

# 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	165
Proportion (%) of pupil premium eligible pupils	22%
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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lizzie Wayland
Pupil premium lead	Maria Reilly
Governor / Trustee lead	Jenny Yiend

## 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.
Encouraging children to dream big and pursue their passions, regardless of their background or interests  Inspiring children to set high aspirations for their future, supported by a learning environment that fosters curiosity and ambition	All children will have opportunities to linked to their interests and aspirations.  All children can find an area/area of interest to engage them in the future.

<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/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	1/6
<i>Reading Interventions</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a>	1/6
<i>National College: CPD</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</a> <a href="https://epi.org.uk/publications-and-research/effects-highquality-professional-development">https://epi.org.uk/publications-and-research/effects-highquality-professional-development</a>	1/2/3/4/5/6
<i>Teacher Feedback CPD (Twilight)</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback</a>	1/5
<i>Little People Limitless Dreams – Curriculumbased</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches</a>	2/4
<i>Training and Delivery of Ordinary Provision</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</a>	6

Subject <i>Leadership Training: Achieving for children</i> <i>Maths, Reading and Writing</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths</a>	1/5/6
--	---	-------

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

Budgeted cost: £19,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group intervention: Reading</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	1/2
<i>TA Support in class</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	1/6/2
<i>Nessy Subscription</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1</a>	1/6
<i>Reading/writing Interventions X2</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	1/6
<i>HLTA Training</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</a>	1/5/6
<i>TT Rockstars</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths</a>	5/4
<i>Read Write Inc.</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/educationevidence/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	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a> <a href="https://www.suttontrust.com/our-research/parentalengagement-fund/">https://www.suttontrust.com/our-research/parentalengagement-fund/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</a></p>	3/4
Phonic Resources to support at home	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</a>	3/4
ELSA support and training	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</a></p>	6

**Total budgeted cost: £ £42,780**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Year Review 2024–2025

##### Context and Intent

The 2024–2027 Pupil Premium Strategy set a clear moral and educational purpose: that every child, regardless of background, would flourish academically, socially and emotionally, rooted in the school's values of Faith, Hope and Love. Key challenges were identified around early reading and phonics, attendance, parental engagement, aspiration, mathematical confidence and SEND.

Throughout 2024–2025, the school focused on strengthening teaching through high-quality CPD, embedding structured programmes (Little Wandle, Power Maths/IDL), and delivering targeted academic and pastoral support. The year has been one of consolidation, with a strong emphasis on consistency, ambition and equity.

##### Whole-School Attainment and Progress

Internal data from Autumn 2025 presents a broadly positive picture, with strong proportions of pupils on track for expected standards across the school:

- Year 1: 100% on track for EXS in reading, writing and maths.
- Year 2: Around 70–75% on track for EXS across subjects, with gaps between girls and boys and for Pupil Premium pupils.
- Year 3 & 4: Secure proportions at EXS+, though writing (particularly at greater depth) remains weaker.
- Year 5: Reading is a strength (94% EXS+), while maths and writing show greater variability, especially for Pupil Premium pupils.
- Year 6: High proportions on track in reading (94% EXS+) and maths (82% EXS+), with writing the weakest area (65% EXS+).

Across the school, reading is the strongest subject, with consistently high EXS+ rates. Writing remains the most variable, particularly for disadvantaged pupils and boys. Mathematics shows improving confidence and attainment, though access to greater depth is uneven.

## **Disadvantaged Pupils – Attainment and Progress**

FFT data for 2025 confirms that disadvantaged pupils remain behind their non-disadvantaged peers at KS2:

Average scaled score (Reading & Maths combined):

- o FSM6: 100.6

- o Not FSM6: 107

- o Gap: -6.4

Progress gap (Reading & Maths): -2.7

The gap is most pronounced for pupils with SEN Support and for middle attainers, reinforcing the strategy's emphasis on SEND, early identification and high-quality adaptive teaching.

