

**Bridport St. Mary's Pupil Premium Strategy**

**2025-2028**

**(Updated November 2025 )**

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. Mary's Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	29% (58/197)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed and rewritten	September 2028
Statement authorised by	Katharine Anstey
Pupil premium lead	SJ Samuel

## Funding overview 2024 2025

Detail	Amount
Pupil premium funding allocation this academic year	84,802
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
84, 802	101,340

## Funding overview 2025 2026

Detail	Amount
Pupil premium funding allocation this academic year	85,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	85,735

## Part A: Pupil premium strategy plan

### Statement of intent

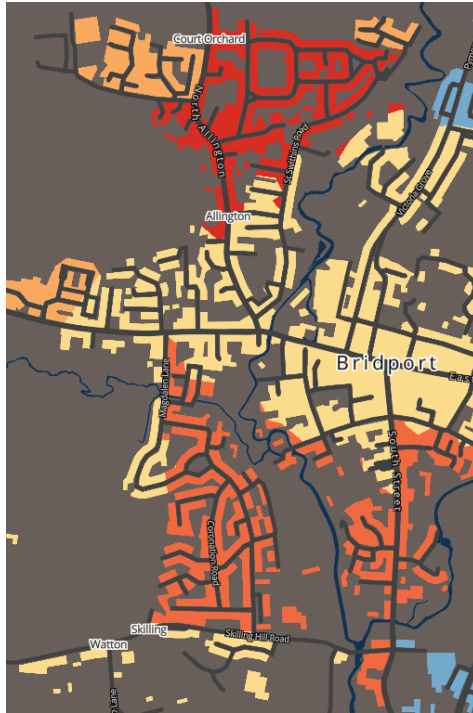
#### School context

When making decisions about using the Pupil Premium funding it is important to consider the context of the school and the subsequent barriers faced alongside the research conducted by the EEF [Pupil\\_Premium\\_Guide\\_Apr\\_2022\\_1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_Guide_Apr_2022_1.0.pdf)

At Bridport St. Mary's, we support our disadvantaged pupils to overcome the barriers to learning that apply to individuals or groups of families; a one-size fits all approach can be unhelpful when looking to prevent disadvantage from impacting on learning as all children experiencing disadvantage need support in different ways.

#### Principles:

- We ensure that teaching and learning opportunities meet the needs of our pupils who access the PPF whatever their educational starting point
- We ensure that appropriate provision is made for pupils, who are considered to be disadvantaged, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any child or group of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be used to support children where support is needed- this will not be the same for all pupils.



(<https://maps.cdrc.ac.uk/#/geodemographics/imde2019/default/BTTTFPT/14/-2.7549/50.7255/>)

#### Demography and school context

Demography and school context St Mary's serves two areas of the town, Court Orchard and Skilling, which sit within the top 20% and 30% of most deprived neighbourhoods in the country.

## Bridport St. Mary's:

% of pupils who access the pupil premium funding:	29%
Number of children with combined access to PPF and an SEN need:	65% of pupils with PP funding have SEND
Number of children with PPF access and EAL	11%
children with an EHCP and access to PPF	23% of pupils with PP funding have an EHCP

*7% of St. Mary's pupils have an EHCP and PP funding*

*19% of St. Mary's pupils have SEND and PP funding*

## Ultimate objectives for our pupils facing disadvantage:

At the end of Year 6, St. Mary's pupils...	How we ensure this happens:
are emotionally literate, community minded and kind to others	<p>Our Christian ethos and our underpinning values support and enable the children to flourish</p> <p>ECO-Club, STAR club, Well-being ambassadors help raise aspiration through leadership opportunities.</p> <p>National and international events are acknowledged</p> <p>Community/local events are attended and celebrated which fosters a sense of belonging</p> <p>Our Heart smart PSHE curriculum / Our work on spirituality</p> <p>Behaviour and anti-bullying policies in place</p>
are mentally healthy and emotionally regulated to attend school	<p>We teach mental health through many different areas of the curriculum- PSHE, English, PE, music</p> <p>Alongside our curriculum opportunities pupils have access to:</p> <p>ELSA work/ ABA work/ Play therapy/counselling/ Early help liaison and family work/ EBSA (Emotionally Based School Absence) support in place/ Music therapy/forest school</p>
read fluently and with understanding	<p>Whole Class, group reading and 1:1 reading</p> <p>Initio Trust Reading Strategy</p> <p>Progress meetings /Half-termly reading assessments</p> <p>Systematic phonics teaching – 1:1 tutoring and catch up interventions</p>
have a love of language and a growing vocabulary	<p>Specific whole class teaching of vocabulary supported by word wheels and subject specific teaching</p> <p>Modelled vocabulary from adults to pupils</p> <p>Alex Quigley 'Closing the Vocabulary Gap'</p>
write well with consideration of purpose and audience	<p>Talk for Writing strategies used consistently throughout the school</p> <p>Real-life opportunities for writing are included with audience and purpose</p> <p>Editing is taught discretely and skills are applied</p> <p>RWI spelling used throughout</p> <p>Kinetic letters approach to handwriting</p>

are experts in using numbers and mathematical vocabulary and can apply their knowledge to their everyday lives	<b>Maths mastery approach followed- episodic lesson structures supported with concrete, pictorial and real-life representations.</b> <b>-Mastering Number Ks1 and Ks2 supported by Maths Hub work</b> <b>-Pre-teach programme for supporting with maths subject knowledge and confidence</b>
see themselves as learners; they understand how they learn best	<b>-A metacognitive approach to learning – You cubed resources – Retrieval practice</b> <b>Effrat Furst Learning models,Walk Thru work Tom Sherrington. Sarah Cottingham Learning Models</b>
have had a rich and engaging curriculum experiences which prepare them for secondary school and beyond	<b>Planned for opportunities to enrich the curriculum</b> <b>Wow days/ express events/ trips linked to each aspect of the curriculum-building into vocabulary tuition/ inference and writing opportunities. Links to experts in their fields – with charity group that run our gardens – poets, engineers, storytellers, farmers, artists, musicians</b> <b>Careers work – Start small Dream Big</b> <b>Opportunities are developed for experiencing life beyond the local area</b> <b>Citizenship opportunities bringing a sense of citizenship beyond the local area to the whole UK- embodying British values</b>

#### **Achieving these objectives:**

The range of provision the school will consider making for this group include and would not be limited to:

- A broad and balanced curriculum and high-quality teaching and is at the heart of the provision for children with disadvantage. Dedicated time with the teacher along with access to extra support is provided where it is needed to support children to reach age-related expectations or make significant progress from their starting points
- A focus on high-quality teaching with the support of evidenced-based interventions and support within the classroom are used to teach those children needing support to reach age-related expectations.
- Where it is needed, ELSA/ behavioural and mental health support will be included as part of the provision for children accessing pupil premium thus allowing the children to access their education without anxiety
- Where specific social and emotional needs have been identified as a barrier, a plan will be put in place to support children to feel included and supported with their learning as well as developing the skills needed to work alongside their peers
- Where there is a combined need such as SEN/EAL careful consideration of provision is taken, and outside agencies are involved if needed.



- Additional teaching and learning opportunities provided by trained TAs will be with evidence-based interventions such as precision teaching for those who need it
- Transition for pupils within school from Nursery to Reception, Year 2 to Year 3 and from Year 6 to Year 7 will be carefully planned for. Any transitions between year groups will all be carefully managed. Enhanced by local authority project Y5-7 west locality transition project.
- Experiences, visits and trips will be included to allow children to enhance and develop their cultural capital
- Extension and enhancement opportunities will be provided for children receiving pupil premium funding
- Payments will be made so disadvantaged children can access school trips/visits and cultural capital opportunities
- Uniform will be subsidised
- Access to experiences and enhancements to the curriculum will be provided for those children who are receiving PP funding and are aiming for greater depth

## Challenges

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

Challenge number	Detail of challenge
1	The academic outcomes for some children with access to PPF funding are below age-related expectations and it is a challenge to close the gaps between the children who face disadvantage and their peers who do not face the same disadvantages.
2	It has been identified by nursery practitioners, speech therapists and parents that vocabulary, language and communication skills as children start Bridport St. Mary's are often behind age-related expectations. Although this can be for a variety of different reasons, it has a significant impact on the progress of our pupils. 30% of pupils required support with speech and language on entering reception. 67% of the pupils requiring speech and language intervention were children eligible for PPF in 2024-2025.
3	Attainment of our disadvantaged pupils can be impacted by the children's pre-school experience. There are at least 7 nursery schools which feed into our EYFS environment. In 2025, 10% of the children attending school had never been to preschool. In some cases pupils with access to pupil premium funding have not secured the strong foundations needed to take the next steps in their learning.

4	Living in a rural setting with fewer transport links can also impact the range of cultural experiences some of our children may experience. Due to a variety of reasons such as transport, and financial concerns, many of our children with PPF access do not have the same opportunities for enriching cultural capital as some of their peers.
5	Where there is a combined need, such as special educational needs; support from family services/early help or English as an additional language, in addition to the pupil premium funding- there can be additional barriers to academic achievement which need addressing to ensure success. 65% of our pupils with access to PP funding also have SEND.
6	Our attendance data 2024-2025 shows that the attendance of our pupils with access to PPF was 95% (2024-2025). This was a significant improvement on the data from 3 years ago. We still have 13.11% of PPF as persistent absentees. Continued support for our families around attendance will improve our attendance further over the next 3 years.
7	Our assessments, observations and discussions with pupils and families have found that many of our pupils need support with their emotions or mental health at some point during their time at primary school. These challenges particularly affect disadvantaged pupils, including their attainment. 54% of our pupils with PPF entitlement required some form of additional support for their mental health (ELSA, Connected Minds, Play therapy) in 2024-2025
8	Although we have 29% of our school population accessing pupil premium funding, we know that we have additional pupils who may be at a social disadvantage financially. There are at least another 10 pupils who could be considered as disadvantaged which takes our percentage to 39%

## Intended outcomes

The following section will explain 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
<p><b><u>- Improvement of Quality First teaching strategies through-</u></b></p> <p>Ensuring that the curriculum meets the needs of the learners in the school- ensuring that prior knowledge is built upon and lessons are taught in small achievable steps with clear learning objectives</p> <p><b><u>Pupils are engaged in their learning-</u></b></p>	<p><b><u>Improvement of Quality First Teaching strategies through:</u></b></p> <p><b>Curriculum</b></p> <p>-Review of the current curriculum expectations and adapt the curriculum to reflect the children of St. Mary's.</p>

**Pupil engagement was identified as one of the key factors negatively impacting on pupil progress for PPF pupils. Impact ED research indicated that pupil engagement drops for disadvantaged pupils in ks2 onwards.**

<https://www.impactgroup.uk/research-campaigns-and-resources/mind-the-engagement-gap-a-national-study-of-pupil-engagement-in-englands-schools>

Pupil voice showed that children with PPF felt that practical learning activities, opportunities to learn in the outside environment and lessons which draw upon art or drama help the children to engage with the learning in the classroom.

Walk Thru approaches implemented to improve quality first teaching- Checking for understanding/behaviour walkthrus/ Live modelling- I do, we do, you do across the curriculum

Continue to develop and improve our curriculum to ensure that lessons are impactful, practical where possible and that the curriculum provides experience-rich opportunities which will complement and enhance learning outcomes for our pupils who access the pupil premium funding making learning memorable and meaningful for pupils.

