

Pupil premium strategy statement – St Mary and All Saint C of E Primary School 2025-26

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	352
Proportion (%) of pupil premium eligible pupils	12%
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)	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laurie O'Brien
Pupil premium lead	Claire Levin
Governor / Trustee lead	Mrs D Croatto

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,925
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>	£52,925

Part A: Pupil premium strategy plan

Statement of intent

The key principles that inform our Pupil Premium Strategy are rooted in our Christian ethos and vision as a school. We believe that all children are equal in the eyes of God and should be provided with equal opportunities to reach their potential.

‘Shine our light, make a difference’

At St Mary and All Saints CE Primary School, we have high aspirations for the attainment, progress and spiritual, moral, social and cultural development of all our pupils, regardless of barriers. Our pupil premium strategy aims to support disadvantaged pupils to maintain excellent progress, irrespective of their background or the challenges they face.

Our aim is that when children leave SMAS they will be:

- Confident, resilient learners
- Well-rounded young people
- Able to challenge themselves and overcome challenges
- Global citizens
- Equipped for life in an ever-changing world

The pupil premium funding enables us to look carefully at where we can maximise opportunities for our disadvantaged pupils to achieve this goal.

Challenges

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

Challenge number	Detail of challenge
1	<u>Writing Attainment</u> Our assessments show the gap in attainment and progress in Writing for our disadvantaged children compared to Reading and Maths. The development of the knowledge and skills that impact writing outcomes for disadvantaged pupils are more prevalent than their peers.
2	<u>Attendance and Wellbeing</u> Our assessments, observations and discussions with pupils and families have shown social, emotional and wellbeing needs for all pupils have increased as a result of the current cost of living crisis, but particularly for our disadvantaged pupils. Notably, adverse early childhood experiences impact the wellbeing of a proportion of our disadvantaged pupils. We also note that attendance for Pupil Premium children is below that of the rest of the cohort, impacting their learning and access to school opportunities.

3	<p><u>Cultural Capital</u></p> <p>Our assessments and observations over time show a gap between the cultural capital of our disadvantaged pupils (alongside a group of pupils defined as 'vulnerable' within our school who are not eligible for pupil premium funding) and their peers impacting their aspiration and motivation, and subsequently their behaviour, progress and attainment.</p>
4	<p><u>SEND</u></p> <p>Our assessments and observations over time show that our PP children with SEND have a greater number of barriers to learning that require a greater level of support than Ordinarily Available Provision provides. 42% of our PP children have SEND.</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
<p><u>Writing:</u></p> <p>By the end of the year, PP children will have made at least the same progress as their peers in writing</p>	<p>Children in receipt of PP will have made at least 6 steps' progress from their starting point, assessed on Target Tracker.</p> <p>Writing progress will be in line with Reading and Maths for PP children</p>
<p><u>Attendance and Wellbeing:</u></p> <p>To achieve and sustain improved wellbeing for all pupils, in particular our disadvantaged group with adverse early childhood experiences. To ensure that attendance is consistent across all pupil groups</p>	<p>There will be a notable difference in the wellbeing of our PP and vulnerable children which will be evidenced in fewer negative behavioural incidents being reported, and more willing, positive interaction with support adults. Teacher assessment will show higher levels of emotional resilience and wellbeing after interventions such as ELSA.</p> <p>Attendance data will be consistent across all pupil groups.</p>
<p><u>Cultural Capital:</u></p> <p>Disadvantaged and 'vulnerable' pupils will have high cultural capital and exposure to a wide range of opportunities, increasing their confidence, aspiration and motivation</p>	<p>Increased Participation Rates: Evidence of increased participation by disadvantaged pupils in extracurricular activities and cultural experiences, with records showing a positive trend over time.</p> <p>Feedback from Pupils and Parents: Qualitative data gathered from pupil surveys and parent feedback indicating</p>

