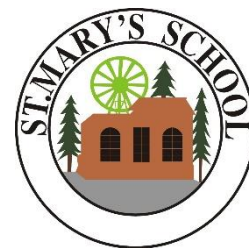


Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.



School overview

Detail	Data
School name	St Mary's Church of England Primary School, Writhlington
Number of pupils in school	137 School Population 164 Nursery Population Included
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Cathie Lampert - Head Teacher Sarah Gilliam - Chair of LGB
Pupil premium lead	Elizabeth Hamblin - Deputy Headteacher
Governor / Trustee lead	Sarah Gilliam – Chair of Governors Anne Porter – Vulnerable Pupils Governor Belinda Deery - Trustee
Trust Pupil Premium Champion	Vicky Dupras (Director of School Improvement)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,145

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Church of England Primary School and Nursery, our intention is that all pupils, irrespective of background or challenge, achieve well academically and thrive socially and emotionally. High-quality teaching is the foundation of our strategy, supported by timely, evidence-informed interventions. Our approach is rooted in robust diagnostic assessment, early identification of need, and collective responsibility for disadvantaged pupils' outcomes. We commit to working collaboratively with schools across The Partnership Trust, to use the pupil premium funding to help improve and sustain success for pupils who are at risk, and eliminate the attainment gap. We are committed to supporting all pupils to access academic achievement.

Both at Trust and school level, leaders have identified barriers to learning and analysed a wealth of research to identify where support should be targeted to enable all pupils, irrelevant of their background, to thrive and succeed both academically, socially and emotionally.

We provide staff with evidence-based training, supported by reflective practice and coaching to ensure positive outcomes are secured for all pupils that attend St Mary's Primary School.

We are aiming for accelerated progress, so that vulnerable learners who are not achieving age-related expectations, catch up and keep up with non-disadvantaged pupils. Analysis of assessment data, monitoring of teaching practice, work scrutinies and professional dialogue with staff that work closely with pupils has been utilised to formulate this plan.

This plan identifies the key challenges or barriers preventing our disadvantaged pupils from attaining well:

- speech and language development
- vocabulary development
- early reading skills
- early numeracy skills
- writing stamina and composition
- emotional well-being

Our approach is responsive to these challenges and our pupils' individual needs, rooted in robust assessment, not assumptions, about the impact of disadvantage. Our expectation at St Mary's is that all pupils, irrespective of background or the challenges they face, have raised aspirations.

