



Pupil Premium Strategy Statement 2022-2026

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 end of 2024-25

Detail	Data
School name	St Mary's C of E Primary School, Timsbury.
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	28% (38/136)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2026
Date this statement was published	November 2022
Date on which it will be reviewed	July '23, July '24
Date on which it will be reviewed again	July '25
Statement authorised by	Michelle Parsons Executive Headteacher
Pupil premium lead	Jamie Thomson Head of School
Governor / Trustee lead	Lisa Ettle Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56, 240 (£1480 per PP child in 2024/25)
Pupil premium funding carried forward	£0
Total budget for this academic year	£56, 240



Part A: Pupil premium strategy plan



Statement of intent

The school serves the community of Timsbury. The pupil premium grant reflects this social group. As a school that takes pride in its inclusive ethos, the money is used to remove barriers to success for our most vulnerable learners.

Evidence-based research and resources from the Education Endowment Foundation are used to focus our resources and funding in the most impactful way. Interventions and provision for pupil premium eligible children are planned based on the individual child's need and are reviewed throughout the year by the class teacher in conjunction with the Pupil Premium Champion and informed by pupil tracking data on attainment, attendance, behaviour and advice from outside agencies and other professionals where appropriate together with the views of the child's parents/carers. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Pupils are not singled out, highlighted or treated differently as a result of their eligibility for pupil premium funding. As an inclusive school, the focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all. 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.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We aim to do this through:

- Ensuring that teaching and learning is of the highest quality for every learner, every day.



- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

At St Mary's we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Early language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
4 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn.
5 Enrichment	Many of our pupil premium children do not have rich and varied experiences as non-pupil premium children have, meaning knowledge of the world and vocabulary acquisition is limited (cultural capital). They have limited access to extra-curricular activities and educational experiences such as trips, music lessons and participation in physical activities.



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 continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. For persistent absence in PP pupils to be better than national.
Improve oral language skills for pupils eligible for PP in EYFS/KS1. S&L therapists are in school on a weekly basis and able to provide advice, support and training for those delivering interventions, as well as parents. Children entering KS2 have no S&L barriers to learning; or if they do, there is a clear, targeted provision in place to ensure progress is made.	Where teachers or parents have concerns about S&L, a timely referral will result in assessment and identification of needs, which can then be addressed. An in-school tool (Wellcomm) for assessing needs will be used for all children in EYFS and year 1; with interventions then put in place, monitored and evaluated.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Increase progress in: Reading to 80% Writing to 80% Maths to 80% at end of KS1 and KS2.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.
Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and overnight stays on residential.	Pupils will engage in wider school life – taking part in after school clubs, pupil leadership groups and representing the school in events such as musical and sporting fixtures. Access to learning beyond the classroom has a positive impact on their achievement, wellbeing and cultural capital.



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: £ 28, 580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school quality first teaching from experienced and 'good or better' teachers and support staff and include effective feedback for learning.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Improving classroom teaching from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p1-12</p> <p>Also effective feedback for learning What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p13-24</p> <p>https://www.bloomsbury.com/uk/what-works-9781472965639/</p>	1,2,3,4
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils	<p>See EEF research guidance report: Special Educational Needs in Mainstream School updated October 2021.</p> <p>Use of 'Five a Day' approach. Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small groups and one to one interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3,4



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

Budgeted cost: £ 18,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve oral language skills for pupils eligible for PP in EYFS/KS1	<p>Providing timely assessment and an on-site specialist enables PP children to access appropriate intervention; and teachers and TAs to receive appropriate guidance on effective strategies Case Study research suggests the GLS Wellcomm assessment and intervention is effective in securing an increase in children who screen at the right level for their age in just eight months, after appropriate interventions.</p> <p>https://www.gl-assessment.co.uk/news-hub/casestudies/wellcomm-improving-communication-skillsfrom-the-very-beginning/</p>	2,4
Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	1, 2, 4, 5
Accelerated Reader to help support KS2 children with their comprehension and vocabulary.	<p>Accelerated Reader supports all children in making progress in reading.</p> <p>https://www.renaissance.com/products/accelerated-reader/evidence/</p>	3



Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
School Led Tutoring	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	3

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

Budgeted cost: £8,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum.	All disadvantaged children will have the opportunity to apply for trips and camps to be paid for by school. Enable all children the opportunity to participate fully in our broad and balanced curriculum. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 4, 5
Uniform allowance	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to	1,4, 5



	needs that have not yet been identified.	
Breakfast club	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 4, 5
Peripatetic instrumental lessons or access to after school clubs	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self-esteem.	1,4, 5
EWO Service Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	Increased attendance giving access to learning and targeted work The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

Total budgeted cost: £ 56, 240



Part B: Review of outcomes in the previous academic year

Pupil premium strategy multi-year review

This details the impact that our pupil premium activity had on pupils in the 2022-23, 2023-24 and 2024-25 academic years.