	<p>increased confidence, improved self-esteem, and a greater sense of aspiration.</p> <p>Academic and Personal Progress: Improved academic outcomes for disadvantaged pupils as a result of higher motivation and engagement with school life. This will be measured through progress data, including attainment and personal development records (6 steps per year on TT). Pupils will be setting themselves ambitious goals in lessons.</p>
<p><u>SEND:</u> PP children with SEND make progress in line with the wider school cohort.</p>	<p>Progress Tracking: Data showing PP children with SEND making progress in line with the wider cohort (6 steps on TT or more), based on termly assessment and comparison with school-wide progress data.</p> <p>Closing the Gap: Reduction in the attainment gap between PP children with SEND and their wider year group peers, as evidenced through pupil progress meetings and termly reviews.</p> <p>Impact of Interventions: Clear evidence from monitoring and feedback showing that targeted interventions have led to measurable improvements in learning outcomes and personal development.</p> <p>Pupil Feedback: Positive feedback from pupils, parents, and teachers about the support and progress made, including any adjustments made to SSPs or interventions.</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: £ 1240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff meeting time assigned to continuing staff CPD on Oracy</p> <p>Quality CPD for LSAs to ensure high quality, impactful interventions based on EEF recommendations (SENDCO time/ LSA time)</p> <p>Highly trained LSA to deliver additional daily phonics lessons and interventions from Y1-y3 to 'close the gap' in phonics</p>	<p>EEF Oral language interventions 'Very high impact for very low cost based on extensive evidence'</p> <p>EEF 'Making Best Use of Teaching Assistants'</p> <p>EEF Improving Literacy in KS1</p>	<p>1 (and also 3)</p>
<p>Wellbeing and Attendance:</p> <p>ELSA supervision for four staff: £310x 4 = £1240</p> <p>Whole school initiatives of Trusted 5, Calm Spaces, Zones of Regulation and movement breaks built into lessons</p> <p>Trauma training for all staff through Virtual School and further enhanced training for</p>	<p>EEF metacognition and self-regulation: Very high impact for very low cost based on extensive evidence</p> <p>EEF Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Zones of Regulation: A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION IN STUDENTS WITH NEUROBIOLOGICAL IMPAIRMENTS by Leah M. Kuypers</p> <p>EEF: The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>Lang et al 2015</p>	<p>2</p>

key staff working with high needs (no cost)		
Attendance officer to receive training on methods for tracking attendance		
Cultural Capital: As above with regards to writing focus.		3
Use of outdoor classroom for immersive lessons broadening children's experiences especially in science(costed elsewhere)	Institute for outdoor Learning 'High Quality Outdoor Learning'	
SEND: CPD delivered weekly in LSA training for specific areas of need within our setting	EEF: Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	4
Employment of high calibre staff with experience of SEND where possible	EEF Making Best Use of Teaching Assistants	
CPD opportunities for staff already in the school to progress eg Drawing and Talking, Lego Therapy, EAL, Speech and Language through local offer	CORC Report: Drawing and Talking https://25717290.fs1.hubspotusercontent-eu1.net/hubfs/25717290/DT%20Blog/pdf-files/CORC-Report-Drawing-and-Talking_.pdf	

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

Budgeted cost: £24752.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing: Use of SpellingFrame to support the explicit	EEF Improving Literacy in KS2	1

<p>teaching of spelling and the use of well-structured spelling lists, ensuring consistency (£360)</p> <p>Use of Nessy for high quality interventions (£495)</p> <p>Timetabled effective interventions to support writing - training delivered in LSA meetings by writing lead</p> <p>Highly trained LSA to deliver additional daily phonics lessons and interventions from Y1-y3 to 'close the gap' in phonics</p> <p>Highly trained LSA to deliver phonological awareness training across the school to target pre-phonics skills</p> <p>Highly trained LSA to deliver morphology intervention to those children for whom more than phonics is required</p>	<p>EEF Improving Literacy in KS2, Dyslexia SPELD Foundation, British Dyslexia Association</p> <p>EEF Improving Literacy in KS2: Use high quality structured interventions to help pupils who are struggling with their literacy 7</p> <p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>EEF Improving Literacy in KS2</p>	
<p>Wellbeing and attendance: Timetabled interventions to target specifically identified children. (Nurture, ELSA costed below, Wycombe Wanderers mentoring – costed elsewhere)</p>	<p>The DFE publication, 'Supporting the attainment of disadvantaged pupils' says that the more successful schools viewed supporting disadvantaged pupils as their responsibility and saw it as part of their commitment to help each pupil succeed. They treated each pupil as an individual with specific challenges and needs.</p> <p>EEF Putting Evidence to Work: A school's guide to implementation.</p>	2 (and 1)
<p>Cultural Capital: Language Link interventions across the school and whole</p>	<p>The Bercow Report (2008), brought to light the importance of putting in place system-wide approaches to help increase understanding and awareness</p>	3 (and 1)

<p>school screening in reception and Year 3 (costed elsewhere) LSA time supporting in class –£3315.78</p>	<p>of speech, language and communication needs (SLCN).</p>	
<p>SEND: Targeted programme of provision and academic interventions for our SEND pupils and those children who are falling behind. (£5000)</p> <p>Specific adult support for identified pupils according to need and barriers to learning (£15,581.74)</p>	<p>‘Closing the Gap’ (August 2017) states that many forms of SEND affect children’s progress in school and require additional support to enable children to access education</p> <p>EEF Teaching and Learning Toolkit says that there is some evidence of greater impact when TAs are given a particular pedagogical role or responsibility for delivering specific interventions. Here the effect appears to be greater, particularly with training and support.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report – recommendation 1 and 5</p>	<p>4 (and 1)</p>

