

Pupil premium strategy statement – *St Mary & All Saints CE Primary School*

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	30.4
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	December 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Simon Cowley
Pupil premium lead	Mia Stanbrook / Matt Parting
Governor / Trustee lead	Kathryn Twine & Sam Yarnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,985
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£149,985

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal.

In addition, we have considered the challenges faced by vulnerable pupils (pupils with SEN, young carers, LAC children, those on CIN or CP plans and those who are facing homelessness) and intend that the activities outlined in this strategy also support their needs, regardless of whether they are pupil premium or not.

Quality First teaching is central to our approach, with a specific focus on areas in which disadvantaged pupils require the most support, such as oracy and language acquisition. This approach has been chosen as it has been proven to have the largest impact on closing the attainment gap for disadvantaged pupils and at the same time, will benefit all pupils in school. Following the introduction of the White Horse Federation, trust-wide common curriculum for the core subjects two years ago, we are focusing school improvement priorities around the use of assessment and adaption of this curriculum to improve outcomes for all pupils. Ensuring the enactment of this curriculum for disadvantaged pupils will underpin all continuous development activities and training opportunities.

Our approach will be informed by individual needs. Robust assessment and forensic analysis of data will be integral to informing our judgement rather than generalisations about the impact of disadvantage. The activities and approaches we have adopted complement each other to help children achieve their potential. To ensure they are effective, we will:

- Embed a culture in which everyone takes responsibility for the outcomes of disadvantaged pupils and has high expectations of what they can achieve
- Challenge will be prevalent for all disadvantaged children
- The curriculum is sequenced and adapted to specifically support the most disadvantaged pupils
- Interventions will be expedient, effective and based on assessment
- Quality first teaching for all will ensure a consistent whole school approach for improving outcomes and aspirations for all disadvantaged children
- Focus continuous development on supporting teachers in the delivery of lessons that will inspire and engage our most disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and pupil voice indicate less developed oral language skills and vocabulary amongst many of our disadvantaged children. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Indeed, assessment benchmarking indicates that children joining in Nursery and Reception often have significantly lower starting points and need to make accelerated progress in order to achieve a good level of development by the end of their Reception year.
2	Cohort analysis of year groups across the school indicates that approximately 40 to 45% of the children in every year group (Years 1 to 6) joined as an in-year admission and that for many of these, English is an additional language. Whilst the majority of these children do not qualify for Pupil Premium funding or other benefits as they are new to the country, requests from these families for support with food, clothing, mental health and overcrowding indicate that they should be considered a hidden disadvantaged group.
3	Statutory assessments indicate that combined (RWM) attainment at KS2 for disadvantaged children is below that of non-disadvantaged pupils (55.6% compared to 75%). Internal formative assessment data for Autumn term 2025, indicates that significantly fewer disadvantaged children in year 6 are on track to meet age related expectations in combined attainment by the end of the year compared to their non-disadvantaged peers (47% compared to 68%). This is reflective of all other year groups across the school.
4	Wider triangulation of data, evidence in books and pupil voice indicate that the education and well-being of many of our disadvantaged children continues to be impacted to a greater extent by school closures during the pandemic. These findings are supported by national studies. As a result, these children, who are now upper Key Stage 2, have significant gaps and have fallen further behind their non-disadvantaged peers. This indicates that children from disadvantaged backgrounds are more likely to have gaps in their basic foundational knowledge and fluency.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their progress and attainment. Teacher referrals for support and requests from families for help from our Family Support Worker are high and increasing term-on-term due to the ongoing national cost of living crisis. This is further highlighted by a significant increase in safeguarding concerns and reports.
6	Whilst improved, our attendance data last academic year indicates lower attendance among statutory age disadvantaged pupils when compared to their non-disadvantaged peers (91.9% and 94.4% academic year 2024 / 2025). Persistent absenteeism was higher than the national average for all children last academic year (school 21.4%, national average 14.3% in 2024 / 2025). This is

	most noticeable among statutory age persistent absentees where a significantly higher proportion were disadvantaged (31.8%) when compared to non-disadvantaged children (22.5%). Furthermore, male disadvantaged pupils (34.1%) are more likely to be persistently absent from school when compared to disadvantaged girls (29.3%).
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Intended outcomes