Intended outcome	Success criteria	2022-2023 Review	2023-2024 Review	2024-2025 Review
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance (21/22 95.1%) and pupils in receipt of pupil premium funding (21/22 91.5%) .	<p>Whole School attendance 95.6% (2022-23) No PP attendance: 96.6% (2022-23) PP attendance 93.1% (2022-23)</p> <p>The gap between whole school attendance and PP attendance has reduced at a school level. Additionally, the attendance of PP pupils at St.Mary's was higher than the national average for PP. Persistent absence at St.Mary's (21.6%) was marginally better than national (22.3%) in 2022-23</p> <p>However, we would like to reduce the school gap further and reduce persistent absence for PP.</p>	<p>2021-2022 Whole School attendance 95.1% No PP attendance: 95.6% PP attendance 91.1 %</p> <p>2022-2023 Whole School attendance 95.6% No PP attendance: 96.6% PP attendance 93.1%</p> <p>2023-2024 Whole School attendance 96.3% No PP attendance: 97% PP attendance 94.1% Persistent Absence School 4.3% Persistent Absence PP 15%</p>	<p>2024-2025 Whole School attendance 96.3% (94.8%) Non PP attendance: 97.4% (94.6%) PP attendance 93.6% (89.4%) Persistent Absence School 5.1% (13.5%) Persistent Absence PP 16% (13.5%)</p> <p>With the reduction of one severely absent child (44%) in 2024-25: Whole School attendance 96.7% Non PP attendance: 97.4% PP attendance 94.9% Persistent Absence School 4.4% Persistent Absence PP 15%</p> <p>National averages in blue</p>
Improve oral language skills for pupils eligible	Where teachers or parents have concerns	Every child in Reception was screened for speech and	85% of children in Reception achieved the Early Learning	86% of children in Reception achieved the Early Learning

for PP in EYFS/KS1. S&L therapists are in school on a weekly basis and able to provide advice, support and training for those delivering interventions, as well as parents. Children entering KS2 have no S&L barriers to learning; or if they do, there is a clear, targeted provision in place to ensure progress is made.	about S&L, a timely referral will result in assessment and identification of needs, which can then be addressed. An in-school tool (Wellcomm) for assessing needs will be used for all children in EYFS and year 1; with interventions then put in place, monitored and evaluated.	language difficulties or delay by a speech and language therapist. 25% of those screened continued to access speech and language intervention throughout the year. School based speech and language therapy provided whole school training for best practice speech and language therapy.	Goals for Communication and Language. All children accessed speech and language screening via Welcomm and 8 children accessed early intervention using the Wellcomm resources. Wellcomm screening is being extended to the Nursery class next academic year as part of the 'Language for Life' programme that the school has signed up for.	Goals for Communication and Language (68.5% national average). All EYFS staff are part of a 'language for life' development programme for the staff, setting and pupils. The Language for Life programme aims to equip early years practitioners with specialist support and resources to focus on closing the persistent word gap. As part of the programme, all staff have been trained in the use and implementation of Welcomm speech and language resources to support the early screening and intervention of pupils below their peers in relation to their speech and language.																																													
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Increase progress in: Reading to 80% Writing to 80% Maths to 80%	<table><tr><th colspan="3">End of KS1 Data 2023</th></tr><tr><td></td><td>School</td><td>PP</td></tr><tr><td>Reading</td><td>65%</td><td>50%</td></tr><tr><td>Writing</td><td>65%</td><td>50%</td></tr><tr><td>Maths</td><td>65%</td><td>75%</td></tr></table>	End of KS1 Data 2023				School	PP	Reading	65%	50%	Writing	65%	50%	Maths	65%	75%	<table><tr><th colspan="3">End of KS1 Data 2024</th></tr><tr><td></td><td>School</td><td>PP (4)</td></tr><tr><td>Reading</td><td>74%</td><td>25%</td></tr><tr><td>Writing</td><td>74%</td><td>25%</td></tr><tr><td>Maths</td><td>74%</td><td>50%</td></tr></table>	End of KS1 Data 2024				School	PP (4)	Reading	74%	25%	Writing	74%	25%	Maths	74%	50%	<table><tr><th colspan="3">End of KS1 Data 2025</th></tr><tr><td></td><td>School (16)</td><td>PP (6)</td></tr><tr><td>Reading</td><td>81%</td><td>83%</td></tr><tr><td>Writing</td><td>81%</td><td>83%</td></tr><tr><td>Maths</td><td>76%</td><td>67%</td></tr></table>	End of KS1 Data 2025				School (16)	PP (6)	Reading	81%	83%	Writing	81%	83%	Maths	76%	67%
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To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.		<table><tr><th colspan="3">End of KS2 Data 2023</th></tr><tr><td></td><td>School</td><td>PP</td></tr><tr><td>Reading</td><td>86%</td><td>60%</td></tr><tr><td>Writing</td><td>91%</td><td>60%</td></tr><tr><td>Maths</td><td>91%</td><td>60%</td></tr></table> <p>We would like to reduce the gap in attainment and continue to our target of 80%+ ARE for PP pupils by the end of KS1 and KS2.</p>	End of KS2 Data 2023				School	PP	Reading	86%	60%	Writing	91%	60%	Maths	91%	60%	<table><tr><th colspan="3">End of KS2 Data 2024</th></tr><tr><td></td><td>School (22)</td><td>PP (3)</td></tr><tr><td>Reading</td><td>77%</td><td>33%</td></tr><tr><td>Writing</td><td>91%</td><td>33%</td></tr><tr><td>Maths</td><td>68%</td><td>33%</td></tr></table> <p>We would like to reduce the gap in attainment and continue to our target of 80%+ ARE for PP pupils by the end of KS1 and KS2.</p>	End of KS2 Data 2024				School (22)	PP (3)	Reading	77%	33%	Writing	91%	33%	Maths	68%	33%	<table><tr><th colspan="3">End of KS2 Data 2025</th></tr><tr><td></td><td>School (15)</td><td>PP (2)</td></tr><tr><td>Reading</td><td>73%</td><td>0%</td></tr><tr><td>Writing</td><td>87%</td><td>0%</td></tr><tr><td>Maths</td><td>87%</td><td>0%</td></tr></table> <p>Our 2 PP pupils in year 6 2024-25 both joined the school in year 5 with significant gaps in their learning and significant barriers to their learning. Both pupils made exceptional progress from their starting points.</p>	End of KS2 Data 2025				School (15)	PP (2)	Reading	73%	0%	Writing	87%	0%	Maths	87%	0%
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To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.	Enhanced transition work for disadvantaged children was implemented. Children moving on to secondary school were offered additional visits and support. Children moving to the next year group were given targeted support 1:1 and in small groups to support the transition period. PP children accessed support from our school based thrive practitioner throughout the year. PP pupils reported high levels of well-being in pupil surveys in 2023.	<p>The following evidence was collated throughout 2023-2024 relating to well-being:</p> <ul style="list-style-type: none">-Pupil conferencing-Pupil Premium tracking (completed 3 x per year by class teachers).-Parent Survey-Thrive assessments (for some) <p>Evidence collated for well being suggests that this is a current strength of the school due to the provision in place.</p>	<p>Ofsted inspected the school in October 2024.</p> <p>As part of our ‘Outstanding’ rating in all categories, the well-being and achievement of our most disadvantaged pupils was heavily scrutinised. After speaking with pupils, staff and parents, Ofsted concluded that:</p> <p><i>‘The school provides exceptionally well for pupils’ personal development.’</i></p>																																													