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

Budgeted cost: £26932.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing:</p> <p>Choices of topics aimed at engaging pupils and their attitude to learning through engagement</p> <p>Curriculum review in staff meetings to ensure engagement and love of learning</p>	<p>EEF Supporting School Attendance:</p>	<p>1 (and 2 and 3)</p>

<p>Educational visits /visitors aimed at inspiring high quality writing outcomes and developing vocabulary in a real-life context</p>	<p>2. Promote positive relationships and active engagement for all pupils</p> <p>EEF trial: Trial shows project based on a fun day out boosts writing skills by nine months</p>	
<p>Wellbeing and attendance: ELSA sessions in school for identified pupils (release time required) (3859.44)</p> <p>To run nurture groups sessions to support vulnerable pupils (release time required) (£964.86)</p> <p>Zones of Regulation, Trusted 5, Use of the Bubble (Sensory room),</p>	<p>Deal and Peterson, 1999; Walker, 2010; Bush and Middlewood,</p> <p>2013 – every single child or young person is worthy of respect and is capable of achieving something worthwhile</p> <p>Where schools had successfully begun to narrow the gaps in achievement between pupils who are eligible for the Pupil Premium and their peers they had often thought carefully about what barriers to learning pupils were experiencing, and how to remove or at least minimise them. Schools that had done this well had: thought about each pupil in the context of their home circumstances, worked to improve pupils’ social and emotional skills where these were barriers to learning (Ofsted – The Pupil Premium How schools are spending the funding successfully to maximise achievement).</p> <p>The DFE publication, ‘Supporting the attainment of disadvantaged pupils’ suggests that providing pupils with more extensive emotional support alongside supporting their academic progress and involving families pays dividends.</p> <p>EEF: Self-regulation strategies Moderate impact for very low cost based on very limited evidence</p>	<p>2 (and 4)</p>

<p>Calm spaces in all classrooms</p> <p>Introduction of the Pod – a calm space for learning when the classroom is overwhelming, overseen by an HLTA/assistant SENDCo</p> <p>Weekly wellbeing check-ins for our high needs children with either HT or SENDCo tailored to their interests</p> <p>Breakfast provided for children who do not receive breakfast at home (500)</p> <p>Free School Meals to KS2 pupils who are eligible</p> <p>Clothing and food support for vulnerable children where there is a need (£200-500 depending on need)</p> <p>New attendance officer employed to track attendance. New tracking system to be implemented. Barriers to attendance to be explored by groups and individuals and support to be put into place accordingly.</p>	<p>EEF Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Centre for Educational Neuroscience: Children from deprived backgrounds in the UK are also more likely to skip breakfast, meaning that young children are at risk for poor school performance, in both the short and long-term. This was evidenced in the recent breakfast study[v] which found that the effects of skipping breakfast on GCSE point scores was compounded in children from deprived backgrounds, who were even less likely to achieve higher math grades.</p> <p>Research shows that focus levels are lower for children when they have not eaten.</p>	
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<p>Cultural Capital: Explore the barriers families may have to accessing clubs, trips, residential, arts involvement such as music lessons and remove the barriers through assignment of funding or through support with administration (eg signing up, form filling) (PGL: £2620) Other – tbc dependent on parental contribution. (Estimate: £1600) Music lessons/ WW and extra curricular clubs: £2000</p> <p>Priority access to clubs for vulnerable children</p> <p>SEND/CO/ DSL communicating with and supporting parents with taking up school offer and paperwork, support with referrals to appropriate Early Help, liaison with services.</p>	<p>Outdoor learning experiences especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit).</p> <p>The impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF Teaching and Learning toolkit)</p> <p>As above</p> <p>Green Paper proposals for joined up working</p>	<p>3 (and 2 and 4)</p>
<p>SEND: Interventions across the school to support individuals with Social and Emotional Learning, behaviour and wellbeing (Wycombe Wanderers Mentoring, Lego Therapy, PAT dog, Time to Talk, barrier games, social stories etc)</p> <p>LSA time supporting in class (2.5 hours per week per class) £14,888.18</p>	<p>EEF Improving Behaviour in Schools Guidance Report – recommendation 2 (teaching learning behaviours)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF Toolkit – Social and Emotional Learning)</p>	<p>4 (and 2)</p>