Books demonstrate high expectations are in place for progress, including pupil's presentation of their work. Any concerns are identified – with improvements evident.

Key areas for retrieval practice are identified and revisited through retrieval activities

Assessment opportunities demonstrate clear progress from starting points.

Pupil interviews show good retention of key knowledge across all subjects both for current and previous units of work.

#### **Summative evidence:**

Pupils receiving PPF, who do not have SEND, will do at least as well as their non-PP funded peers. Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS.

The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.

#### **WalkThru approaches (checking for understanding, behaviour WalkThrus, live modelling, I do, we do, you do)**

- WalkThrus are regularly scheduled and consistently conducted across all classrooms
- Clear evidence of live modelling and gradual release (I do, we do, you do) during lessons
- Feedback from WalkThrus leads to timely, actionable improvements in teaching practice
- Pupils demonstrate improved understanding and positive behaviour linked to WalkThru focus areas

<p>-Consistency of approach for language, expectations of learning and ENGAGEMENT of pupils- development of no opt out for pupils- ALL pupils to be engaged in their learning.</p>	<p><b>CPD and ongoing support via Initio (Rosenshine Principles, Tom Sherrington WalkThru approach, coaching)</b></p> <ul style="list-style-type: none"> <li>• All staff complete Initio training modules and participate in coaching sessions</li> <li>• Staff apply Rosenshine Principles and WalkThru feedback in daily teaching</li> <li>• Developmental dialogue tool is used regularly for reflective practice</li> <li>• Staff report increased confidence and improved teaching skills</li> </ul> <p><b>Continued implementation of the scaffolding pyramid</b></p> <ul style="list-style-type: none"> <li>• Scaffolding pyramid is embedded consistently in teaching practice</li> <li>• Pupils progressively take more ownership of learning as scaffolds are withdrawn</li> <li>• Evidence of scaffolded support in observations and work samples</li> </ul> <p><b>Regular review of school improvement impact on Pupil Premium children, focusing on combined needs</b></p> <ul style="list-style-type: none"> <li>• Data reviews highlight progress and areas needing improvement for Pupil Premium pupils</li> <li>• Actions are taken promptly where impact is below expectations</li> <li>• Focused support plans exist for pupils with combined needs</li> <li>• Outcomes for Pupil Premium pupils improve over time</li> </ul> <p><b>Training in specific SEND areas leading to improved provision and progress</b></p> <ul style="list-style-type: none"> <li>• Targeted SEND training sessions are delivered and attended by relevant staff</li> </ul>
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	<ul style="list-style-type: none"> <li>• SEND provision reflects best practice from training</li> <li>• SEND pupils' progress data shows measurable improvement post-training</li> <li>• Staff demonstrate increased confidence in supporting SEND needs</li> </ul> <p><b>Consistency of approach for language, learning expectations, and pupil engagement (including 'no opt out')</b></p> <ul style="list-style-type: none"> <li>• All staff use agreed language and routines consistently across subjects</li> <li>• Pupils are actively engaged, with no opt-out behaviour observed during lessons</li> <li>• Engagement strategies are evident in lesson plans and observed practice</li> <li>• Regular monitoring shows increased pupil participation and reduced off-task behaviour</li> </ul>
<p><b>Attendance for disadvantaged pupils is improving.</b></p> <p>Persistent attendance for pupils with Pupil premium funding is monitored. Parents are supported with any barriers they may face.</p> <p>Pupils are engaged in an exciting curriculum which motivates them to attend school.</p> <p>The right support is in place to allow children to succeed in their learning- a feeling of success motivates pupils to attend school.</p>	<ul style="list-style-type: none"> <li>• Continued improvement in attendance with the number of children with PPF attendance at 95%+ increasing.</li> <li>• Children are happy in their learning- they are achieving well in their well-being surveys/well-being surveys and parental questionnaires suggest that children are happy in school</li> <li>• The percentage of persistent absenteeism is dropping amongst pupils who receive the PPF.</li> <li>• Family worker/SENCO/pastoral lead to work with families to support with parents and pupils with managing any anxieties or fears around school</li> <li>• Use of play therapy/connected minds/ MHST to support pupils who access PPF to receive support for emotional regulation to enable them to meet learning goals in school.</li> </ul>

**-Improving outcomes for PPF pupils through the successful implementation of the following:**

**Pupils are feeling safe and 'ready to learn'**

-Supporting the well-being of our pupils and ensuring they are emotionally regulated for school to access their learning.

-Supporting parents and families at their starting points and building on current successes to improve their learning outcomes and attendance.

-Supporting families to feel welcome and supported so that their children feel likewise and are ready to take risks in a safe nurturing environment.

-The curriculum is accessible so our pupils facing disadvantage are happy to attend school. Attendance for disadvantaged pupils is improving.

**1. Supporting pupils to be 'ready to learn'**

- Clear routines and expectations are consistently in place and understood
- Pupils demonstrate focus and engagement during lessons
- Staff use strategies (e.g., brain breaks, sensory activities, scaffolding techniques) to support readiness

**2. Supporting pupils' wellbeing and meeting their needs**

- Regular wellbeing check-ins are completed for PPF pupils
- Individual needs are identified and appropriate support plans are in place
- Evidence of improved emotional regulation through SDQs and well-being surveys and reduced behavioural incidents (behaviour data)
- Pupils report feeling safe, valued, and supported in school

**3. Meeting parents where they are and working with them**

- Regular, two-way communication between school and families
- Attendance at parent meetings or workshops shows increased engagement
- Parents feel listened to and report feeling supported
- Collaborative plans are developed and reviewed with parents

**4. Supporting families to feel welcome and their children ready to take risks with their learning**

- Families attend school events and feel part of the community
- Pupils show increased willingness to participate and try new challenges
- Feedback from families indicates a nurturing, inclusive environment
- Staff model and reinforce positive relationships and trust-building behaviours
- Embedding and continuing the Cradle to Career project with the local schools in the Trust

<p><b><u>Pupils are engaged in their learning-</u></b></p> <p>Pupil engagement was identified as one of the key factors negatively impacting on pupil progress for PPF pupils. Impact ED research indicated that pupil engagement drops for disadvantaged pupils in ks2 onwards.</p> <p><a href="https://www.impactgroup.uk/research-campaigns-and-resources/mind-the-engagement-gap-a-national-study-of-pupil-engagement-in-englands-schools">https://www.impactgroup.uk/research-campaigns-and-resources/mind-the-engagement-gap-a-national-study-of-pupil-engagement-in-englands-schools</a></p> <p>Pupil voice showed that children with PPF felt that practical learning activities, opportunities to learn in the outside environment and lessons which draw upon art or drama help the children to engage with the learning in the classroom.</p>	<p>Continued improvement in attendance with the number of children with PPF attendance at 95%+ increasing.</p> <p>Children are happy and successful in their learning- they are achieving well in their well-being surveys/well-being surveys and parental questionnaires suggest that children are happy in school</p>
<p><b><u>Improvement of pupil vocabulary and pupil talk through the implementation of an Oracy progression for our PPF pupils</u></b></p> <p>-Our pupils, who have access to pupil premium funding, have an expanding vocabulary allowing them to access the writing curriculum and enabling them to read and write for pleasure. The children are specifically taught the key vocabulary needed. Improving use of standard English when writing will be evident in our children's writing.</p> <p>-Understanding of tier 2 vocabulary- including technical vocabulary and mathematical vocabulary is developing to enable pupils to access their maths and science learning.</p> <p>-A clear focus on vocabulary instruction that enables pupils to transfer this learning in to their spoken and written work</p> <p>-Opportunities for oracy development across the curriculum- improving the use of stem sentences, echo reading, language acquisition supporting the development of the pupils vocabulary</p>	<p><b>Improvement of pupil vocabulary and pupil talk through Oracy progression:</b></p> <ul style="list-style-type: none"> <li>• Pupils with access to the PPF demonstrate a growing range of vocabulary in spoken and written work</li> <li>• Key vocabulary is explicitly taught, revisited, and used correctly in lessons</li> <li>• Pupils use increasingly accurate Standard English in their writing, showing clear improvement over time</li> <li>• Opportunities for oracy are evident across all subjects, with planned activities supporting language development</li> <li>• Staff consistently model and encourage the use of stem sentences and echo reading to reinforce vocabulary and sentence structure</li> <li>• Pupils confidently use newly learned vocabulary in discussions, presentations, and written tasks</li> <li>• Lesson plans include clear vocabulary objectives linked to writing and reading outcomes</li> <li>• Regular assessment or monitoring shows pupils transferring vocabulary learning into independent speaking and writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased pupil engagement and confidence in using new language</li> <li>• Evidence of oracy progression is visible in classroom talk and pupil work samples across the curriculum</li> </ul>
<p>Improve outcomes for pupils who access PPF in reading, writing and numeracy- ensuring that our pupils are fluent in their reading, their handwriting and spelling, and their multiplication skills .</p> <p><u>Improvement of reading fluency and comprehension:</u></p> <p>Reading fluency and comprehension in Year 2 and into Key stage 2 - development of reading for fluency after phonics. Fluency techniques embedded and measured- linked to oracy</p> <p>-Background knowledge and context for reading- ensuring the background knowledge is there through embedded experiences- alongside PD -5 cs</p> <p><u>Improvement of writing: building independence and a love of writing</u></p> <p>-Metacognition strategies for writing- enabling pupils to understand what makes good writing and what good writing is. - Linking to oracy throughout</p> <p>Giving purpose, context &amp; audience for writing- Why? Pupils to understand the why before writing. Link to community- real life contexts.</p> <p>-Kinetic letters implementation -to take away the plate spinning element of formation.</p> <p>Spelling- building vocabulary and spelling patterns within a love of learning words from KS1 onwards- using the Drawing club etc.</p> <p>Implementation and development of the oracy progression across St. Mary's is building vocabulary development</p> <p>Use of kinetic letters allows children to write with correct formation building stamina for the future</p> <p>Development and implementation of the small steps curriculum for writing allows children to concentrate on fewer objectives completed to higher standards</p>	<p><b><u>Daily evidence:</u></b></p> <p>-All pupils in receipt of PPF funding are taught vocabulary explicitly- where new reading is completed- children explore and share new definitions.</p> <p>-Vocabulary and standard English is modelled with pupils- all staff model vocabulary and kindly correct by repeating requests back correctly.</p> <p>-PPF children can use and explain the vocabulary on their word wheels and are able to use these to prompt them in class.</p> <p><b><u>Summative evidence:</u></b></p> <p>Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS with a particular focus on non-SEND pupils.</p> <p>The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.</p> <p>Opportunities to practice grammar and punctuation are provided in addition to teaching grammar in the context of talk for writing.</p> <p>Kinetic letters is embedded and continued into KS2 after the successful implementation in Year 2 in 2025. CPD continues to support the teachers to refine and develop teaching approaches.</p>



