

Pupil premium strategy statement – St Mary’s CofE Primary School, Yate

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	315
Proportion (%) of pupil premium eligible pupils	15.57%
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)	2025-2029
Date this statement was published	3 rd November 2025
Date on which it will be reviewed	Autumn 2029 with annual impact review
Statement authorised by	Bethan Scriven
Pupil premium lead	Rachel Hill
Governor / Trustee lead	Fiona Kitson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,785
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>	£72,785

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CE VA Primary School, we are committed to ensuring that disadvantage does not limit a child's potential. Our vision, *Explore, Enjoy, Excel – Be Amazing!*, underpins our belief that every pupil should flourish academically, socially and emotionally. Leaders recognise that, due to small and variable cohort sizes and the complexity of need, improvement for disadvantaged pupils is incremental rather than linear, and therefore evaluate impact over multiple years.

Pupil Premium funding is used strategically to remove barriers faced by disadvantaged pupils through:

- consistently high-quality teaching
- targeted academic intervention
- wider pastoral, attendance and enrichment support

We recognise that gaps emerge early, particularly in communication, language and self-regulation. Early identification and intervention are therefore central to our approach.

Our strategy prioritises:

High-quality teaching for all

A consistent pedagogical approach with a strong focus on early reading, vocabulary development, executive functioning (EF) and curriculum coherence.

Targeted academic support

Timely, diagnostic-led interventions that address specific gaps in reading, writing and mathematics.

Wider strategies

Support for SEMH, attendance, readiness to learn and equitable access to enrichment and cultural experiences.

The Pupil Premium strategy is closely aligned with the School Development Plan. SEND and PP provision are strategically led together to ensure coherence and impact. We work in partnership with families, governors and external agencies, using assessment and review cycles to ensure funding remains responsive and evidence-informed.

Impact is evaluated through termly assessment cycles, pupil progress meetings, attendance analysis and reviews of provision to ensure investment focuses on what works.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health needs impacting regulation, behaviour, relationships and readiness to learn.
2	Poor attendance and increased broken weeks reducing curriculum access and continuity.
3	Lower attainment in reading, writing and mathematics.
4	Weak communication and language skills on entry and into KS1, affecting reading and writing outcomes.
5	Lower engagement in enrichment and extra-curricular opportunities, including trips and residentials, limiting cultural capital and belonging.

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
Improved wellbeing for disadvantaged pupils	Pupil voice, wellbeing surveys and observations show improved emotional regulation and engagement. Disadvantaged pupils participate more consistently in enrichment and wider opportunities year on year.
Improved attendance for Pupil Premium pupils	Attendance for disadvantaged pupils is in line with, or exceeds, non-Pupil Premium pupils. The proportion of broken weeks is reduced.
Improved early communication, language and writing	EYFS and KS1 assessments show disadvantaged pupils making progress in line with non-disadvantaged pupils. Gaps in Communication & Language and early writing reduce significantly by 2028.

Reduced phonics attainment gap	Year-on-year narrowing of the phonics gap. By 2028, disadvantaged pupils' phonics outcomes broadly match those of non-disadvantaged pupils.
Reduced KS2 attainment gaps in reading, writing and maths	KS2 data shows a diminishing gap between disadvantaged and non-disadvantaged pupils. MTC mean scaled score gap reduces to 1 point by 2028. Increasing proportions of disadvantaged pupils achieve the expected standard in RWM over time.

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school pedagogical framework, including modelling, feedback, daily review and adaptive teaching	EEF Feedback; Effective Professional Development; Cognitive Science	3
Executive functioning strategies are explicitly used to support planning, self-monitoring and task completion in writing and mathematics.	EEF Metacognition and Self-Regulation	1, 3, 4
Early reading and phonics training (RWI, Fresh Start) with fidelity coaching	EEF Phonics; Oral Language Interventions	3, 4

Explicit vocabulary and oracy instruction across the curriculum	EEF Oral Language Interventions	1, 3, 4
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Targeted academic support

Budgeted cost: £ 30,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tutoring in reading, writing and maths (small group and 1:1)	EEF Small Group Tuition; Reading Comprehension Strategies	3
Phonics tutoring for pupils at risk of not meeting expected standard	EEF Phonics; Tutoring	3, 4
Speech, language and communication interventions (EYFS/KS1), particularly for PP/SEND pupils	EEF Oral Language Interventions; Teaching Assistant Interventions	1, 3, 4
Executive Functioning academic access support (upper KS2)	EEF Metacognition and Self-Regulation	1, 3, 4
Targeted in-class support, including pre-teaching and scaffolded learning	EEF Teaching Assistant Interventions	1, 3, 4

Wider strategies

Budgeted cost: £31,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and SEMH support, including structured programmes and EBSA support	EEF Social and Emotional Learning; Behaviour Interventions	1, 2