<p>Careful timetabling of interventions eg Wycombe Wanderers mentoring takes place on a Monday – the day most children with EBSNA report finding most difficult, PAT Dog on a Monday and Wednesday for same reason – therefore supporting attendance (no cost)</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. (EEF Toolkit – Mentoring)</p>	
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Total budgeted cost: £ 52925

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data Summary for Pupil Premium Children

End of Summer 2024/2025

End of KS2	Reading	Writing	Maths
Whole school	84.1%	75.4%	81.2%
	National KS2 data 23/24 74%	National KS2 data 23/24 72%	National KS2 data 23/24 73%
Pupil Premium	55.9%	41.2%	35.3%

Analysis

Overall, pupil premium children are achieving lower in all areas than whole school data, with reading being an area of relative strength and maths being the weakest area. All results are considerably lower than the whole school data but there has been an improvement this term in reading and writing. It is worth noting that last year, we had a PP small cohort with a high proportion of SEND and emotional need.

Writing Attainment

Intended outcome:

By the end of the year, PP children will have made at least the same progress as their peers in writing.

Impact:

There is a small improvement in the data from Spring to summer for writing, indicating that we are beginning to see the impact of the support and interventions detailed on our 3-year plan. We recognise that the attainment for our vulnerable children is still well below that of the whole school data. This year (2025-26), we have revised our provision to focus on Language Link, Phonological Awareness and Nesy Reading and Spelling as priorities (alongside wellbeing) to ensure that impact is subsequently felt in the writing attainment.

Attendance and Wellbeing

Intended outcome:

To achieve and sustain improved wellbeing for all pupils, in particular our disadvantaged group with adverse early childhood experiences. To ensure that attendance is consistent across all pupil groups.

Impact:

ELSA, Nurture and Wycombe Wanderers mentoring sessions have all had an impact on attendance and we currently have no EBSNA children. Parents feedback with regards to our wellbeing interventions is very positive and it is reported that children look forward to these sessions. Whole school initiatives such as Calm Corners, Zones of Regulation and movement breaks throughout the day are impacting on children's ability to regulate.

Improved understanding of regulatory strategies and access to regulation areas such as the Bubble have impacted on behavioural issues and disruptive behaviour from our vulnerable

pupils, although some still find it difficult to regulate due to their specific needs and require further support.

Specific provision for those children who have low attendance are having an impact in the main however there could be further improvement, which is a target for the coming year (2025-2026).

The introduction of the Quiet Room at lunchtime and the Pod in class time has enabled more children to access their learning as well as feeling calm and safe in school. Time spent with the ELSAs has been instrumental in unpicking the root causes of low attendance and addressing them directly, including anxiety and home issues.

Cultural Capital

Intended outcome:

Disadvantaged and 'vulnerable' pupils will have high cultural capital and exposure to a wide range of opportunities, increasing their confidence, aspiration and motivation.

Impact:

Vulnerable children have had access to a wide range of opportunities and clubs participation increased throughout 2024-2025 each term as the barriers were unpicked with individual families. All children in year 6 attended the PGL, with all Pupil Premium children being supported to participate. Year 4 residential was attended by the full cohort of children with Pupil Premium receiving support as needed.

Further tracking of clubs participation to take place in 25-26 through use of a new system.

SEND

Intended outcome:

PP children with SEND make progress in line with the wider school cohort.

Impact:

SEND children are achieving significantly lower in all subjects, with writing being the weakest area. Reading has risen this term, writing has stayed consistent and maths has dropped slightly.

Reading = 42.9% ARE and above

Writing = 20.4% ARE and above

Maths = 32.6% ARE and above

Progress:

A good proportion of SEND children have made accelerated progress. Overall, SEND children are making slower progress than the whole school data. While progress in maths and reading is a relative strength, writing is showing slower progress than the other subjects. This shows that our focus on writing must continue for at least another year in order for impact to be felt.

Based on all the information above, the performance of our disadvantaged pupils partially meets expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/7, as stated in the Intended Outcomes section above. We have reviewed our

strategy plan and made changes to how we intend to use some of our budget this academic year.

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
Wellbeing Champion	One Goal
Wycombe Wanderers Mentoring scheme	Wycombe Wanderers mentors

Service pupil premium funding (optional)

*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***

Additional academic interventions

Nurture

ELSA

Sensory circuits intervention

The impact of that spending on service pupil premium eligible pupils

Children are attending school enthusiastically and making good academic progress. The interventions have supported with emotional regulation, focus and access to learning.

Further information (optional)

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