<p>Writing for pleasure- developing opportunities for children to write independently for pleasure across the curriculum Our pupils receiving PPF are numerically fluent and can achieve their potential</p> <p><b><u>Improvement of multiplication tables and mathematical fluency to underpin future mathematical understanding</u></b></p> <p>-Implementation of our Multiplication progression to ensure future success for our children who access PPF. Ensure that pupils have the key building blocks of knowledge to access the learning.</p> <p>Yr 4/5 teachers attend and implement the new mastering number KS2 program in Year 4 and 5 – sharing resources and good practice with Yr 3 and 6 teachers.</p> <p>Maths leads attend the Sustaining mastery program and implement the maths lead action plan - including use of maths back packs to support recall and application of key knowledge</p> <p><i>Use of maths.co.uk for retrieval checks to identify gaps in understanding and plan for these in teaching episodes</i></p> <p>Development and implementation of the White Rose maths curriculum Continuing CPD for teachers to ensure that resources and learning are scaffolded to support all learners</p>	<p><b>Daily evidence:</b> Maths hub training attended</p> <p>Improved fluency in tables, measured through half termly checks.</p> <p><i>Efficient, accurate recall of key number facts and procedures enables pupils to move between different contexts and representations of mathematics, recognising relationships, making connections, and choosing appropriate methods and strategies to solve problems.</i></p> <p>Improved application of knowledge when solving problems – evidenced through book looks and standardised assessments.</p> <p><b>Summative evidence:</b> Pupils receiving PPF, who do not have SEND, will do at least as well as their non-PP funded peers. Pupils with PPF will make good progress from their individual starting points in reading, writing and GAPS. The percentage of children with PPF reaching the expected standard and greater depth in Year 2 and Year 6 improves.</p>
<p><b><u>An experience- rich curriculum which reflects and represents the reality of our world around us is developed at St. Mary's giving children concrete examples to support and enhance their learning and personal development</u></b></p> <p>Development and implementation of the 5Cs to support the children's cultural capital development</p> <p>A passport of experience and cultural capital is developed from reception to Year 6 where pupils have a diet of events and experiences which they otherwise might not receive. Children with PPF are prioritised and championed for experiences within school and in the local community.</p>	<p><b>Daily evidence:</b> Children can talk about their learning in their curriculum with clear understanding and can talk about the experiences they have had. They see and can explain the links between experiences and their learning.</p> <p>Shared experiences and cultural capital build the learning community and improve attendance as well as making the learning real for pupils.</p> <p>Pupils who receive PPF are given experiences and opportunities within school which they may not otherwise have had access to.</p>

## Activity in this academic year (2025-2026)

The details below explain 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: £ 60,000

Activity	How the needs of pupils accessing PPF are considered	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued CPD for high quality teaching for all-including Walkthru implementation and high-quality coaching to continue to improve teaching across the curriculum</i></p> <p><i>Ensuring pupil engagement</i></p>	<p><i>Pupils need access to the highest quality inclusion, scaffolding and teaching to ensure that progress is made in all areas of the curriculum</i></p>	<p>High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils, including those eligible for pupil premium funding. Research from the Education Endowment Foundation (EEF) and Sutton Trust shows that strong teaching—using clear explanations, feedback, and effective questioning—has a greater impact on disadvantaged learners. These pupils benefit the most from consistent, evidence-based classroom practice. While targeted support and interventions help, embedding excellent teaching across the school is key to closing attainment gaps. Schools that invest in teacher development and curriculum quality see stronger progress among pupil premium students.</p> <p>Research shows that pupil engagement is crucial for improving outcomes for disadvantaged pupils, including those eligible for pupil premium funding. The Education Endowment Foundation (EEF) identifies engagement—both behavioural and cognitive—as</p>	<p>1234567 and 8</p>

		<p>a key factor in closing the attainment gap. Disadvantaged pupils are more likely to experience barriers such as low confidence, reduced access to learning resources, and lower attendance, which can impact engagement.</p> <p>Evidence suggests that high-quality teaching, strong relationships, and a supportive school culture improve engagement. Strategies like metacognitive approaches, responsive teaching, and enrichment activities help pupil premium children feel more connected to learning. Personalised support and inclusive classroom practices are also linked to higher motivation and participation.</p> <p>Ofsted reports show that schools with high engagement among disadvantaged pupils often have a strong focus on oracy, high expectations, and consistent routines. When pupils are engaged, they are more likely to attend, achieve, and develop positive attitudes towards school and learning.</p>	
Oracy curriculum implementation	Oracy is a key strategy to ensuring that pupils have access to vocabulary development and the language to engage with learning conversations.	<p>Research shows that oracy—spoken language skills—is vital for learning, wellbeing, and life success. Strong oracy supports cognitive development, deepens understanding, and improves written work. The Education Endowment Foundation (EEF) highlights that high-quality classroom talk, including structured discussion and purposeful questioning, enhances pupil outcomes across subjects. Oracy particularly benefits disadvantaged pupils by narrowing the language gap and building confidence.</p> <p>Studies by Voice 21 and the Sutton Trust link good oracy skills to higher academic achievement and better social-emotional outcomes. Oracy-rich classrooms promote active listening, critical thinking, and collaborative problem-solving, which improve engagement and reasoning skills. Embedding oracy across the</p>	123456

		<p>curriculum helps pupils articulate ideas clearly, develop vocabulary, and engage meaningfully in learning.</p> <p>Overall, oracy is not just a communication skill but a key driver of equity and achievement, and it should be explicitly taught and practised throughout the school day and across all subject areas.</p>	
<p><i>Continued CPD around Phonics training and support for expert reading team</i></p> <p><i>Implementation of the Initio Reading Strategy</i></p> <p><i>(Resources and training costs for ULS)</i></p>	<p><i>By completing half-termly assessments we can prioritise teachers to teach groups with most need, assign coaching by the hub to the groups with most need and assign 1:1 tutoring alongside the phonics teaching.</i></p>	<p>The updated 2023 Reading Framework stresses the importance of a synthetic phonics teaching strategy.</p> <p>ULS is on the DFE list of recommended providers</p> <p>The English Hub/ ULS trainers and cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	1,2, 3, 4,6 and 8
<p><i>Improving <b>fluency</b> and comprehension through Teaching and assessment of reading.</i></p>	<p><i>Through target setting and assessments-tutoring and 1:1 reading is prioritised for children with PPF.</i></p>	<p>The reading framework highlights the key principals behind talk for Reading within the paper</p> <p>Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	1,2,3,4,6 and 8
<p><i>Kinetic letters implementation (subscription)</i></p>	<p><i>Continued implementation and development of kinetic</i></p>	<p>Kinetic Letters is a handwriting program that uses movement and multisensory techniques to teach writing as a physical skill. Developed by occupational therapist Margaret Williamson, it</p>	1,2 and 4

	<i>letters from YR to Y6 to ensure automaticity and fluency with writing</i>	focuses on building core strength, posture, and fine motor control before expecting fluent handwriting. Letters are taught in movement-based groups with stories and characters to help memory and consistency. The scheme encourages kinaesthetic learning and varied writing positions to improve control and engagement. While large-scale research is limited, many schools report better letter formation, fluency, and motivation. Grounded in motor learning and sensory integration theory, it aims to make handwriting automatic so children can focus on content	
<i>Continued refinement of the writing curriculum to incorporate small steps: alongside Drawing club and talk for writing</i>	<i>Smaller steps will lessen the cognitive load of pupils and allow children with access to PPF to learn alongside their peers; joining them at their starting points.</i>	<p>Research on <b>Talk for Writing</b>, developed by Pie Corbett, shows positive effects on pupils' writing. A 2017 Education Endowment Foundation (EEF) study found moderate improvements in writing attainment, especially with teacher training and consistent use. The approach's focus on oral language, storytelling, and rehearsal helps pupils internalize language patterns, boosting vocabulary, sentence structure, and composition. Studies by Hall (2014) and Cremin et al. (2015) also highlight its benefits for disadvantaged pupils by increasing confidence and engagement through multimodal learning.</p> <p>For <b>Greg Botrill's Drawing Club</b>, formal academic research is limited, but the approach is based on cognitive psychology and dual coding theory (Paivio, 1986), which shows that combining visuals and words improves memory and learning. Research on drawing's role in writing (e.g., Cohn, 2014) supports how visuals aid planning and reduce cognitive load for struggling writers. School case studies also report improved engagement and writing outcomes with Drawing Club.</p> <p>Together, these evidence-based approaches enhance writing through oral rehearsal and visual planning, helping pupils develop stronger writing skills.</p>	12345678

<i>Reknrek project/ Mastering number NCTEM continued (training and support from maths hub CPD)</i>	<i>Number fact data is analysed and coaching is targeted to support. Pre-teach sessions are targeted at children receiving PPF and run by the teacher.</i>	NCTEM research- importance around early number, vocabulary and concrete resources and images EEF- maths guidance	1,2,3,4,6 and 8
<i>Implementation of White Rose</i>	<i>consistent development of a mathematical curriculum that can be delivered effectively to all pupils but particularly those with access to PPF</i>	<p>Implementing the White Rose Maths scheme is particularly beneficial for disadvantaged pupils, including those who access pupil premium funding. White Rose focuses on deepening conceptual understanding through small, manageable steps and frequent retrieval practice, which helps build strong foundations in maths. Research shows that disadvantaged pupils often struggle with gaps in prior knowledge, and White Rose's structured, coherent progression supports these learners by reducing cognitive overload and promoting mastery.</p> <p>The scheme's emphasis on clear explanations, visual representations, and problem-solving encourages engagement and confidence, which are vital for pupils who may lack access to additional support outside school. Its use of regular assessment and targeted interventions helps identify and address misconceptions early, preventing widening attainment gaps.</p> <p>By fostering mathematical fluency and reasoning skills, White Rose helps disadvantaged pupils achieve more sustained progress. Schools implementing the scheme with</p>	12345678

		fidelity, alongside high-quality teaching, report improved outcomes and greater equity in maths achievement	
<i>Multiplication progression implementation</i>	<i>multiplication as a core learning strategy to support mathematics</i>	Research shows that fluent recall of multiplication tables is a key foundation for success in maths. It supports faster problem-solving, reduces cognitive load, and enables pupils to tackle more complex concepts like division, fractions, and algebra. According to the NCETM and Ofsted, strong times tables knowledge improves number sense and overall attainment. Cognitive science highlights that storing facts in long-term memory frees up working memory for reasoning and problem-solving. Regular, spaced practice and applying times tables in varied contexts help secure this fluency, boosting confidence and supporting long-term mathematical success	2478
<i>RWI spelling scheme (subscription costs and books)</i>	<i>Provision is tailored and adapted to support children who access PPF.</i>	English Research review Ofsted	1, 4,6 and 8
<i>Continued implementation of the St. Mary's curriculum (cornerstones subscription costs)</i>	<i>Ensuring WOW events and real-life examples bring learning to life for children with PPF. Homework support materials available where needed.</i>	Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.	123456 and 8