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

Intended outcome	Success criteria
To improve the oral language skills and vocabulary of disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To raise the attainment of disadvantaged children in maths so it is in line with their non-disadvantaged peers.	An increase in disadvantaged children who are on track in maths by the end of KS1 and KS2, so this is broadly in line with their non-disadvantaged peers and national expectations. One barrier to this is fluency and recall of key facts and skills.
To increase the fluency and recall of key additive and multiplicative facts of disadvantaged pupils.	Wider triangulation of summative and formative assessment will show an increase in recall and fluency of key facts and skills for all children. Multiplication Check outcomes for disadvantaged children in year 4 will be broadly in line with national expectations.
To raise the attainment of disadvantaged children in reading.	An increase in disadvantaged children who are on track in reading by the end of KS1 and KS2, so this is broadly in line with national expectations.
To raise the attainment of disadvantaged children in writing through a three-phase approach.	An increase in writing attainment for all pupils so outcomes at KS1 & KS2 are broadly in line with national expectations for both disadvantaged and non-disadvantaged pupils. This will be evidenced in pupil books where taught skills and non-negotiable expectations around presentation, basic punctuation and editing are consistent across year groups and key stages.
To adapt the wider curriculum to support disadvantaged children and their families with mental, emotional and physical health concerns.	Disadvantaged pupils can explain how they are supported to achieve at school. Parents of disadvantaged children give positive feedback on how their children's emotional and physical needs are met.

To ensure that all disadvantaged children have access to enriching and experiential learning opportunities to increase their cultural capital.	<p>Positive pupil voice on the curriculum offer they receive. Children speak highly of their experiences in school and how they have positively impacted their learning.</p> <p>Enrolment of pupil premium children onto extracurricular clubs and residential trips increases.</p>
To raise and sustain attendance for all pupils, particularly disadvantaged children.	<p>The attendance gap between disadvantage and non-disadvantaged children is reduced so they are broadly in line with each other.</p> <p>The number of persistently absent disadvantaged pupils to be reduced to be in line with national average.</p> <p>Persistent and severely absent disadvantaged boys to be monitored closely and families supported so children meet SMART incremental attendance targets.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [37,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refine mastery approach to the teaching of mathematics in line with DfE and EEF guidance. To include funding release time for CPP & planning clinics with subject lead and maths specialist were appropriate.	<p>EEF teaching & learning toolkit +5</p> <p>Mastery Learning – high impact for very low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1, 2, 3 & 4
To refine the school approach to reading with a focus on early reading, fluency and pupil / parent	<p>EEF teaching & learning toolkit +6</p> <p>Reading comprehension strategies – very high impact for very low-cost base.</p>	1, 2, 3 & 4

engagement. To include funding release time for CPD for teachers and subject lead and the purchase of age-appropriate texts to help develop reading corners in every classroom that support learning topics in each year.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Continued subscription to a DfE validated Systematic Synthetic Phonics programme to ensure fidelity to the focus scheme.	EEF teaching & learning toolkit +6 Phonics – high impact for very low cost. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2 & 3
To refine the school approach to writing with a focus on developing oracy skills and improving vocabulary. To include funding release time for CPP & planning clinics with subject lead and writing specialist.	EEF teaching & learning toolkit +5 Oral language interventions – high impact for very low cost. Oral language interventions EEF	1, 2, 3 & 4
Develop the use of collaborative learning opportunities across the curriculum to raise engagement of all pupils in their own learning.	EEF teaching & learning toolkit +5 Collaborative Learning – high impact for very low cost. Collaborative learning approaches EEF	1, 2, 3, 4, 6 & 7

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

Budgeted cost: £ [22,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Improved Speech and language communication for pupil premium children. To include funding speech and Language Therapist (SALT).	Special Educational Needs in Mainstream Schools. Evidence Review March 2020 EEF_SEND Special Educational Needs in Mainstream Schools EEF	1, 3 & 4
Developing in school support for emotional literacy. Including funding to train staff to deliver Emotional Literacy Support Assistant (ELSA).	EEF – teaching & learning toolkit. Social and emotional learning Moderate impact for very low cost. Social and emotional learning EEF	1, 2, 3, 4 & 5
Other specific & targeted intervention, including Therapeutic Story Writing & Tutor Doctor.	EEF_SEND Special Educational Needs in Mainstream Schools EEF Special Educational Needs in Mainstream Schools. Evidence Review March 2020	1, 2, 3, 4 & 5
Targeted interventions to support the catch-up of disadvantaged children in reading, writing or mathematics.	EEF – teaching & learning toolkit. Teaching assistant interventions – moderate impact for moderate cost Teaching Assistant Interventions EEF	1, 2, 3 & 4
Small group or one-to-one mentoring / tutoring by experienced staff to support the catch-up of disadvantaged children in reading, writing and mathematics across upper KS2.	EEF – teaching & learning toolkit Small group tuition Moderate impact for low cost Small group tuition EEF	1, 2, 3 & 4

