

Pupil premium strategy statement – [*insert school name*]

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	421
Proportion (%) of pupil premium eligible pupils	7%
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)	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Isobel Vassallo
Pupil premium lead	Isobel Vassallo
Governor / Trustee lead	Paul Monaghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
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>	£42,920

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's, our aim is that all disadvantaged pupils achieve outcomes at least in line with their peers and, where possible, exceed national expectations. Our strategy is rooted in high-quality teaching, early identification of need and targeted support. We prioritise inclusion, ensuring pupils with SEND and those experiencing disadvantage access the full curriculum and wider opportunities.

Our approach is informed by robust internal assessment, national data and evidence from the Education Endowment Foundation. We focus on:

High-quality teaching
Targeted learning support for identified pupils
Wider strategies to address attendance, wellbeing and enrichment

Given the small cohort size, we adopt a personalised approach, ensuring each pupil's barriers are understood and addressed effectively.

Challenges

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

Challenge number	Detail of challenge
1	A higher proportion of disadvantaged pupils have SEND, including SEMH and speech and language needs.
2	Attendance for disadvantaged pupils, while above national, remains below non-disadvantaged peers.
3	Some pupils face social and emotional challenges linked to family circumstances.
4	Access to enrichment and extra-curricular opportunities is limited for some families.

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
Disadvantaged pupils achieve attainment in line with or above non-disadvantaged pupils in reading, writing and maths.	
Progress for disadvantaged pupils remains above national averages.	
Attendance for disadvantaged pupils is at least in line with non-disadvantaged pupils.	
Pupils with SEND make strong progress from their starting points.	

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD focused on SEND, adaptive teaching and mental health	EEF – High quality teaching, feedback, metacognition	1,2
Continued development of phonics and reading fluency	EEF – High quality teaching, feedback, metacognition	1,2
Use of assessment to inform responsive teaching	EEF – High quality teaching, feedback, metacognition	1

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
Phonics and reading interventions	EEF – Small group tuition, targeted interventions	1,2
Small group tuition and 1:1 support	EEF – Small group tuition, targeted interventions	1,2
Speech and language programmes	EEF – Small group tuition, targeted interventions	1,2

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

Budgeted cost: £ 7920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and EWO support	EEF – Parental engagement, behaviour interventions	3
Pastoral and mental health support including The Hive provision	EEF – Parental engagement, behaviour interventions	4
Funding for trips, clubs and music tuition	EEF – Parental engagement, behaviour interventions	5

Total budgeted cost: £ 42,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils achieved strong outcomes across the school. At KS2, attainment was above national averages, with pupils performing strongly in reading, writing and maths. Progress measures were positive and, in several areas, disadvantaged pupils outperformed national disadvantaged groups.

Attendance remained above national averages, although a small number of pupils were persistently absent. Targeted support through the EWO and pastoral provision improved attendance over time.

Participation in enrichment increased, though some barriers remain for families living further from school. Continued funding has ensured access to trips and activities.

Overall, the strategy has been effective. The next phase will refine targeted support, particularly for SEND pupils and those with attendance challenges.