

## Pupil Premium Strategy Statement

### St Mary's CE Primary Academy

This statement details our school's use of pupil premium (and recovery 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	197
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 2024/2025 <b>2025/2026</b>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Local Governing Committee
Pupil premium lead	Alison Smith

Governor / Trustee lead	Sonia Walters
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#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115, 765
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£115, 765

### Part A: Pupil premium strategy plan

#### Statement of intent

Shaped by our school vision of ‘Let your light shine’, at St Mary’s our primary goal is to ensure that **all** our pupils achieve well, feel they belong to the St Mary’s family and thrive socially, emotionally and personally. In order to achieve this for all pupils, including our disadvantaged pupils we aim to:

- improve the attainment of disadvantaged pupils and close the gap with their non-disadvantaged peers,
- ensure all pupils, regardless of background, make good progress and achieve high attainment across all subject areas,
- provide high-quality teaching, focusing on areas where disadvantaged pupils need the most support,
- use evidence-based approaches, often guided by the Education Endowment Foundation (EEF) toolkit, to ensure effectiveness,
- address all barriers to learning, such as poor attendance, behaviour, and social-emotional wellbeing issues,
- ensure disadvantaged pupils have access to the full breadth of the curriculum and wider enrichment activities, such as school trips and after-school clubs, to build cultural capital.

#### Core Principles

- **Whole-School Responsibility:** All staff take responsibility for the outcomes and experiences of disadvantaged pupils.
- **Active Engagement:** Establishing strong relationships with pupils and families so that any barriers to learning are deeply understood to inform actions and strategies.

- **Data-Driven Approach:** Strategies are based on robust diagnostic assessments of individual needs and barriers.
- **Early Intervention:** Acting early to intervene as soon as a need is identified.
- **Benefiting All Pupils:** Many whole-school strategies (e.g., high-quality teaching, improved professional development for staff) benefit non-disadvantaged pupils as well, sustaining and improving their attainment alongside their peers.

St Mary’s is focused on delivering a broad and balanced curriculum that equips children with the key foundational knowledge and skills for Reading, Writing and Mathematics, recognising that the legacy of Covid continues to have a negative impact on our pupils and families especially in terms of mental health, well being and attendance.

St Mary’s is a one form urban primary school. The school serves an area with very high levels of deprivation (4<sup>th</sup> most deprived ward in Leeds). Deprivation indices show multiple and complex challenges in the school catchment area such as poverty, domestic violence, drug abuse, poor mental health and high crime rates.

The Key Contextual Factors are:

- Eligibility for Free School Meals 41% - well above the national average
- Children with first language believed not to be English 32% - well above average and a rising trend
- Children on the SEND register high – 26% - well above the national average
- Pupil base and school location deprivation indicators are well above national averages
- Overall absence, persistent absence and suspensions are well above national averages

## Challenges

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

Challenge number	Detail of challenge
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1	<p><b>Improving Attendance:</b>  All pupils 24/25 – 90.3 (non disadvantaged 94.9)  Disadvantaged pupils 24/25 – 83.7 (decline and below similar schools)</p>
2	<p><b>Improving Achievement</b> - Pupil achievement for disadvantaged pupils across the school needs to be improved. There are pupils in many year groups where historic underperformance requires accelerated progress so that pupils get back on track. This is especially the case in KS2. This includes improving provision for pupils who are disadvantaged pupils and have SEND needs.</p>
3	<p><b>Improving provision for wider development -</b>  Ensuring that pupils have access to rich opportunities beyond the curriculum so that they enjoy their learning, feel motivated and aspire to achieve well and access experiences which support them to develop socially, emotionally and personally.</p>
4	<p><b>Supporting pupils with SEMH needs and reducing suspensions/risk of exclusion</b>  Around 5% of our children display challenging SEMH behaviours that can disrupt others’ learning and can put themselves and others at risk. This also impacts on their ability 80% of these children are disadvantaged. As a result, a higher than average proportion of children have been suspended and some are at risk of exclusion.</p>
5	<p><b>Improving partnerships with parents</b>  Continued work with parents to ensure they get access to high quality support and advice, as well as ensuring they are actively involved in their child’s learning.</p>

### 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’ attendance is good or better	Attendance of disadvantaged pupils improves, gap narrows and is at least in line with similar schools. PA reduces as a result of targeted support.