<i>Science-enhanced science curriculum implementation</i>	<i>Science after school club will include and fund places for children accessing PPF.</i>	Ofsted research into science Manchester university paper- A response to the Ofsted research review for science: Guidance for primary schools The 10 key issues with children's learning in Primary science England Manchester Science learning partnership	135678
<i>Heart Smart introduction for the RHE/SMSC curriculum (1,000)</i>	<i>Children who access PPF benefit from Labyrinth days that are experiential, hands-on days for children to develop morally, socially and culturally.</i>	EEF toolkit on importance of metacognition and resilience in order to be achieve 'just right state for learning'	12345678
<i>Continued development 'No Outsider' programme / Antiracism/ since 9-11 resources (400)</i>	<i>Cultural awareness and development- staff aware of children with limited awareness and developing extra educational opportunities to support this.</i>	CLPE- Reflecting Realities Diversity and inclusion in schools report- Pearson	3,5678
<i>Emotional coaching/ Therapeutic thinking/ICPS Initio Behaviour curriculum</i>	<i>Teachers and TAs support behaviour and social and emotional learning of children who access PPF.</i>	A well-structured behaviour curriculum is especially important for pupils who access pupil premium funding, as it creates consistency, security, and high expectations that support learning. Research from the Education Endowment Foundation (EEF) shows that a positive, predictable environment improves engagement and outcomes, particularly for disadvantaged pupils who may face external challenges impacting behaviour and focus.	12345678



		<p>Clear routines, explicit teaching of behavioural expectations, and a strong school culture help reduce disruption and increase time spent on learning. When behaviour is consistently managed across the school, pupil premium children benefit from stability, fairness, and increased confidence in the classroom.</p> <p>Evidence also highlights the importance of relationships and a supportive approach to behaviour, where pupils are taught self-regulation and social skills. Schools that combine high expectations with emotional support see better attendance, engagement, and academic progress for disadvantaged learners. A strong behaviour curriculum is key to creating an environment where all pupils can thrive.</p>	
<i>Increased staff support to support children(Best teachers/TAs impacting change for PPF )</i>		<p>Page 3 of Ofsted report on spending PP funding successfully (Feb 2013)</p> <p>Report on the deployment and impact of support staff project of teaching assistants- 44-46</p> <p>EEF – making effective use of teaching assistants</p>	1234567

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CGP SATS REVISION booklets Booster groups for Year 6 SATS</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning PPF pupils targeted booster groups.	134and 6
<i>1:1 teaching in phonics (1:1 30 minutes daily of 4 TAs time 6 children) 1:1 (£1000 a half term) 6000 a year</i>	Importance of 1:1 teaching to ensure keep up not catch up of the lowest performing 20% in phonics from YR - Y6 Allocated TA to phonics intervention	1234678
<i>Booster group provision</i>	1:4 Sats booster groups	134and 6

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

Budgeted cost: £ 17,000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support 1:1 behaviour support</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345678

<i>Play therapy Play therapist (Morning session weekly)</i>	Stewart, Anne & Field, Thomas & Echterling, Lennis. (2016). Neuroscience and the magic of play therapy. International Journal of Play Therapy. 25. 4-13. 10.1037/pla0000016.	12345678
<i>Anxiety/ASC support groups</i>	<p>A qualitative study of ELSAs' and children's experiences of the ELSA programme.  Researcher: Sharon McEwen  Contact: <a href="mailto:Sharon.McEwen@rctcbc.gov.uk">Sharon.McEwen@rctcbc.gov.uk</a></p> <p>Number of research documents by EPs completed on the benefits of ELSA on attainment</p> <p>An Evaluation of the Emotional Literacy Support Assistant (ELSA) Project:  What is the impact of an ELSA Project on support assistants' and children's self-efficacy beliefs?  Researcher: Dr Laura Grahamslaw</p>	12345678
<i>After school clubs/Trip contributions</i>	Taking part in after-school clubs can give primary school children from poorer families a boost in academic performance and provide them with important social skills. According to <a href="#">our new working paper</a> published by the Centre for Longitudinal Studies and funded by the Nuffield Foundation, after-school clubs stood out among a wide range of out of school activities as having positive benefits for young children, making the case for ongoing investment in these clubs as a way to help close the education gap	12345678
<i>Books for New library/Cataloguing system Development of new library and reading community</i>	<p>Books selected by children with PPF to encourage, promote and further enhance their love of reading</p> <p>Promoting space for parents and children to enjoy books.</p> <p>Reading Framework 2023</p>	12345
<i>Jumpers, uniform, book bag contributions Food bank top ups</i>	An updated practical guide to the pupil premium Marc Rowland -Barriers – to attendance	5, 7
<i>Forest School project</i>	Research in the UK into Forest School and its impacts on young children found positive impacts on children in terms of	12345678

	<p><b>confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.</b></p> <p><a href="#"><u>The benefits of Forest School   Plymouth Marjon University</u></a></p>	
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# **Review of 2024-2025**

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

### Pupil premium strategy outcomes

#### Review notes for the previous academic year 2024-205

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact notes/next steps 22-23	Impact/next steps 2023-2024	Impact/next steps 2024-25
<i>Continued CPD of Phonics training and support for expert reading team (subscription and training cost implications from RWI specialists)</i>	<p>The 2021 Reading Framework stresses the importance of a synthetic phonics teaching strategy.</p> <p>RWI is on the DFE list of recommended providers</p> <p>The English Hub/RWI leaders through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	1,2, 3, 4,6 and 8	<p>73% of Y1 cohort passed the phonics check</p> <p>70% of the children with PPF children passed the phonics check.</p> <p>1:1 phonics tutoring, extra sessions, support from the online video portal for RWI supported the children to achieve this score.</p> <p>Children with PPF who had 1:1 tutoring RWI</p>	<p>In 2024, 76% of the Y1 cohort passed the phonics check. (48% are SEND). 66% of the children with access to PPF in Y1 passed the phonics check with one scoring 31. At the time of the mocks- 43% passed) 1:1 tutoring, video lessons and support from RWI allowed us to achieve these results. The support from the English Hub and RWI lead provided additional support.</p> <p>66% of the children with PPF had access</p>	<p>In 2025, 73% of the Year 1 cohort passed the phonics screening. (Teaching groups have enabled data to remain in 70s despite changes of teacher in y1) (28% access PPF 88% of the children who receive PPF are also SEND</p> <p>88% of the PPF pupils in Y1 received some 1:1 tutoring for phonics.</p> <p>50% of the children who access PPF passed the phonics check this year.</p> <p>29% (2 pupils) of year 2 children retaking the</p>

			<p>48% of children with PPF access RWI tutoring 1:1</p>	<p>to RWI tutoring during the year.</p> <p>In year 2, 40% of the children with PPF had to retake their PSC. 100% of the children passed. 100% of these children had 1: tutoring and will continue to have 1:1 tutoring during Year 3.</p> <p><b>Next steps: Training for EYFS staff around later stages of RWI programme. Ensuring consistency and sharing of good practice- continued coaching and development of teachers skills in delivering the programme.</b></p>	<p>PSC had access to PPF. 1 of the children passed.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>-Children who access PPF see themselves as readers- opportunities for children to read at home and school- top of list for volunteer reading</li> <li>-1:1 tutoring to start in reception and continue to Year 1</li> <li>-Parent training sessions to support children with reading at home</li> <li>-Continue to build on the momentum of parent interest in the check with reading event talk about PSC happening earlier and videos to be sent home every holiday.</li> <li>-Continue support to improve and develop the teaching of RWI across the school.</li> </ul>
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<p><i>Improving fluency and comprehension through Teaching and assessment of reading: Talk for Reading implementation from Year 2-KS2 (continued training and support)</i></p>	<p>The 2021 reading framework highlights the key principals behind talk for Reading within the paper Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	<p>1,2,3,4, 6 and 8</p>	<p><u>Targets from assessment</u> Pupils' with PPF targets for reading <u>Year 2 (9)</u> 11% comprehension 33% fluency <u>Year 3 (6)</u> 33% comprehension 50% fluency Year 4 (10) 60%-fluency 60% comprehension Year 5 Year 6 (5)- 33% comprehension 67% fluency</p> <p>-New Talk for reading and specific foci have improved consistency across Year groups -Pupil voice shows that</p>	<p>-Staff training around the importance of fluency has increased teacher understanding of what it means to be a fluent reader and how fluency is a skill to be taught. -The use of a standard way of teaching reading with focused time dedicated to reading fluency has improved children's understanding of fluency. In pupil interviews, children were able to explain what fluency was and why it is important. -The addition of the library has improved children's access to books and reading for pleasure has increased over the course of the year. The children during pupil voice and in conversation with Ofsted talked avidly about their favourite</p>	<p><b>PIRA PPF data 2024</b> Year 3 60% EXS (30gds) Year 4 50% Exs (0gds) Year 5 33% (22 gds) Year 1 50% (13gds) Reception 50% EXS</p> <p>Year 2 <b>25% of PPF children= exs</b> TA 57% (0) Year 6 63% (13) TA Reading 67 (22) Spag 56 (8) Maths 44 (22) 33 (RWM) combined</p> <p><b>Next steps:</b> -Reading fluency continued focus for reading lessons -Reading fluency targets -Reading for pleasure- -Reading volunteer training -Continued support for phonics teaching/parent support -Opportunities to read outside of phonics in the school day- making the</p>



			<p>children are aware of fluency</p> <ul style="list-style-type: none"> <li>-Reading aloud-disciplinary reading beginning</li> <li>children able to identify where reading for learning has taken place-opportunities for reading aloud in all subjects aim.</li> </ul>	<p>books and the genres that they enjoy. The breadth of different authors the children enjoy reading has dramatically improved.</p> <p><b>Next step: Support with reading development for staff around provision and support L20 children.</b></p> <p><b>Focus on middle attainers in Year 6-cdp around maximising the teaching time to ensure expected standard is reached in ks2.</b></p>	<p>most of reading opportunities. 5 a day.</p> <ul style="list-style-type: none"> <li>-PPF children to be focus children for reading in school with teachers/TAs</li> </ul>
<p><i>Rekenrek project</i></p> <p><i>NCTEM continued</i></p> <p><i>(training and support)</i></p>	<p>NCTEM research-importance around early number, vocabulary and concrete resources and images</p> <p>EEF- maths guidance</p>	<p>1,2,3,4,6 and 8</p>	<p>-Mathematics results for ARE an improving picture from teacher assessments</p>	<p>Reception data for PP funded children in maths has improved from 50% (2023) to 56% (2024)</p> <p>Year 1 PPF data was 40% (2023) and is 50% (2024)</p> <p>Year 2 PPF data was 14% last year for KS1 maths and is 40% this year.</p>	<p>Data EYFS 50%</p> <p>TA results for PPF pupils</p> <p>Y1 25(13)</p> <p>Y3 46 (9)</p> <p>Y4 12(0)</p> <p>Y5 30(10)</p> <p>TA</p> <p>Y2 63 (13)</p> <p>Y6 50 (13)</p> <p>Next steps:</p>

					<ul style="list-style-type: none"> <li>-Continued improvement of the maths curriculum through the implementation of the White Rose Curriculum</li> <li>-Further embedding of the Maths mastery programme across the school</li> <li>-Scheduled retrieval opportunities</li> <li>-Implementation of the multiplication progression across the school</li> </ul>
<i>RWI spelling scheme (subscription costs and books)</i>	English Research review Ofsted	1, 4,6 and 8	-Pupils enjoying new scheme- “wish we had started it earlier” one child said. Impact from spelling summer GAPs	The programme continues to be taught daily in ks2. Some children are taught the common exception words for previous year groups alongside. GAPS summer data for PPF	Average Spelling test data (GAPS paper out of 20) for PP funded pupils 2025: Y1 1 Y3 8 Y4 3 Y5 6 SATs