At cohort level, the current Year 6 FSM6 group is very small (4 pupils). Their average scaled scores are:

- Reading: 97.5

- Writing: 97.5

- Maths: 104.0

This reflects relative strength in mathematics but continued vulnerability in literacy, particularly writing.

## **Attendance – Pupil Premium Pupils**

Attendance remains one of the most significant barriers for disadvantaged pupils and directly limits the impact of academic intervention.

Attendance data for 2 September 2024 – 18 July 2025 shows:

- Whole-school attendance: 95.23%

- Pupil Premium attendance: 93.81%

- FSM attendance: 93.81%

- SEN attendance: 90.94%

This represents a gap of 1.42 percentage points between Pupil Premium pupils and the whole-school average. While this places disadvantaged pupils close to national

expectations, it equates to the loss of almost three additional days of learning per pupil across the year when compared with their peers.

The composition of absence for Pupil Premium pupils is notable:

- Authorised absence: 3.81%
- Approved absence: 1.43%
- Unauthorised absence: 2.39%

The proportion of unauthorised absence for Pupil Premium pupils is higher than the whole-school figure, indicating that barriers extend beyond illness and include challenges linked to routine, engagement and family circumstance.

Attendance for pupils with SEND (90.94%) is significantly lower still, and many of these pupils also fall within the Pupil Premium cohort. This intersection of disadvantage and additional need compounds vulnerability and directly impacts progress.

Although overall attendance for Pupil Premium pupils remains above 93%, the data confirms that disadvantaged pupils experience a systematically reduced amount of learning time. Even small percentage differences translate into substantial lost curriculum access over a year, limiting the impact of high-quality teaching and intervention.

Attendance therefore remains a core driver of educational inequality within the school and a central strand of the Pupil Premium strategy.

### **What Has Worked Well**

- Early Reading and Phonics Investment in Little Wandle, Read Write Inc., Nessy and small-group reading interventions has strengthened foundational skills. Younger cohorts demonstrate strong early outcomes and improved confidence.
- Mathematics Power Maths and IDL have improved pupils' confidence and reasoning, reflected in more secure attainment and pupil voice.
- Pastoral and SEMH Support ELSA, Zones of Regulation and BeSports have supported resilience and engagement, particularly for disadvantaged pupils.
- Professional Development CPD has strengthened consistency and ambition in teaching, particularly in early reading, maths and adaptive practice.

### **Ongoing Challenges**

- Writing remains the weakest subject, particularly for disadvantaged pupils and boys, with limited access to greater depth.

- Attendance for Pupil Premium pupils continues to lag behind peers and remains vulnerable.
- Transfer of Intervention Gains into everyday classroom practice is inconsistent.
- SEND Disadvantaged Pupils experience the widest gaps in both attainment and progress.

#### Evaluation of Strategy Impact

The 2024–2025 academic year demonstrates that the school’s approach is directionally strong:

- Teaching quality has improved through structured programmes and CPD.
- Early reading is increasingly secure.
- Mathematical confidence is rising.
- Pupils’ wellbeing and readiness to learn are stronger.

However, the year also confirms that equity remains unfinished work. Disadvantaged pupils, especially those with SEND, continue to face barriers in literacy, progress and attendance. The next phase of the strategy must therefore move from establishing systems to relentlessly sharpening impact, ensuring that:

1. Writing is a whole-school priority with explicit scaffolding and modelling for disadvantaged pupils.
2. Gains from intervention are consistently visible in day-to-day classroom outcomes.
3. SEND pupils in receipt of Pupil Premium receive sharply targeted, high-quality support.
4. Attendance is addressed as both an academic and pastoral priority, with earlier identification, tighter integration between attendance and intervention, and sustained work with families.

In living out its vision ‘In Faith We Trust, In Hope We Dream, In Love We Flourish’ St Mary’s is well placed to ensure that the progress of its most vulnerable pupils becomes its strongest story.

## 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**