Progress in reading, writing and mathematics	Disadvantaged pupils achieve well in line with starting points and needs. Progress is accelerated across the year. Pupils attain a GLD in the EYFS and pass the PSC in year 1 or 2.
Pupils with SEMH needs have high quality provision so that they can access a high quality curriculum and achieve highly.	Suspensions reduce or specialist provision secured for pupils who need this. Pupils on modified timetables – increased access to the curriculum. Pupils personal, social and emotional development improves so that they have access to an ambitious curriculum and achieve well.
Provision for pupils with SEND is aligned to their needs and pupils make good progress in their learning (including social and emotional learning).	Pupils will make good progress in their learning – assessment information will evidence this.
Disadvantaged pupils have access to rich experiences across and beyond the curriculum.	Opportunities expanded and participation of disadvantaged pupils is high.

### 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: £115, 765

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

<p>Ensuring the curriculum and the implementation of the curriculum (use of adaptive teaching including assessment) is effective to meet the needs of all pupils.          Cost: £4,574          External RISE funding £13,500</p>	<p><a href="#">Strong foundations in the first years of school - GOV.UK</a></p> <p><a href="#">Leading the primary curriculum: Developing subject leadership and expertise</a></p>	2
<p>Smaller class sizes – Year 6 to accelerate pupils’ progress.          Cost: £48,291</p>	<p><a href="#">Reducing class size   EEF</a></p> <p><a href="#">Social and emotional learning   EEF</a></p>	2, 4
<p>EYFS – Focus on Communication and Language/Early Writing/Attendance and Parental Engagement          Cost: £1,915          RISE Funding £1,600</p>	<p><a href="#">Communication and language approaches   EEF</a></p>	1, 2, 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Little Wandle/use of Lexia/Literacy Gold – reading intervention for identified pupils. Cost: £2,376	<a href="#">Phonics   EEF</a> <a href="#">Reading comprehension strategies   EEF</a> <a href="#">Product Efficacy   Lexia</a>	2
Speech and Language Therapy for identified pupils. Cost: £8,991	<a href="#">Oral language interventions   EEF</a>	2, 3
Additional teaching assistant for Year 5/6 – Thrive and First Class at Number trained – delivering interventions. Cost: £21,542	<a href="#">1stClass@Number 1 - first trial   EEF</a> <a href="#">Thrive Wellbeing Specialist Teaching Assistant Apprenticeship Level 5   The Thrive Approach</a>	2, 4
Provision for pupils with SEMH needs. Cost: £46,156 Thrive – RISE funding £4,500	<a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">Behaviour interventions   EEF</a>	2, 3, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of after school clubs to ensure all pupils have access to wider opportunities to develop their interests and talents. Provided by HLTA, PE Partners and Sports Coaches. Cost: £4,467	<a href="#">Extending school time   EEF</a>	2

<p>Breakfast Club and Nurture Breakfast– access for disadvantaged pupils. Free breakfast will help ensure pupils start every day ready to learn, and in turn will improve behaviour, attendance and attainment.</p> <p>Cost: £19,897</p>	<p><a href="#">Everything you need to know about free school breakfast clubs – The Education Hub</a></p>	1, 2, 4
<p>Funding to support educational visits and residentials</p> <p>Cost: £3,000</p>	<p><a href="#">Outdoor adventure learning   EEF</a></p>	3
<p>Parent support worker – universal and targeted support for parents/carers.</p> <p>Cost: £33,823</p>	<p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	5
<p>AHT – Strategic lead for attendance Attendance Officer – RISE funded</p> <p>Cost: £12,360</p>	<p>To work with families where attendance is an issue. This approach has seen attendance improving and PA reducing last year academic year.</p> <p><a href="#">Supporting attendance   EEF</a></p>	1
<p>Jess Cluster contribution (circa £13,000)</p> <p>Cost: £16,146</p>	<p>Providing counselling support for vulnerable pupils who have suffered trauma and adverse childhood experiences. Family support</p>	2, 3, 4