				Y2- 40% Y3 0% Y4 22% Y5 30% Y6 38% <b>Further development and monitoring of teaching of spelling and grammar needed.</b>	Y2 6 Y6 7 (aut mock)  Average score of PPF pupils: 6  Next steps: -Spelling to be the focus of SIP and PPF plan for the next 3 years. -Linking of handwriting and spelling -Review of current spelling practices linked to next whole trust moderation -Spelling focus for PPF pupils
Continued implementation of the St. Mary's curriculum (cornerstones subscription costs)	Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.	12345 6 and 8	-Topic book looks and pupil voice show children with PPF are engaged in the curriculum and can share knowledge of their topics. School trips and concrete experiences within topic lessons make	Children who receive PPF continue to talk with enthusiasm about the curriculum. The children can talk about their learning with support from their books- the experiential learning on offer for the pupils has improved their ability to write and talk about their learning and their topic writing books	Pupil voice on curriculum:  -Curriculum links and models to be built on next year. Curriculum to be revisited in light of 2024 Ofsted report and in light of the curriculum review

			<p>lessons memorable for children with PPF.</p> <p>Continued work on solidifying the cultural capital across the trust ensuring equality of experience for all.</p>	<p>are well presented and the activities are purposeful. <b>The next step is developing the links in learning- ie: talking about democracy in history. Linking in the work of Sarah Cottingham around linking tools for supporting memory. Also we are developing our assessment tools in our foundation subjects so that the progress of our children with PPF can be more closely monitored and supported.</b></p>	<p>Next step:</p> <ul style="list-style-type: none"> <li>-Curriculum review in 2025-2026</li> <li>-Pupil premium funded pupils to be included in the collection of pupil voice- how to make the most effective curriculum changes to support the pupils experiences?</li> <li>-Cradle to career project to support</li> <li>-Alongside the 5Cs provided experiences to enhance the curriculum for our pupils with access to PP funding.</li> </ul>
<i>Science-enhanced science curriculum implementation</i>	<p>Ofsted research into science</p> <p>Manchester university paper- A response to the Ofsted research review for science: Guidance for primary schools</p> <p>The 10 key issues with children's learning in</p>	135678	<p>Pupil voice and book look impact statements:</p> <p>Pupil voice- children know about the skills needed in</p>	<p>Children and staff are clearer about the different types of experiment and about the different skills needed in science. The pupils were able to list these and talk about</p>	<p>data- from the arbor?</p> <p>In development and will need focus next year.</p>

	Primary science England Manchester Science learning partnership		science- they understand the new systems for teaching science.  Use of floor books ensures that children are accessing science despite struggles in literacy where they exist.	them in their lessons.  <b>Science continues to be an area of development. A new science lead has been appointed.</b>	Will be reviewed in 2025-2026 as part of the curriculum review.
<i>Heart Smart introduction for the RHE/SMSC curriculum (subscription costs)</i>	EEF toolkit on importance of metacognition and resilience in order to be achieve 'just right state for learning'	12345 678	PP children spoken to were able to talk about their learning in Heartsmart and were able to relate to their own relationships in school.  Reduction in bullying incidents and negative reflections on bullying behaviour in all areas.	We continue to embed Heart smart into our curriculum. The children have said that they would like more practical sessions. The Studio has been suggested for heartsmart lessons and cushions were bought to facilitate this- <b>Next step: Introducing more practical elements and Including drama and scenarios within the teaching. CPD</b>	Heartsmart to be reviewed and decisions to be made about whether to continue. Curriculum review 2025-2026

				<b>for teachers needed.</b>	
<i>Well-being and metacognition strategies used to support curriculum</i>	EEF toolkit on Metacognition Heart Smart- ELSA NHS social prescribing of supporting with anxiety DFE well-being lead teacher training package	12345 678	Data in the antibullying survey for children with PPF fell in all categories apart from internet safety which saw a small rise. (see June 23 antibullying and wellbeing results below) Sleep, happiness and calmness all improved.	Current anti-bullying data from y1,2,5 and 6 for September 2024 shows an improving picture with 95% of children with PP Funding say that they are <u>not</u> hit a lot or always. 90% said they were not called mean names a lot or always. 100% felt that they are allowed to join in most of the time. 100% felt that they are not called mean names online a lot or always. <b>NEXT step: Identification and support allocated for 5% and 10% who need support.</b>	Anti-bullying/behaviour data: 59% of our pupils with PPF felt that they had not had any form of bullying behaviour towards them. 95% of PPF pupils felt that they were safe at school.  88% felt they belonged at STM.  90% felt they were <b>not</b> hit or pushed a lot or a little in school  90% felt that they were not called mean names  90% felt they were always included  90% felt that they were not targeted online.
<i>Introduction of the 'No Outsider' programme suite of books</i>	CLPE- Reflecting Realities	3,5678	Pupil voice- shows children were able to talk	The children enjoy sharing the books and are able to talk	Pupil voice: children were able to talk about the no outsider books

<i>(Subscription)</i>	Diversity and inclusion in schools report- Pearson		about the books and could relate the themes of the books to lessons on racism. More unpicking of terminology needed and focus on concrete experiences in lessons beyond discussion.	about the themes of the stories to some extent. <b>Next step: Ensuring that the links are made explicit and that parents are more involved and aware.</b>	as part of their guided reading but not as part of whole class reading.  We have looked into the <a href="https://since911.com/">https://since911.com/</a> resources and the <a href="https://www.antiracism.education/">https://www.antiracism.education/</a> resources which we feel might be better at supplementing our Heartsmart and coverage of diversity materials across the curriculum.
<i>Emotional coaching/ STEPS behaviour management EP costs for training)</i>	PACE- Dan Hughes Louise Bomber When the adults change everything changes- Paul Dix	12345 678	Ongoing support of the ELSA team, therapeutic thinking training and 5 to thrive enables children to be emotionally ready to learn. -SIAMs report identified the strength of relationships and support for pupils available.	In line with our Trust we have redeveloped our behaviour policy to incorporate 3 key rules: ready, respectful and safe. The children have taken these rules on and are able to articulate them. We have also introduced a dojo afternoon for those children earning dojos as rewards.	Therapeutic training has taken place New school rules in place Revisiting the rules  ICPS in place across the whole school- this will continue to be implemented across the school over the next 3 years.  Next step: -Development of St. Mary's behaviour curriculum to run

				<p>Two of our therapeutic leads were not in school in 2023-24. The approach has still been followed within den meetings to support children with therapeutic behaviour plans. SLT attended the behaviour curriculum training provided by therapeutic thinking and a behaviour curriculum is in development.</p> <p><b>Next step:</b>  <b>Development of behaviour curriculum</b></p> <p>Further training is taking place in October for SLT.</p>	<p>alongside the Initio development</p> <p>-Expectations and routines walk thru re-visited as part of this ongoing work.</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	2022-2023	2023-2024	2024-2025
<i>Tutoring to be used for tutoring for the PP children in Year 6 in particular</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345678	New online questions-based resource supported all pupils in the run-up to SATs learning by question - LBQs <a href="http://www.lbq.org">www.lbq.org</a>	LBQ continues to be used by Year 6.	Booster groups and support - alongside CGS resources  To also include Maths No Problem
<i>funding to be used to access national tutoring partnership (not used in 2024)</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345	34% of the children with PPF received tutoring this year in Year 6 34% accessing the flash academy resources to support with EAL 1:1 phonics tutoring delivered daily.	32 pupils accessed funding from the recovery premium through NTP or school-led tutoring this year.	Not in 2024-2025
<i>Flash Academy online intervention (EAL/SEN</i>	EEF toolkit additional high-quality tutoring	12345678	Y6 pupils continue to	Not used in 2023-2024	Not used in 2024-2025

<i>children</i> ) (not used in 2024)			access the flash academy alongside the RWI tutoring and support from volunteers.		Re-established for 2025-2026 to support pupils with English as an additional language.
<i>1:1 coaching in phonics</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics from YR - Y6	1234678	Tutoring support continuing for bottom 20% 43% of children with PPF have had additional support with phonics- RWI 73% of children with PPF have had some additional support with either phonics or reading	47% of children with access to PPF have had 1:1 phonics tutoring this year.  This will increase with phonics support continuing into ks2.	75% of children with access to PPF received 1:1 tutoring for phonics
<i>Numbers count</i>	Target those pupils not achieving age-related expectations in Key stage 1	14 5 6 8	30% of children with PPF received numbers count teaching in 2022-23	Not used in 2023 2024	not used in 2024-2025
<i>First class @ Number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but some pupils still working below		not used in 2024-2025

<i>Talk for number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but some still working below		not used in 2024-2025
<i>Success @ Arithmetic</i>	Target those pupils not achieving age-related expectations in Key stage 1/2	1 4 5 6 8	Progress made towards Age related expectations but some still working below		not used in 2024-2025

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

Budgeted cost: £ 30,000 (estimated)

Activity	Evidence that supports this approach	Challenge number (s) addressed	Impact 2022-23	Impact 2023-2024	Impact in 2024-2025
<i>ELSA support 1:1 behaviour support</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345678	Well-being survey analysis Our June 2023 data shows an improvement in all areas of the wellbeing survey for our pupils with PPF. The	September 2024 data from those surveyed says that 20% of children with PPF funding are still worrying a lot or always. Sleep seems	Well-being data needed  % of pupils who access PPF who received pastoral support in 2024-2025:

			<p>area for concern is worry with 36% of pupils saying that they worry a bit. We have talked a lot about how some worry is normal. Concerns about people being mean online was up 1% but the number saying they are bother a lot or always was down 8%.</p> <p>37% of our PP children have received ELSA support this year.</p>	<p>to be an issue this year with 55% of those children surveyed saying they are struggling with sleep. 20% say they hit out when angry.</p> <p><b>Next steps:</b>  <b>Continued support for those children identified- TAF meetings to support parents where needed. ELSA meetings and check ins to ensure that the greatest need children receive the support needed.</b></p>	<p>35% of the ELSA went to pupils with PPF  40% of the ICPS group work sessions were for PPF pupils  33% of the nurture sessions with parents were for PPF pupils  77% of outside agency therapy sessions went to PPF pupils  58% of 1:1 checkins are with PPF pupils  44% of the outside transition group were PPF pupils.  Next steps:  Ensure children with PP funding are all discussed first for access to groups/support with outside professionals/Internal ELSA -meeting/parental support-ensure the pupils with PPF are helped to get the right support</p>
<i>Play therapy</i>	<p>Stewart, Anne &amp; Field, Thomas &amp; Echterling, Lennis. (2016). Neuroscience and the magic of play therapy. International Journal of Play Therapy. 25. 4-13. 10.1037/pla0000016.</p>	12345678	<p>Data for year:  80% of the play therapy places for this year were given to children with PPF.</p>	<p>50% of the children who had play therapy this year were children with access to PPF</p> <p>36% of our EP places went to children with PPF</p>	<p>77% of outside agency therapy sessions went to PPF pupils</p>
<i>Anxiety/ASC support groups</i>	<p>*  Number of research documents by EPs completed on the benefits of ELSA on attainment</p>	12345678	<p>Social and Therapeutic horticulture practitioner 2 places for PPF</p>	<p>62% of places offered for music therapy/forest</p>	<p>58% of 1:1 checkins are with PPF pupils  44% of the outside transition group were PPF pupils.</p>

	*			schools went to children with PPF.	
<i>counselling</i>	Research paper from university of Exeter and Cambridge on longer-term effects of school-based counselling in UK Primary schools Place2be.org	12345678	67% of pupils attending counselling were in receipt of PPF	We have had less access to counselling this year and with the disbandment of the fct we have had fewer families receiving counselling. 50% of the referrals made for counselling were for children in receipt of PPF.	77% of outside agency therapy sessions went to PPF pupils  Next year: Ensure that mental health team support PPF pupils are at the forefront of receiving support if needed.
<i>After school clubs</i>	Taking part in after-school clubs can give primary school children from poorer families a boost in academic performance and provide them with important social skills. According to <u>our new working paper</u> published by the Centre for Longitudinal Studies and funded by the Nuffield Foundation, after-school clubs stood out among a wide range of out of school activities as having positive benefits for young children, making the case for ongoing investment in these clubs as a way to help close the education gap	12345678	Data for after school clubs 52% of our children with PPF accessed an after school club this year.	Golden ticket system started this year to ensure that maximum take up of free clubs for children with PPF was taken up. 100% of children with PPF were offered a free club and 86% of these children attended at least one club over the year.	Fewer clubs run this year. Without the golden ticket system fewer PPF children went to clubs this year.  Next year: Continue to use the golden ticket system to target the PPF children Reach out to TA support/community in order to offer more clubs -Ensure PPF children have first access to the clubs.