Play therapy for pupils with significant SEMH needs	EEF Social and Emotional Learning	1
Attendance monitoring, early intervention and family engagement	EEF Attendance Interventions; Parental Engagement	2
OPAL Play Programme	EEF Social and Emotional Learning; Physical Activity	1
Enrichment and cultural capital support (trips, clubs, music tuition)	EEF Behaviour Interventions; SEL	1, 5
Breakfast club provision	EEF Extending School Time	1, 2

Total planned spend: £ 72,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Impact Statement

2024–25

Attendance

During the 2024–25 academic year, attendance for pupils in receipt of the Pupil Premium improved significantly. Average attendance for disadvantaged pupils rose to 93.8%, compared to 91.3% in 2023–24, representing an improvement of 2.5 percentage points.

Both authorised and unauthorised absences reduced over the year, indicating improved engagement with school and the impact of targeted attendance strategies, including funded breakfast club provision, Educational Welfare Officer support and parent link work led by the wellbeing practitioner.

While punctuality before the register remains an area for further development, late arrival after the register decreased. Overall attendance trends demonstrate that disadvantaged pupils are attending school more regularly and consistently, supporting improved readiness to learn and increased access to high-quality teaching and learning opportunities.

Academic Outcomes and Progress

Early Years Foundation Stage (EYFS)

Outcomes for disadvantaged pupils in EYFS continue to fluctuate due to very small cohort sizes. Communication and language remains the key area of need; however, early identification and targeted intervention continue to be prioritised to support pupils' readiness for learning as early as possible.

Phonics

Phonics outcomes demonstrate strong positive impact. Although a three-year attainment gap of 8.5% remains, 100% of disadvantaged pupils passed the phonics screening check in 2025. In a cohort of this size, this represents a significant success and reflects the effectiveness of targeted phonics tutoring and the consistent, high-fidelity delivery of the Read Write Inc. programme.

Attainment at KS2

During the 2024–25 academic year, attainment outcomes for pupils in receipt of the Pupil Premium must be viewed within the context of a very small cohort of three pupils, meaning national comparisons are suppressed and not statistically significant. As a result, the school places greater emphasis on three-year attainment trends and internal progress measures when evaluating impact.

Over time, disadvantaged pupils' attainment remains broadly in line with national disadvantaged outcomes, with the latest three-year average showing 50% of pupils achieving the expected standard in reading, writing and mathematics, compared to 46% nationally.

Reading continues to be a relative strength for disadvantaged pupils, with outcomes over time closely aligned with national averages. This reflects the sustained impact of high-quality phonics teaching, early reading interventions and targeted reading support.

Attainment in writing and mathematics remains more variable, particularly when viewed through the lens of very small cohort sizes. However, three-year trends indicate that disadvantaged pupils continue to make progress and that gaps to national disadvantaged outcomes are not widening over time.

While gaps to national non-disadvantaged pupils remain, these have narrowed compared to 2023–24. The school's targeted academic support, combined with improved attendance and strengthened pastoral provision, has ensured that disadvantaged pupils are supported to access and engage with learning. Writing remains a priority area for further development within the next phase of the Pupil Premium strategy.

Pastoral Support and SEMH

Targeted pastoral support funded through the Pupil Premium has had a positive impact on disadvantaged pupils' emotional regulation, confidence and readiness to learn. Structured pastoral interventions, wellbeing practitioner input and therapeutic support have focused on developing emotional literacy, resilience and positive coping strategies.

Evidence from pastoral sessions, adult observations and pupil voice shows that the majority of disadvantaged pupils receiving support have improved their ability to identify and articulate emotions, recognise early signs of anxiety or frustration and begin to use taught strategies to manage these feelings. This has supported improved engagement with learning, smoother transitions and, for some pupils, improved attendance.

Progress Towards Intended Outcomes

Progress towards intended outcomes has been strongest in phonics, attendance and pastoral support, where evidence shows clear and measurable improvement. Attendance and KS2 attainment remain areas requiring sustained, multi-year focus due to small cohort sizes and the complexity of need. However, the positive trajectory in key areas demonstrates that current strategies are effective and provide a strong foundation for further improvement.

Externally provided programmes

These strategies were selected based on diagnostic assessment, internal data trends, guidance from the EEF Toolkit, and evidence from previous successful interventions within the school

Programme	Provider
Read Write Inc (RWI)	Ruth Miskin
Fresh Start (RWI)	Ruth Miskin
Play Therapy	Independent Therapist
Attendance Support	LA/External Attendance Officer

Further information (optional)

- The Pupil Premium strategy is fully aligned with SDP
- Provision is monitored through pupil progress meetings, book looks, learning walks and data analysis.
- Leaders from across the federation contribute to quality assurance.
- Termly evaluations ensure funding is allocated flexibly to meet emerging needs.
- The small cohort size means trends are monitored over several years rather than percentage shifts alone.