<p>Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and overnight stays on residential.</p>	<p>Pupils will engage in wider school life – taking part in after school clubs, pupil leadership groups and representing the school in events such as musical and sporting fixtures. Access to learning beyond the classroom has a positive impact on their achievement, wellbeing and cultural capital.</p>	<p>PP pupils are tracked throughout the year on engagement, enrichment and opportunities. As a result, participation in clubs, events, and residential trips has increased. However, further participation in extracurricular clubs and increased parental engagement are key factors to continue to target.</p>	<p>PP pupils are tracked throughout the year on engagement, enrichment and opportunities. As a result, participation in clubs, events, and residential trips has increased.</p> <p>Further areas for improvement for 2024-2025 highlighted by the enrichment tracking:</p> <ul style="list-style-type: none"> -Participation in clubs -Music provision -Representing the school 	<p>Additional findings from Ofsted relating to the participation, inclusion and opportunities for PP pupils include:</p> <p><i>'The school seeks out any opportunity to broaden pupils' horizons, help them pursue an interest or develop a talent.'</i></p> <p><i>'Every adult in the school wants the very best for every single pupil ... (they) care deeply about the pupils.'</i></p> <p><i>'The school provides an exceptionally inclusive environment.'</i></p> <p><i>'The extra-curricular offer is exceptionally strong.'</i></p> <p><i>'Every adult in the school wants the very best for every single pupil. They leave no stone unturned in trying to make that happen.'</i></p>
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Pupil premium strategy outcomes from 2 years ago (2021-22)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The loss of early learning of key concepts due to Covid-19 continues to make an impact on our disadvantaged learners, which disrupted key subject areas, particularly writing. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to focus on high quality teaching and learning environment in the last academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to the ongoing effects COVID-19-related issues and that many children had missed vital opportunities to learn early interaction and communication with their peers. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. SEMH strategies continue to be in place in the classroom. The effects of the pandemic are continuing to have an impact, particularly on our younger children who have never experienced 'normal' school so this work will continue going forward.

Enhanced transition work for disadvantaged children was implemented. Children moving on to secondary school were offered additional visits and support. Children moving to the next year group were given targeted support 1:1 and in small groups to support the transition period.

Phonics results were lower than expected in 2022 (61%). As a result, we are changing our teaching approach to interventions. End of key stage two results (2022) showed that disadvantaged children were continuing to make positive progress with 50% making age related expectations in Reading, 67% (4 out of 6) in Mathematics and 67% (4 out of 6) in Writing.

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
X Tables Rock Stars	TT Rock Stars
Nessy phonics and spelling	Nessy Learning
Unlocking Letters and Sounds- SSP	Ransom Publishing
Doodle Maths	EZ Education
Accelerated Reader	Renaissance