# **Review of 2023-2024**

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

### Pupil premium strategy outcomes

#### Review notes for the previous academic year 2023-2024

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact notes/next steps 22-23	Impact/next steps 2023-2024
<i>Continued CPD of Phonics training and support for expert reading team (subscription and training cost implications from RWI specialists)</i>	<p>The 2021 Reading Framework stresses the importance of a synthetic phonics teaching strategy.</p> <p>RWI is on the DFE list of recommended providers</p> <p>The English Hub/RWI leaders through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	1,2, 3, 4,6 and 8	<p>73% of the Y1 cohort passed the phonics check (57% of the class are SEND. At the time of the mocks, 40% passed. 1:1 tutoring, video lessons and support from RWI allowed us to achieve these results. 70% of the PP children passed the phonics check.</p> <p>1:1 phonics tutoring, extra sessions, support from the online video portal for RWI supported the children to achieve this score.</p> <p>Children with PPF who had 1:1 tutoring RWI 48% of children with PPF access RWI tutoring 1:1</p>	<p>In 2024, 76% of the Y1 cohort passed the phonics check. (48% are SEND). 66% of the children with access to PPF in Y1 passed the phonics check with one scoring 31. At the time of the mocks- 43% passed) 1:1 tutoring, video lessons and support from RWI allowed us to achieve these results. The support from the English Hub and RWI lead provided additional support.</p> <p>66% of the children with PPF had access to RWI tutoring during the year.</p>

				<p>In year 2, 40% of the children with PPF had to retake their PSC. 100% of the children passed. 100% of these children had 1:1 tutoring and will continue to have 1:1 tutoring during Year 3.</p> <p><b>Next steps: Training for EYFS staff around later stages of the RWI programme. Ensuring consistency and sharing of good practice- continued coaching and development of teachers skills in delivering the programme.</b></p>
<p><i>Improving fluency and comprehension through Teaching and assessment of reading: Talk for Reading implementation from Year 2-KS2 (continued training and support)</i></p>	<p>The 2021 reading framework highlights the key principals behind talk for Reading within the paper</p> <p>Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	<p>1,2,3,4,6 and 8</p>	<p><u>Targets from assessment</u></p> <p>Pupils' with PPF targets for reading</p> <p><u>Year 2 (9)</u></p> <p>11% comprehension 33% fluency</p> <p><u>Year 3 (6)</u></p> <p>33% comprehension 50% fluency</p> <p><u>Year 4 (10)</u></p> <p>60%-fluency 60% comprehension</p> <p><u>Year 5</u></p> <p><u>Year 6 (5)-</u></p> <p>33% comprehension 67% fluency</p>	<p>-Staff training around the importance of fluency has increased teacher understanding of what it means to be a fluent reader and how fluency is a skill to be taught.</p> <p>-The use of a standard way of teaching reading with focused time dedicated to reading fluency has improved children's understanding of fluency. In pupil interviews, children were able to explain what</p>



			<p>-New Talk for reading and specific foci have improved consistency across Year groups</p> <p>-Pupil voice shows that children are aware of fluency</p> <p>-Reading aloud-disciplinary reading beginning children able to identify where reading for learning has taken place-opportunities for reading aloud in all subjects aim.</p>	<p>fluency was and why it is important.</p> <p>-The addition of the library has improved children's access to books and reading for pleasure has increased over the course of the year. The children during pupil voice and in conversation with Ofsted talked avidly about their favourite books and the genres that they enjoy. The breadth of different authors the children enjoy reading has dramatically improved.</p> <p><b>Next step: Support with reading development for staff around provision and support L20 children. Focus on middle attainers in Year 6- cdp around maximising the teaching time to ensure expected standard is reached in ks2.</b></p>
<i>Rekenrek project NCTEM continued (training and support)</i>	NCTEM research- importance around early number, vocabulary and concrete resources and images EEF- maths guidance	1,2,3,4,6 and 8	-Mathematics results for ARE an improving picture from teacher assessments	Reception data for PP funded children in maths has improved from 50% (2023) to 56% (2024)

				<p>Year 1 PPF data was 40% (2023) and is 50% (2024)</p> <p>Year 2 PPF data was 14% last year for KS1 maths and is 40% this year.</p>
<i>RWI spelling scheme (subscription costs and books)</i>	English Research review Ofsted	1, 4,6 and 8	-Pupils enjoying new scheme- “wish we had started it earlier” one child said. Impact from spelling summer GAPs	<p>The programme continues to be taught daily in ks2. Some children are taught the common exception words for previous year groups alongside. GAPS summer data for PPF</p> <p>Y2- 40% Y3 0% Y4 22% Y5 30% Y6 38%</p> <p><b>Further development and monitoring of teaching of spelling and grammar needed.</b></p>
<i>Continued implementation of the St. Mary’s curriculum (cornerstones subscription costs)</i>	Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.	123456 and 8	-Topic book looks and pupil with voice show children with PPF are engaged in the curriculum and can share knowledge of their topics. School trips and concrete experiences within topic lessons	Children who receive PPF continue to talk with enthusiasm about the curriculum. The children can talk about their learning with support from their books- the experiential learning on offer for the pupils has improved

			<p>make lessons memorable for children with PPF.</p> <p>Continued work on solidifying the cultural capital across the trust ensuring equality of experience for all.</p>	<p>their ability to write and talk about their learning and their topic writing books are well presented and the activities are purposeful. <b>The next step is developing the links in learning- ie: talking about democracy in history. Linking in the work of Sarah Cottingham around linking tools for supporting memory. Also we are developing our assessment tools in our foundation subjects so that the progress of our children with PPF can be more closely monitored and supported.</b></p>
<i>Science-enhanced science curriculum implementation</i>	<p>Ofsted research into science Manchester university paper- A response to the Ofsted research review for science: Guidance for primary schools</p>	135678	<p>Pupil voice and book look impact statements:</p> <p>Pupil voice- children know about the skills</p>	<p>Children and staff are clearer about the different types of experiment and about the different skills needed in science.</p>

	The 10 key issues with children's learning in Primary science England Manchester Science learning partnership		needed in science- they understand the new systems for teaching science.  Use of floor books ensures that children are accessing science despite struggles in literacy where they exist.	The pupils were able to list these and talk about them in their lessons.  <b>Science continues to be an area of development. A new science lead has been appointed.</b>
<i>Heart Smart introduction for the RHE/SMSC curriculum (subscription costs)</i>	EEF toolkit on importance of metacognition and resilience in order to be achieve 'just right state for learning'	12345678	PP children spoken to were able to talk about their learning in Heartsmart and were able to relate to their own relationships in school.  Reduction in bullying incidents and negative reflections on bullying behaviour in all areas.	We continue to embed Heart smart into our curriculum. The children have said that they would like more practical sessions. The Studio has been suggested for heartsmart lessons and cushions were bought to facilitate this- <b>Next step: Introducing more practical elements and Including drama and scenarios within the teaching. CPD for teachers needed.</b>
<i>Well-being and metacognition strategies used to support curriculum</i>	EEF toolkit on Metacognition Heart Smart- ELSA NHS social prescribing of supporting with anxiety	12345678	Data in the antibullying survey for children with PPF fell in all	Current antibullying data from y1,2,5 and 6 for September 2024 shows an improving

	DFE well-being lead teacher training package		categories apart from internet safety which saw a small rise. (see June 23 antibullying and wellbeing results below) Sleep, happiness and calmness all improved.	picture with 95% of children with PP Funding saying that they are not hit a lot or always. 90% said they were not called mean names a lot or always. 100% felt that they are allowed to join in most of the time. 100% felt that they are not called mean names online a lot or always. <b>NEXT step: Identification and support allocated for 5% and 10% who need support.</b>
<i>Introduction of the 'No Outsider' programme suite of books (Subscription)</i>	CLPE- Reflecting Realities Diversity and inclusion in schools report- Pearson	3,5678	Pupil voice- shows children were able to talk about the books and could relate the themes of the books to lessons on racism. More unpicking of terminology needed and focus on concrete experiences in lessons beyond discussion.	The children enjoy sharing the books and are able to talk about the themes of the stories to some extent. <b>Next step: Ensuring that the links are made explicit and that parents are more involved and aware.</b>
<i>Emotional coaching/ STEPs behaviour management EP costs for training)</i>	PACE- Dan Hughes Louise Bomber	12345678	Ongoing support of the ELSA team, therapeutic thinking	In line with our Trust we have redeveloped our behaviour policy to

	When the adults change everything changes- Paul Dix		<p>training and 5 to thrive enables children to be emotionally ready to learn.</p> <p>-SIAMs report identified the strength of relationships and support for pupils available.</p>	<p>incorporate 3 key rules ready, respectful and safe. The children have taken these rules on and are able to articulate them. We have also introduced a dojo afternoon for those children earning dojos as rewards.</p> <p>Two of our therapeutic leads were not in school in 2023-24. The approach has still been followed within den meetings to support children with therapeutic behaviour plans. SLT attended the behaviour curriculum training provided by therapeutic thinking and a behaviour curriculum is in development.</p> <p><b>Next step:</b> <b>Development of behaviour curriculum</b> Further training is taking place in October for SLT.</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	2022-2023	2023-2024
<i>Tutoring to be used for tutoring for the PP children in Year 6 in particular</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345678	New online questions-based resource supported all pupils in the run-up to SATs learning by question - LBQs <a href="http://www.lbq.org">www.lbq.org</a>	LBQ continue to be used by Year 6.
<i>funding to be used to access national tutoring partnership (not used in 2024)</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345	34% of the children with PPF received tutoring this year in Year 6 34% accessing the flash academy resources to support with EAL 1:1 phonics tutoring delivered daily.	32 pupils accessed funding from the recovery premium through with NTP or school led tutoring this year.
<i>Flash Academy online intervention (EAL/SEN children) (not used in 2024)</i>	EEF toolkit additional high-quality tutoring	12345678	Y6 pupils continue to access the flash academy alongside	Not used in 2023-2024

			the RWI tutoring and support from volunteers.	
<i>1:1 coaching in phonics</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics from YR - Y6	1234678	Tutoring support continuing for bottom 20% 43% of children with PPF have had additional support with phonics- RWI 73% of children with PPF have had some additional support with either phonics or reading	47% of children with access to PPF have had 1:1 phonics tutoring this year.  This will increase with phonics support continuing into ks2.
<i>Numbers count</i>	Target those pupils not achieving age-related expectations in Key stage 1	14 5 6 8	30% of children with PPF received numbers count teaching in 2022-23	Not used in 2023 2024
<i>First class @ Number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but some pupils still working below	
<i>Talk for number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but some still working below	