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

Budgeted cost: £ [89,985]

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full-time Family Support Worker who supports children (and their families) to make appropriate decisions in relation to education,	EEF teaching & learning toolkit +4 Parental Engagement (more intensive programmes for families in crisis) – moderate impact for very low cost. Parental engagement EEF	1, 2, 3, 4, 5, 6 & 7

well-being and behaviour.		
A range of free extra-curricular clubs to support academic, physical and social & emotional development.	<p>EEF – teaching & learning toolkit Social and emotional learning – moderate impact for very low cost. Social and emotional learning EEF</p> <p>Extending school time – Moderate impact for moderate cost. Extending school time EEF</p>	5, 6 & 7
Music tuition and access to a Berkshire wide music festival to improve cultural capital and life experiences.	<p>EEF – teaching & learning toolkit Arts Participation – Moderate impact for very low cost. Arts participation EEF</p>	5 , 6 & 7
Residential and day trips to improve cultural capital and life experiences.	EEF – teaching & learning toolkit	5, 6 & 7
Refining of a wider Creative-Curriculum in partnership with Reading School and Ufton Court which focuses on self-regulation, personal development and aspiration. Including peer tutoring and challenge based-activities.	<p>EEF – teaching & learning toolkit Peer Tutoring – high impact for very low cost. Peer tutoring EEF</p> <p>EEF – teaching & learning toolkit – high impact for very low cost. Metacognition and self-regulation EEF</p>	1, 2, 3, 4, 5 , 6 & 7
Incentivising attendance through whole school attendance challenges.	The Evidence Base behind Attendance... Durrington Research School	7

Total budgeted cost: £ [149,985]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Validated statutory assessment data in 2024/25 shows that the performance of disadvantaged children did improve from 2023/24 but is still lower than their non-disadvantaged peers in combined RWM outcomes in Key Stage 2 (43.8% in 2023/24 to 55.6% in 2024/25 - 75% of non-disadvantaged children achieved the expected standard in 2024/25). There remains an attainment gap for disadvantaged pupils across Key Stage 2 especially in reading and maths.

In Key Stage 1, whilst significantly more children achieved the expected standard in year 1 phonics (70% in 2024/25 compared to 48% in 2023/24), non-disadvantaged children outperformed their disadvantaged peers.

In EYFS, the percentage of children achieving a good level of development was significantly below the national average in 2024/25 (school 51.6% compared to national average of 68.3%). Of these children, fewer disadvantaged children achieved a good level of development when compared to their non-disadvantaged peers (40% disadvantaged vs 53.8% non-disadvantaged).

Our assessment of the reasons for these outcomes' points primarily to the ongoing legacy of Covid-19, high mobility within the area and growing pupil numbers, many of whom are new to country. During the pandemic all subject areas were disrupted to varying degrees. As evidenced in schools across the country, the school closure was most detrimental to our disadvantaged pupils and this is notable in our current upper Key Stage 2 cohort who have significant gaps in their learning.

While we have made significant improvements in embedding our core curriculums, as highlighted by Ofsted during our most recent inspection (June 2025), we need to ensure we use assessment even more effectively to identify and close these gaps.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to the cost-of-living crisis and legacy of COVID-19. Again, this impact was particularly acute for our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, targeted interventions and experiences. Personal development and behaviour and attitudes were highlighted as Outstanding in our recent inspection report and we intend to build on this strength in the coming academic year as detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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Read, Write, Inc Phonics	Oxford University Press/Ruth Miskin
CanDo Maths	Buzzard Publishing
Kapow Planning	Kapow Primary
Times Table Rock Stars	Maths Circle Limited
Spelling Bee	Edshed
Letter Join	Green & Tempest Limited
Jigsaw	Jigsaw PSHE Limited
Developing Experts	Developing Experts Limited

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.