

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

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 Church of England Primary School. Mucklestone.
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Amy Graham
Pupil premium lead	Sharon Mannering
Governor / Trustee lead	Ruth Hawkins

Funding overview

Detail	Amount 24-25	Amount 25-26
Pupil premium funding allocation this academic year	£5,820	£6,060
Recovery premium funding allocation this academic year	£2,000	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7,820	£6,060

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged children. Whilst socio-economic disadvantage is not always the primary challenge our children face, we do see a variance in outcomes for disadvantaged children across the school when compared to their peers (and those who join us at similar starting points). High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Lower core subject attainment levels due to insecure phonic knowledge, lack of academic stamina and gaps in writing skills and mathematical foundation skills.
2	Supporting pupils to build resilience and perseverance in the face of challenge to ensure wellbeing and growth mindset.
3	Limited access to a wider curriculum. Including experiencing life outside the locality and limited financial support.
4	Targeted intervention is necessary due to individual needs. Quality intervention, feedback and regulation strategies, to enable success leading to accelerated progress rates.

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
Improve attainment levels in English and Maths among the disadvantaged pupils. To increase progress rates in line with peers.	<p>Teacher assessment, phonic milestone checks and NFER testing indicate significantly improved outcomes with children increasingly meeting the expected standard and beyond.</p> <p>Regular phonics screens will identify pupils who are falling behind in order to address gaps and provide support at the earliest opportunity.</p> <p>Improvement in oral language and range of vocabulary.</p> <p>Outcomes are evident when triangulated with other sources of evidence, including monitoring lessons, learning walks, book scrutiny, pupil interviews and review of a well-sequenced curriculum.</p>
To achieve and sustain improved wellbeing for all pupils at St Mary's school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by: qualitative data from pupil voice, parent surveys and teacher and governor observations.</p> <p>Happy and engaged children who develop strong friendship groups with others and socialise well and are able to face challenges in work and life with resilience and greater self-confidence.</p>
An increase in participation in enrichment and wider school activities, particularly among disadvantaged pupils.	<p>Pupils enjoy enrichment activities and engage regularly. Gain confidence and increased self-esteem as they master new skills and have an opportunity to demonstrate these during competitive and community events. Access to trips and visits alongside peers.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and teaching assistants in quality first teaching and raising barriers to learning.	<p>High quality CPD brings positive changes in the classroom for all pupils. Research based, effective methods and pedagogy raise attainment and progress.</p> <p>Staff will receive training to improve access to the curriculum for our PP children. In providing targeted teaching and adapting the curriculum to meet individual needs and raise internal and external barriers to learning. This will improve outcomes for our learners and raise levels of attainment.</p>	1,4

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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precise and targeted intervention	<p>Education Endowment Foundation (EEF) research suggests TAs are the most valuable (and expensive) resource in the classroom. EEF research on individualised instruction shows that it can have an impact of +4 months learning progress on pupils.</p> <p>Deployment of Teaching Assistants EEF</p> <p>Teaching Assistants to work alongside the teaching staff to support disadvantaged pupils. Focus work on child friendly targets for SEND pupils. Encourage access within the classroom through pre and over- learning techniques. Test question analysis also informing next steps in teaching. This will bring about the most significant outcomes in pupils.</p> <p>High-quality teaching EEF</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF</p>	1,2,4
Maths on the Move Led by Time4Sport.	<p>To improve attainment in Maths combined with physical activity – enjoyed by pupils. Maths on the Move covers the learning outcomes of the Maths curriculum for KS1 and KS2 pupils. It uses physical, active learning to improve confidence and attainment in maths.</p> <p>What can Maths on the Move do for your school?</p>	1,2,3,4

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music tuition	Playing an instrument improves memory and this assists in overall learning. It also makes the parts of the brain involved in storing information more active. Music allows children to explore their creativity and develop skills that will support learning across the curriculum. <u>Why every child should learn music (backed by science) - ArtMaster</u>	1,2,3
Educational and enrichment visits	Wider curriculum experiences broaden learning opportunities and assist children in making links and connections. Educational visits and enrichment opportunities are alternative ways of learning and making memorable experiences. <u>DISADVANTAGED PUPILS HERE for Schools</u>	2,3

Total budgeted cost: £ 6,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 25 academic year.

CPD for teachers and teaching assistants in quality first teaching and raising barriers to learning.

Staff have further developed subject knowledge. Focused on effective assessment. Raising barriers to learning for PP pupils. Classroom strategies to encourage pupils to access learning. PP pupils making positive progress rates, in line with peers.

Training for all in Relational Restorative Practice. Training has enabled whole staff team to develop culture of restorative practise. Consistency in questions asked of pupils and conflict solving techniques. Buddy system has provided PP pupils with greater responsibilities and encouraged them to be positive role models to younger pupils. The outcomes have been positive. Pupils are demonstrating they are able to deal with social challenges and regulate more quickly.

Precise and targeted intervention. Has supported pupils in reading practise and rapid response intervention. Also phonic teaching to improve reading and spelling for younger pupils. Although attainment remains low, progress rates have been good.

Maths on the Move. Led by Time4Sport. Maths on the move has been successful in motivating PP pupils to engage in Maths activities. It has introduced a fun and physical aspect to learning, improving engagement and more of a can do attitude. Behaviour has also improved with less challenging outbursts. Positive wellbeing and self-esteem has been further impact of the intervention.

Music tuition. Pupil have enjoyed playing their instruments to an audience. They have gained confidence in performance and steadily improved in terms of reading music and playing competently. They have enjoyed being part of larger choirs and orchestras and they have been proud of how they have progressed.

Educational and enrichment visits and competitive sport. Enrichment of the curriculum has ensured it has been memorable and cross-curricular. Pupils also enjoyed taking part in competitive football events against other small local schools.

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
RE curriculum resources	NATRE https://natre.org.uk/