Success @ Arithmetic	Target those pupils not achieving age-related expectations in Key stage 1/2	1 4 5 6 8	Progress made towards Age related expectations but some still working below	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022-23	Impact 2023-2024
Financial support for trips and residential trip	<b>1. Educational and Cognitive Benefits</b>  <b>Field Trips Improve Learning Understanding</b> <ul style="list-style-type: none"> <li>Research shows that field trips <i>enhance topic understanding and contextualise learning</i> beyond what classroom instruction alone can achieve. Dewitt &amp; Storksdieck's large review found that out-of-class experiences support both cognitive and affective learning, helping students synthesize information, improve reasoning, and connect theory with real contexts. <a href="#">ERIC</a></li> </ul>	3	100% of Y6 children with access to PPF attended the Y6 residential and were able to benefit from the experience of staying away from home.	100% of Y6 children with access to PPF attended the Y6 residential and were able to benefit from the experience of staying away from home.

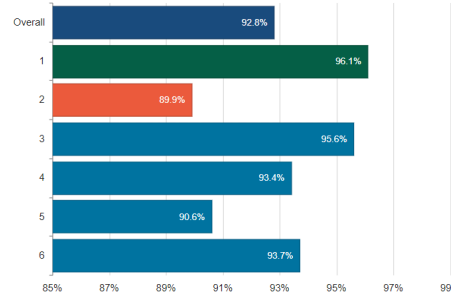
	<p><b>Boosts Engagement, Curiosity &amp; Motivation</b></p> <ul style="list-style-type: none"> <li>Empirical study from Lancaster University found that educational trips significantly increased students' <i>curiosity, sense of wonder, and desire to learn</i> compared with regular classroom environments — psychological factors that support deeper learning. <a href="#">Lancaster University</a></li> </ul> <p><b>Higher Performance and Test Scores</b></p> <ul style="list-style-type: none"> <li>Longitudinal research suggests that students who participate in multiple field trips during a school year <i>score higher on tests and perform better overall</i>, even in core areas like reading and math. <a href="#">Phys.org</a></li> <li>Family trips (a form of out-of-school experience) have also been linked to improved academic achievement in early childhood studies.</li> </ul>			
<p><i>ELSA support 1:1 behaviour support</i></p>	<p>ELSA- Dan Hughes Margot Sutherland Louise Bomber</p>	<p>12345678</p>	<p>Well-being survey analysis Our June 2023 data shows an improvement in all areas of the wellbeing survey for our pupils with PPF. The area for concern is worry with 36% of pupils saying that they worry a bit. We have talked a lot about how some worry is normal. Concerns about people being mean online was up 1% but the number saying they are bother a lot or always was down 8%.</p> <p>37% of our PP children have received ELSA support this year.</p>	<p>September 2024 data from those surveyed says that 20% of children with PPF funding are still worrying a lot or always. Sleep seems to be an issue this year with 55% of those children surveyed saying they are struggling with sleep. 20% say they hit out when angry.</p> <p><b>Next steps:</b> <b>Continued support for those children identified- TAF meetings to support parents where needed. ELSA meetings and check ins to ensure that the greatest need children receive the support needed.</b></p>

<i>Play therapy</i>	Stewart, Anne & Field, Thomas & Echterling, Lennis. (2016). Neuroscience and the magic of play therapy. International Journal of Play Therapy. 25. 4-13. 10.1037/pla0000016.	12345678	Data for year: 80% of the play therapy places for this year were given to children with PPF.	50% of the children who had play therapy this year were children with access to PPF  36% of our EP places went to children with PPF
<i>Anxiety/ASC support groups</i>	<ul style="list-style-type: none"> <li>Number of research documents by EPs completed on the benefits of ELSA on attainment</li> </ul>	12345678	Social and Therapeutic horticulture practitioner 2 places for PPF	62% of places offered for music therapy/forest schools went to children with PPF.
<i>counselling</i>	Research paper from university of Exeter and Cambridge on longer-term effects of school-based counselling in UK Primary schools Place2be.org	12345678	67% of pupils attending counselling were in receipt of PPF	We have had less access to counselling this year and with the disbandment of the fct we have had fewer families receiving counselling. 50% of the referrals made for counselling were for children in receipt of PPF.
<i>After school clubs</i>	Taking part in after-school clubs can give primary school children from poorer families a boost in academic performance and provide them with important social skills. According to <u>our new working paper</u> published by the Centre for Longitudinal Studies and funded by the Nuffield Foundation, after-school clubs stood out among a wide range of out of school activities as having positive benefits for young children, making the case for ongoing investment in these clubs as a way to help close the education gap	12345678	Data for after school clubs 52% of our children with PPF accessed an after school club this year.	Golden ticket system started this year to ensure that maximum take up of free clubs for children with PPF was taken up. 100% of children with PPF were offered a free club and 86% of these children attended at least one club over the year.

Previous PP plan Review

Intended outcome	Success criteria	Review- what happened?	Next steps- ideas for the next plan
<i>Vocabulary development will enable the children to achieve the age-related expectations or make significant progress from their starting points.</i>	Achieve above national average progress scores in KS1 and KS2 reading, Phonics, writing and maths	<p><b><u>PP Data:</u></b></p> <p>-66% of Y1 PP children achieved the expected standards in phonics</p> <p><b><u>Y2</u></b></p> <p>40% of children with ppf achieved the expected standard in RWM</p> <p><b><u>Y6</u></b></p> <p>31% (7 GD) of the PPF children in year 6 achieved the expected standard in reading, writing and maths.</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>-Teachers are teaching and sharing vocabulary in all areas of the curriculum through word wheels/knowledge organisers.</p> <p>-Images have been added to word wheels to prompt children to remember word meanings</p> <p>-Children can explain word wheels, how they work and how their teacher uses them</p>

			<p><b><u>Targets for development (next action plan)</u></b></p> <p>-spelling the words on the word wheel correctly (ks2 children were more successful at this)</p> <p>-Retention and progression of key vocabulary across the school to be embedded this year</p> <p>-Measure of vocabulary for our PP children -impact?</p>
<p>ELSA support/Mental health and well-being support and use of Heart Smart will allow children to access a just right state for learning meaning that children will achieve the age-related expectations in R Wand M</p>	<p>Children are happy in their learning- they are achieving well in their well-being surveys and parental questionnaires suggest that children are happy in school</p>	<p>Wellbeing data for 2024 needed</p> <p>Happy at school: Parent survey data: 4.57 out of 5 strongly agree (58 parents surveyed) Happy at school: Anti-Bullying alliance survey data: Always: 21% A lot 30% A bit 40% Never 10%</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>Well-being ambassador/anti-bullying alliance work to continue next year. JLT feedback shows they feel Wellbeing Ambassadors have made a positive impact – they identify specific examples and felt that their contribution to collective worship has really helped develop children's understanding of strategies and support.</p> <p><b><u>Targets for development:</u></b></p> <p>-Continue to measure impact of Heart Smart -School improvement plan child speak target- children know the 'Heart smart hi-five'</p>
<p>Resilience and metacognitive strategies enhance pupils learning experience and enable them to achieve the age-related expectations in RWM.</p>	<p>Achieve above national average for progress in RWM.</p>	<p><b><u>PP Data:</u></b></p> <p>-66% of Y1 PP children achieved the expected standards in phonics</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p>

		<p><b><u>Y2</u></b></p> <p>40% of children with ppf achieved the expected standard in RWM</p> <p><b><u>Y6</u></b></p> <p>31% (7 GD) of the PPF children in year 6 achieved the expected standard in reading, writing and maths.</p>	<p>-The values are embedded and children see the benefits and importance of endurance</p> <p>and enduring to learn new skills</p> <p>-Maths you cubed repetition enables children to recognise the importance of making mistakes</p> <p>-Children are able to talk about the learning pit in simple terms</p> <p><b><u>Targets for development:</u></b></p> <p>Consider changing target to compare data to other similar schools rather than national?? Deprivation index?</p> <p>Or progress from starting points?</p> <p>-More understanding of the learning pit and what it means</p>																
<p>Cultural capital and experience will enhance children’s writing and reading and will help them achieve the age-related expectations in reading and writing</p> <p>Children will enjoy their fully rounded curriculum.</p>	<p>Children can talk about their learning in their curriculum with clear understanding and can talk about the experiences they have had.</p> <p>The children achieve above the national average in their progress scores for reading and writing.</p> <p>The attendance of disadvantaged children will be above 95%</p>	 <table><tr><th>Category</th><th>Attendance Percentage</th></tr><tr><td>Overall</td><td>92.8%</td></tr><tr><td>1</td><td>96.1%</td></tr><tr><td>2</td><td>89.9%</td></tr><tr><td>3</td><td>95.6%</td></tr><tr><td>4</td><td>93.4%</td></tr><tr><td>5</td><td>90.6%</td></tr><tr><td>6</td><td>93.7%</td></tr></table> <p>PPF attendance:</p> <p>Overall 92.8%</p> <p>Persistent absence 20.3%</p> <p>Y1 96.16%</p> <p>Y2 89.9</p> <p>Y3 95.6</p>	Category	Attendance Percentage	Overall	92.8%	1	96.1%	2	89.9%	3	95.6%	4	93.4%	5	90.6%	6	93.7%	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>-The children are able to talk about the topics they have been taught</p> <p>-KS1 were able answer specific knowledge related questions</p> <p>-Ks2 were able to talk generally about their topics but found answering specific knowledge-based questions difficult- they explained what they meant but could not bring to mind the specific vocabulary</p> <p><b><u>Targets for development:</u></b></p> <p>-Retaining language and knowledge – more opportunities to retain and recall knowledge from previous year groups.</p>
Category	Attendance Percentage																		
Overall	92.8%																		
1	96.1%																		
2	89.9%																		
3	95.6%																		
4	93.4%																		
5	90.6%																		
6	93.7%																		

		<p>Y4 93.4 Y5 90.6 Y6 93.7</p> <p>Year 2 has a child with EBSA Year 5 has some persistent attendance issues amongst PPF children.</p> <p>We took the PPF children from Year 4,5 and 6 to London to see Wicked.</p>	<p>Website and subject progressions to be trialled next year- 2022-23 23-24 hone curriculum and refine after next year.</p> <p>Vocabulary training/ support for staff – looking into best ways to link spelling and reading to vocabulary teaching. Measuring the impact of the changes.</p> <p>A passport of activities and cultural capital to be planned into the calendar of the year to ensure that children have a rich passport of experience.</p>
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## Review of the 2019-22 (3 year strategy) pupil premium strategy How did we do?

Intended outcome	Success criteria	Review- what happened? What was the impact?	Next steps- ideas for the next plan
<i>Vocabulary development will enable the children to achieve the age-related expectations or make significant progress from their starting points.</i>	Achieve above national average progress scores in KS1 and KS2 reading, Phonics, writing and maths	<b>PP Data:</b> -67% of Y1 PPF children achieved the expected standards in phonics <b>Y2</b> % of PPF achieving expected standard in R,W,M and SPAG <b>67(22)</b> <b>44(0)</b> <b>44 (11)</b> <b>55(11)</b> <b>Y6</b> & of PP Achieving the expected standard in RWM and SPAG <b>70 (10)</b> <b>60 (0)</b> <b>70 (10)</b> <b>70 (10)</b>	<b><u>From our pupil interviews and learning observations we know that:</u></b> -Teachers are teaching and sharing vocabulary in all areas of the curriculum through word wheels/knowledge organisers. -Images have been added to word wheels to prompt children to remember word meanings -Children can explain word wheels, how they work and how their teacher uses them  <b><u>Targets for development (next action plan)</u></b> -spelling the words on the word wheel correctly (ks2 children were more successful at this) -Retention and progression of key vocabulary across the school to be embedded this year -Measure of vocabulary for our PP children -impact?
ELSA support/Mental health and well-being support and use of Heart Smart will allow children to access a just right state for learning meaning that children will	Children are happy in their learning- they are achieving well in their well-being surveys and parental questionnaires	Happy at school: <b>Parent survey data: 4.57 out of 5 strongly agree (58 parents surveyed)</b> <b>Happy at school:</b> <b>Anti-Bullying alliance survey data:</b> <b>Always: 21%</b> <b>A lot 30%</b> <b>A bit 40%</b> <b>Never 10%</b>	<b><u>From our pupil interviews and learning observations we know that:</u></b>  Well-being ambassador/anti-bullying alliance work to continue next year. Lunch time review- staff JLT feedback shows they feel Wellbeing Ambassadors have made a positive impact – they identify specific examples and felt that their contribution to collective worship has really helped develop children's understanding of strategies and support.  <b><u>Targets for development:</u></b> -Continue to measure impact of Heart Smart -School improvement plan child speak target- children know the 'Heart smart hi-five'



achieve the age-related expectations in R Wand M	suggest that children are happy in school		
Resilience and metacognitive strategies enhance pupils learning experience and enable them to achieve the age-related expectations in RWM.	Achieve above national average for progress in R W M.	FFT Aspire data for y6: RWM expected standard (FSM6) 50%  Reading/GAPS/Maths Average scaled score 99.6% for disadvantaged -2.7 progress score	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-The values are embedded and children see the benefits and importance of endurance and enduring to learn new skills</li> <li>-Maths you cubed repetition enables children to recognise the importance of making mistakes</li> <li>-Children are able to talk about the learning pit in simple terms</li> </ul> <p><b><u>Targets for development:</u></b></p> <p>Consider changing target to compare data to other similar schools rather than national?? Deprivation index? Or progress from starting points? -More understanding of the learning pit and what it means</p>
Cultural capital and experience will enhance children's writing and reading and will help them achieve the age-related expectations in reading and writing. Children will enjoy their fully rounded curriculum.	Children can talk about their learning in their curriculum with clear understanding and can talk about the experience s they have had. The children achieve above the national average in their progress scores for reading and writing.	<p>Covid absence and an outbreak of chicken pox that has affected all classes has impacted overall attendance this year significantly. For the first half of the year attendance was broadly in line with national data collected by FFT. Over last half term this dropped due to impact of absence for chicken pox. figures from sep to may half term for PP to be:</p> <p>R 89.29 1 92.44 2 91.22 3 91.21 4 91.44 5 92.9 6 93.73 Overall PP 91.67</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-The children are able to talk about the topics they have been taught</li> <li>-KS1 were able answer specific knowledge related questions</li> <li>-Ks2 were able to talk generally about their topics but found answering specific knowledge-based questions difficult- they explained what they meant but could not bring to mind the specific vocabulary</li> </ul> <p><b><u>Targets for development:</u></b></p> <ul style="list-style-type: none"> <li>-Retaining language and knowledge – more opportunities to retain and recall knowledge From previous year groups.</li> <li>Website and subject progressions to be trialled next year- 2022-23</li> <li>23-24 hone curriculum and refine after next year.</li> <li>Vocabulary training/ support for staff – looking into best ways to link spelling and reading to vocabulary teaching. Measuring the impact of the changes.</li> </ul>

	The attendance of disadvantaged children will be above 95%		
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022

<p><i>Phonics training for all staff including TAs and KS2 staff</i> (£3,000)</p>	<p>The 2021 Reading Framework stresses the importance of a synthetic phonics teaching strategy. The EEF toolkit mirrors this view point. RWI is on the list of recommended providers The English Hub through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	<p>1,2 and 3</p>	<p><b><u>From our pupil interviews/data and learning observations we know that:</u></b>            -RWI training for all teachers and TAs took place in January 2022            Phonics scores up from 74% in 2019 to 83% in June 2022 (cohort with lower SEN than average for St. Mary's)            -support from English Hub and RWI consultant has provided useful check ins and has given staff expertise and boosted their understanding of how to teach phonics effectively.            -1:1 coaching has improved results for the bottom 20% of our readers.            86% of PP pupils passed the phonics screening compared to 47% in 2019 (A more able year group in general with more parental support and less SEN)  <b><u>Targets for development:</u></b>            -Continued support from RWI advisor and use of the coaching structure using the RWI            -Development and CPD for expert reading teachers</p>
<p><i>Talk for Reading training for all staff</i> (£2,000)</p>	<p>The 2021 reading framework highlights the key principals behind talk for Reading within the paper Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	<p>1,2,3 and 4</p>	<p><b><u>From our pupil interviews and learning observations we know that:</u></b>            -Talk for reading training happened for all staff across the trust from January to March in staff meeting times            -Background pedagogy behind teaching reading was made explicit.            -Reading results are higher than maths and writing across the school.            -LTP work needed and more work to embed and measure impact needed next year  <b><u>Targets for development:</u></b>            More work on planning and implementation of talk for reading needed next year- staff have mentioned during T4W audit completed on 14/06/2022</p>

<i>Mastering Number/ Rekenrek project NCTEM provided</i>	NCTEM research- importance around early number, vocabulary and concrete resources and images	1,2,3	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-All KS1 children taking part in rekenrek/mastering number project- engaged and learning as evidenced in observations/monitoring</li> <li>-Teachers say that they have benefitted from the CPD and discussions with other teachers - clear progression of skills.</li> </ul> <p><b><u>Targets for development:</u></b></p> <ul style="list-style-type: none"> <li>Continued development and embedding of rek and rek number skills</li> <li>Continue to measure the impact of project as the children continue up through the school</li> </ul>
<i>Curriculum improvements - progression and clarification of St. Mary's curriculum</i>	Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.	12345	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-History, Geography, RE, PE, Music and ICT progression documents have been created and matched with the St.Mary's curriculum</li> <li>-RHE and Science to be complete by end of 2022</li> <li>-'Subject walk-throughs' have taken place for History and Geography and the other subjects are scheduled for this term.</li> <li>-Website to be updated over the summer to reflect new curriculum</li> </ul> <p><b><u>Targets for development:</u></b></p> <ul style="list-style-type: none"> <li>Website to be updated to reflect new curriculum</li> <li>Art, DT and modern foreign languages to be completed in conjunction with BPS</li> </ul>
<i>Heart Smart introduction for the RHE/SMSC curriculum (£4000)</i>	EEF toolkit on importance of meta cognition and resilience in order to be achieve 'just right state for learning'	12345	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-Well-being ambassadors are using the heart smart phrases to support children at break and lunch</li> <li>-Well-being ambassadors now know the phrases and SLT are using them when discussing behaviour incidents with children</li> </ul> <p><b><u>Targets for development:</u></b></p> <ul style="list-style-type: none"> <li>All children and staff to know and be using the HeartSmart Hi-Five</li> </ul>

<i>Wellbeing and metacognition strategies used to support curriculum</i>	EEF toolkit on Metacognition Heart Smart- ELSA NHS guidance of supporting with anxiety DFE wellbeing lead training package	12345	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-Introduction of well-being practitioner role has supported Y6 with their final year in school</li> <li>-Heart smart lessons have been introduced and are beginning to become a common language- further embedding needed next year.</li> <li>-Strategies from the well-being practitioner will be recorded and passed on to staff and parents for future support.</li> <li>-94% attendance for PP children in y6 suggests that they benefitted from feeling supported with their well-being.</li> </ul> <p><b><u>Targets for development:</u></b></p> <ul style="list-style-type: none"> <li>-Continue to support children with their well-being- reaching out to support from the community with the social prescribing/STAR club involvement</li> <li>-Going for gold in the Anti-bullying alliance work</li> </ul>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022
<i>Tutors selected from the national tutoring programme to be used for tutoring for the PP children in Year 6 in particular</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning National Tutoring programme DFE promotion of tutoring for catch up	12345	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <ul style="list-style-type: none"> <li>-waiting for y6 data</li> <li>TA data meeting at Easter data drop suggests a positive impact</li> </ul> <p><b><u>Targets for development:</u></b></p>

<i>Recovery premium funding to be used to access national tutoring partnership</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>-Tutoring saw an impact for 29% of our PP children in Year 6 who achieve the expected standard in the Year 6 sats in either reading or maths where support was given.</p> <p><b><u>Targets for development:</u></b></p> <p>-using tutoring to increase number achieving greater depth</p>
<i>1:1 coaching in phonics</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics	123	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>With the exception the 3 EHCP children in Year 1 83% of the bottom 20% of Year 1 passed the phonics screening check. Including the EHCP children 50% of the lowest 20% passed the phonics check (with one of the children missing the pass mark by 1).</p> <p><b><u>Targets for development:</u></b></p> <p>-Supporting Y1 with a larger number of SEN children to maintain the gains in the phonics screening check.</p>
<i>Overcoming fears and worries intervention</i>	Evidence based approach for supporting children with anxiety	5	<p><b><u>From our pupil interviews and learning observations we know that:</u></b></p> <p>-2 of the parents of our PP/CP/CIN children have received the overcoming fears and worries intervention this year. -The behaviour of one pupil has improved both in and out of school and the family are no longer open to social care. -Other families have benefitted from the support of the well-being practitioner who has been able to help both at home and in school</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022
<i>ELSA support 1:1 behaviour support</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345	-KS1 children achieving expected with ELSA support 33% of PP children in ks1 who had ELSA support achieved the expected standard in RWM -Anti-bullying alliance survey results show that the children receiving ELSA support enjoy school and feel safe in school
<i>Play therapy</i>		12345	Waiting for final data
<i>Anxiety/ASC support groups</i>	Psycho-support evidence informed intervention	12345	Y6 class teacher has seen impact in lessons and resilience increase 94% attendance of y6 PP children
Counselling		12345	Waiting for final data

## 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
NELI	DFE
Tutors from the National tutoring initiative	National Tutoring programme

