler groups/family assemblies will continue. Next steps – to continue to develop strategies for home/school links. Attendance as continued development with how to overcome persistent absences using BWMAT strategy and wider research.	£6000

Part C: 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
Timetables Rockstars Speech and	Maths Circle
RWInc	Oxford Press
ELSA	ELSA
Language Therapy	SALT
Thrive	Thrive

Part D: Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA