

# Pupil premium strategy statement St Mary's Hampton Church of England Primary School

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	169
Proportion (%) of pupil premium eligible pupils	20%
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> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lizzie Wayland
Pupil premium lead	Victoria Woodier
Governor / Trustee lead	Hilary Hart

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39960
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£39960

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Primary School, our mission is to deliver exceptional learning and teaching experiences for all our students. We intend that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We are committed to ensuring that every child has the opportunity to thrive academically, socially, and emotionally.

*Our vision for teaching and learning, inspired by our motto "**In Faith We Trust, In Hope We Dream, In Love We Flourish**," is to trust in the potential of every child to grow and succeed. We dream of a learning environment where curiosity and creativity thrive, and through love and support, we empower students to flourish academically, socially, and emotionally, preparing them for a bright future.*

We believe in nurturing the limitless dreams of every child, encouraging them to explore and pursue their unique passions—whether in arts, science, technology, sports, or any other field of interest. By fostering an environment that celebrates curiosity and individuality, we empower our students to take ownership of their learning journeys, helping them build confidence and resilience. Our goal is to support each child in discovering their potential, providing them with the tools and inspiration to follow their dreams without limitations.

At the heart of all we do, we are guided by the values of faith, hope, and love. These principles shape our commitment to building a nurturing and compassionate community where every child is valued, supported, and inspired to grow in their faith, and to approach life with hope and love for one another.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Phonics knowledge and early reading skills</b> - Early reading skills are foundational for all subjects. Pupil premium children can start school with lower phonics knowledge, which can impact reading fluency and comprehension, making it harder to keep up with the curriculum.
2	<b>Attendance and engagement</b> -Children face more obstacles in regular school attendance, such as health issues, transportation, or family challenges. Low

	attendance impacts continuity in learning, making it harder for students to stay on track. Improved attendance support and engaging school activities can help address this challenge.
3	<b>Building strong relationships with parents</b> - Engaging parents in the learning journey of their child can be challenging but is critical. Parents may feel less confident in supporting school activities or less connected to the school community. Schools often work on fostering trust, offering accessible communication, and creating welcoming environments for parents.
4	<b>Nurturing aspirational dreams and passions</b> - Children need to see a future beyond the immediate to stay motivated. Students can have limited exposure to diverse career paths and passions, which can affect their motivation to succeed. Schools can encourage ambition by exposing students to a wide range of aspirations, career days, and creative experiences.
5	<b>Math Confidence and Foundational Numeracy Skills</b> - Early difficulties with basic math concepts can lead to math anxiety, especially in children from disadvantaged backgrounds. Struggling with numeracy can affect their confidence across all subjects, as math skills are integral to problem-solving and critical thinking.
6.	<b>SEND-</b> Students with Special Educational Needs and Disabilities (SEND) require tailored support. Schools work to create inclusive environments that help SEND students engage academically and socially, often through collaboration with specialists and open communication with 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
Ability to recognise and apply phonics patterns to support reading fluency Confidence in identifying sounds, blending them, and segmenting words to enhance literacy development	By the end of the term, children will demonstrate the ability to correctly identify and blend phonemes All children will increase their fluency by reading 25 high-frequency words independently.
Improving attendance rates to ensure consistent learning opportunities Addressing barriers to attendance, including family challenges and access to resources	School attendance rates will improve to be in line with all students by the end of the academic year. Persistent absenteeism (below 90%) will be reduced through targeted interventions and family support.
Supporting parents to engage in their child's learning journey Offering guidance and resources to help parents reinforce learning at home, particularly for those facing challenges	All parents will attend parent-teacher meetings or engage in school events aimed at supporting learning at home. All families identified for additional support will engage with resources and workshops designed to enhance home learning by mid-year.

<p>Encouraging children to dream big and pursue their passions, regardless of their background or interests</p> <p>Inspiring children to set high aspirations for their future, supported by a learning environment that fosters curiosity and ambition</p>	<p>All children will have opportunities to linked to their interests and aspirations.</p> <p>All children can find an area/area of interest to engage them in the future.</p>
<p>Children develop confidence and competence in foundational math skills, enabling them to actively engage in math activities and keep pace with their peers. By strengthening these skills, children reduce their math-related anxiety, improve their performance in assessments, and build a solid foundation for future mathematical learning. Ultimately, the attainment gap between pupil premium and non-pupil premium students in math is significantly narrowed.</p>	<p>Children show a positive attitude, engage actively, and report feeling more confident with math.</p> <p>Children achieve proficiency in foundational math skills, with target improvements each term.</p> <p>Children improve maths attainment, closing the attainment gap compared to non-pupil premium 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: £ 21,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle Programme Staff training: Little Wandle</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1/6
<i>Reading Interventions</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1/6
<i>National College: CPD</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development</a>	1/2/3/4/5/6
<i>Teacher Feedback CPD (Twilight)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1/5

<i>Little People Limitless Dreams – Curriculum-based</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	2/4
<i>Training and Delivery of Ordinary Provision</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	6
<i>Subject Leadership Training: Achieving for children Maths, Reading and Writing</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	1/5/6
<i>IDL Maths</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	5

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

Budgeted cost: £19,052

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Small group intervention: Reading</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1/2
<i>TA Support in class</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1/6/2
<i>Nessy Subscription</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	1/6
<i>Reading/writing Interventions X2</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1/6
<i>HLTA Training</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1/5/6
<i>TT Rockstars</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	5/4
<i>Read Write Inc.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1/5/6

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

Budgeted cost: £1,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Engagement support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <a href="https://www.suttontrust.com/our-research/parental-engagement-fund/">https://www.suttontrust.com/our-research/parental-engagement-fund/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	3/4
<i>Phonic Resources to support at home</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	3/4
<i>ELSA support and training</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	6

**Total budgeted cost: £ £42,780**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Performance of Disadvantaged Pupils in the Previous Academic Year

##### Attainment and Progress

#### 1. National Assessments and Qualifications

- **Phonics Screening:**
  - 66.6% of disadvantaged pupils passed the phonics screening check, compared to 86% of non-disadvantaged pupils in the school.
  - This was below local and national averages for disadvantaged pupils.
  - Note: Two disadvantaged pupils were absent and unable to take the screening, which impacted overall figures.
- **Key Stage 2 Outcomes:**
  - Reading: 80% of disadvantaged pupils achieved expected or greater depth standards, compared to 100% of non-disadvantaged pupils.
  - Writing: 40% of disadvantaged pupils achieved expected or greater depth standards, compared to 94% of non-disadvantaged pupils.
  - SPAG (Spelling, Punctuation, and Grammar): 40% of disadvantaged pupils achieved expected or greater depth standards, compared to 100% of non-disadvantaged pupils.
  - Maths: 40% of disadvantaged pupils achieved expected or greater depth standards, compared to 100% of non-disadvantaged pupils.
  - 1 child did not sit the SATs exams

##### Summative and Formative Assessments

#### 2. Internal Assessments:

- Formative and summative assessments show that disadvantaged pupils made progress in line with the targets outlined in our strategy, particularly in maths.
- Writing stamina improved among disadvantaged pupils, with evidence from book reviews showing greater length, but still room for
- Interventions in phonics and spelling, such as Letters and Sounds, Read Write Inc., Nesy, contributed to progress in foundational literacy skills.

#### 3. Wider Observations:

- Gaps in reasoning and problem-solving skills in maths were still evident at the beginning of the year. Following the implementation of Power Maths, disadvantaged pupils demonstrated improved confidence and ability to articulate their reasoning during monitoring activities, book looks, and pupil voice sessions.

### **Attendance, Behaviour, and Wellbeing**

#### **4. Attendance:**

- The attendance rate for disadvantaged pupils was 93.6% compared to 95.1% for non-disadvantaged pupils in the school. This is above the national average for pupils which is 93.5%.
- Personalised attendance plans were effective for some pupils, but further work is needed to engage parents and improve attendance for pupils whose attendance remained below 95%.

#### **5. Wellbeing and Behaviour:**

- Behaviour incidents among disadvantaged pupils were tracked through behaviour logs, and there was not a consistent reduction.
- Initiatives such as Zones of Regulation, ELSA mentoring, and BeSports coaching improved resilience and self-regulation among disadvantaged pupils.

### **Analysis of Strategy Implementation**

#### **6. Progress Toward Outcomes:**

- We are working on further intervention to achieve outcomes in phonics. Evidence from assessments, monitoring, and teacher feedback suggests that interventions are starting to have a measurable impact.

#### **7. What Is Working Well:**

- Embedding Letters and Sounds and targeted spelling interventions has improved phonics outcomes and writing stamina for disadvantaged pupils, however this needs to be embedded moving forward.
- The use of Power Maths has supported reasoning and problem-solving skills, as noted in monitoring exercises and pupil voice activities, however this is being reviewed as reasoning is still not at the level needed to support.
- Zones of Regulation and growth mindset initiatives have had a positive effect on wellbeing, with pupils demonstrating greater resilience and improved engagement in lessons.



#### 8. What Needs Improvement:

- Attendance for disadvantaged pupils remains a concern, requiring further targeted support.
- While interventions are showing some success, ensuring that disadvantaged pupils consistently transfer learned skills to classroom work requires continued focus and monitoring.
- Gaps in early reading persist, and further exploration of diagnostic tools and strategies to address these gaps is needed.

#### Assessment of Previous Strategy Plan

#### 9. Overall Impact:

- The previous pupil premium strategy achieved some of its intended outcomes in, with measurable progress evident in both internal and external assessments.
- However, challenges in attendance, SEMH barriers and early reading limited the impact of the strategy in certain areas, and these remain a priority moving forward.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## 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***

**The impact of that spending on service pupil premium eligible pupils**