**Total budgeted cost: £211,178\***

**\*Includes additional School Contribution of £95,413**

**RISE funding: £31,960**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Activity 24/25	Impact and Evidence									
<p>Teaching</p> <ul style="list-style-type: none"> <li>• Implementation of the curriculum</li> <li>• Smaller Class Sizes</li> <li>• SEND Policy and Practice</li> </ul>	<ul style="list-style-type: none"> <li>• A wider range of high quality CPD opportunities were accessed by teachers and leaders. This impacted on the quality of teaching to some extent although some inconsistency remained.</li> <li>• Reduction in Spring and Summer term of fixed term suspensions including a reduction in frequency. Overall improvement in specific pupils' ability to regulate and manage emotions (SEMH needs better met). Transition to specialist provision.</li> <li>• Significant improvement in the quality of support for specific pupils. These pupils have access to a personalised curriculum in line with their needs which is supporting them to catch up, make better progress and be ready to learn.</li> <li>• Reduction in the disruption to other pupils' learning. Whole school behaviour improvements – reflected in Ofsted inspection September 24.</li> <li>• Significant improvement to the policy, provision and practise for SEND pupils. Impacting positively on pupils with specific needs who require specific intervention. Ofsted inspection September 24 recognised the impact this is having on pupils' access to learning and achievement. Further focus needed on how practice translates into consistently effective practice.</li> <li>• Year 6 outcomes did not improve. The additional support for year 6 had minimal impact on outcomes. Reading showed a slight improvement.</li> </ul>									
Key Stage 2 Attainment Targets 2024/25: 43 pupils				Currently on track to achieve target:				KS2 Outcomes		
				January		April		Actual		
%ARE+ R, W, M		50%		33%		43%		36% (33%)		
% Higher R, W, M		10%		0%		2%		2% (8%)		
% ARE+ R		76%		50%		60%		57% (53%)		
% ARE+M		62%		38%		52%		40% (61%)		
% ARE+W		57%		40%		57%		50% (67%)		
% ARE+ GPS		66%		66%		43%		48% (56%)		
%ARE+ R, W, M (Disadvantaged / Non Disadvantaged)		31%	72%	5%	58%	44%	63%	18%	48%	
%ARE+ R, W, M (SEND)		20%		20%		20%		20% - 2/10		

<p>Targeted Support</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Reading Interventions</li> <li>• Speech and Language</li> <li>• Golden Room</li> </ul>	<table border="1" data-bbox="501 233 1576 408"> <thead> <tr> <th colspan="5">Year 1 Attainment Target 2025:</th> </tr> </thead> <tbody> <tr> <td>Phonics Test</td> <td>73% 16/22</td> <td>58% 11/19</td> <td>65% 11/17</td> <td>53% - 9/17 pupils (36%)</td> </tr> <tr> <th colspan="5">Early Years Foundation Stage GLD (good level of development) 2025:</th> </tr> <tr> <td>GLD</td> <td>71% - 19/27</td> <td>68%</td> <td>69% 18/26</td> <td>64% - 16/25 pupils (58%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Year 1 phonics outcomes improved and almost all identified pupils made accelerated progress from their starting points.</li> <li>• Where phonics and fluency interventions have been implemented well and with consistency, pupil progress is positive. This is also reflected in the progress made of pupils who accessed Literacy Gold.</li> <li>• Pupils who accessed the Golden Room made significant progress in their learning and personal development. Two pupils fully included in their mainstream classes from September.</li> </ul>	Year 1 Attainment Target 2025:					Phonics Test	73% 16/22	58% 11/19	65% 11/17	53% - 9/17 pupils (36%)	Early Years Foundation Stage GLD (good level of development) 2025:					GLD	71% - 19/27	68%	69% 18/26	64% - 16/25 pupils (58%)
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<p>Wider Strategies</p> <ul style="list-style-type: none"> <li>• Extra Curricular Activities</li> <li>• Breakfast Club</li> <li>• Pastoral Support</li> <li>• DHT – Attendance</li> <li>• Jess Cluster</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in Spring and Summer term of fixed term suspensions including a reduction in frequency. Overall improvement in specific pupils’ ability to regulate and manage emotions (SEMH needs better met).</li> <li>• High numbers of pupils accessed our Breakfast club.</li> <li>• Pupils accessed a greater variety of experiences – visits and clubs. Personal development – Ofsted – Good. Pupils very positive about the opportunities they have access to. Participation tracked and monitored to ensure a high proportion of disadvantaged pupils access clubs.</li> <li>• Overall attendance did not sustain the previous two year trend of improvement. Some of this was linked to the number of pupils on part-time timetables. New attendance strategy in place which has impacted positively in some instances (case studies). All pupils 24/25 – 90.3 (non disadvantaged 94.9). Disadvantaged pupils 24/25 – 83.7 (decline and below similar schools). Significant improvement priority for 25/26.</li> </ul>																				