The approaches we have adopted aim to complement each other to enable pupils to excel.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point a need is identified
- ensure disadvantaged pupils are challenged appropriately in their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Writing and Oracy (Whole Trust Target)</p> <p>Assessment showed that at the end of the last academic year (2025 Key Stage 2 SATS results), 83% of our disadvantaged pupils were working at age-related expectations in writing, compared to 62% of non-disadvantaged pupils. This is to be celebrated, however, interrogation of assessments, discussions and observations show that attainment in Writing of disadvantaged pupils is variable across different year groups. Variability is due to small class size and specific cohort needs. Attainment in Writing remains an area for development across our school and at Trust level for disadvantaged pupils, as across all year groups, 24% of pupils in receipt of Pupil Premium are working at the expected level compared to 56% of non-disadvantaged pupils (Autumn data 2025).</p>
2	<p>Mathematics Attainment</p> <p>Analysis of data shows that disadvantaged pupils attain less well in Maths. This is evident across The Trust. It continues to be a challenge school leaders need to address. Currently, 27% of disadvantaged pupils YR-6 are meeting the expected standard, and 51% of non-disadvantaged pupils are meeting the expected standard (Autumn data 2025).</p>
3	<p>SEND</p> <p>Analysis of data identifies that a large proportion of children in receipt of pupil premium also have additional needs, particularly speech and language.</p> <p>Currently, 45% of pupils in receipt of the PPG are also on the SEND register. Many have delayed speech sound development and instruction following difficulties, impacting on their oracy skills. This affects pupils' access to learning in other areas of the curriculum.</p>
4	<p>Reading and phonics</p> <p>Analysis of Reading of data from 2021-2024 (duration of last strategy) shows that attainment in reading is significantly lower for those pupils in receipt of the PPG than those who are not disadvantaged. Summer data shows that outcomes for pupils in receipt of the PPG was positive, however, currently 35% of pupils in receipt of the PPG (from YR-Y6, Autumn data 2025) are working at expected levels, compared to 71% of non-PPG pupils.</p>
5	<p>Social and Emotional Well-Being</p> <p>Assessment and observation has shown that pupils in receipt of the PPG could be at risk of disengagement from learning, have higher social and emotional needs and higher absence from school. We have utilised provision to support this, including the BANES Mental Health Support Team, Thrive provision and additional nurture provision from the Bath Area Play Project and The Southside Therapeutic After School Club.</p>
6	<p>Attendance (Whole Trust Target)</p> <p>Attendance of disadvantaged pupils is lower than non-disadvantaged pupils in our school (although in line with national figures). Analysis of attendance data shows that some disadvantaged pupils and families remain in need of additional support to secure and sustain better attendance, although we have made vast improvements in raising attendance.</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
Improved Phonics and early reading Pupils in EYFS and KS1 will have a strong foundation in phonics.	Disadvantaged pupils will pass the KS1 Phonics Screen in line with the national pass rate (80%).
Improved Reading Attainment Disadvantaged pupils will have Improved Reading attainment.	The attainment gap in Reading narrows by end of KS2.
Speech and Language Pupils in receipt of Pupil Premium will have acquired improved vocabulary and oral language skills, evidenced through improved Wellcomm Screen Scores and raised attainment in Reading, Writing and Maths.	Pupils in receipt of the pupil premium will have Improved speaking and listening skills.
Improved Maths Outcomes Increase the attainment in Maths of pupils in receipt of the Pupil Premium Grant, evidenced through increasing Trust 'Non-Negotiables Assessments'.	Pupils in receipt of the pupil premium demonstrate improved attainment in statutory assessment points, including the Multiplication Tables Check at Year 4 and SATs at end the end of Key Stage 2.
Improved Writing Outcomes Pupils in receipt of pupil premium will have developed progressive skills in grammar, spelling and handwriting to enable them to compose independent pieces of writing. This will include explicitly focusing on The Writing Framework (2025) and the, 'importance of mastering foundational concepts in English' pp. 6.	Pupils in receipt of pupil premium will make accelerated progress in Writing.
Social and Emotional Pupils in receipt of the Pupil Premium Grant will have increased self-esteem, well-being and raised aspirations.	Pupils in receipt of PPG receiving Social Emotional interventions will begin to make accelerated progress with their learning across the core areas of the curriculum.
Attendance Attendance of pupils in receipt of PPG will be in line with national expectations.	Attendance of pupils in receipt of the Pupil Premium Grant will align with national averages.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Continue to embed Little Wandle with absolute fidelity in EYFS (including Nursery) and KS1. Early Reading and Phonics Lead to ensure good quality CPD, best practice and outcomes for pupils in receipt of the Pupil Premium Grant.	The EEF reports extensive evidence that a systematic approach to teaching phonics can make 5 months' progress. Research specifically indicates that a systematic approach to Phonics is an 'important component in the development of reading skills, particularly for children from disadvantaged backgrounds'. Furthermore, the EEF identifies that all staff should receive training to 'ensure all staff have the necessary pedagogical skills and content knowledge' to deliver a Systematic Synthetic Phonics programme. Phonics EEF (educationendowmentfoundation.org.uk)	1, 3, 4
EYFS and KS1 Reading Continue with 'reading squads' across Reception and KS1 to support pupils core aspects of reading: decoding, prosody and comprehension. Little Wandle reading books introduced in Nursery. Teaching Assistants funded to enable reading groups in Reception and Key Stage 1.	The EEF states that, 'it is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly'. It emphasises that 'effective phonics techniques are usually embedded in a rich literacy environment for early readers'. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 'Good implementation of phonics programmes will also consider pupils wider reading skills and will identify where pupils are struggling with aspects of reading other than decoding that might be targeted through other approaches such as the explicit teaching of reading comprehension strategies' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 4
Key Stage 2 Reading Appointment of KS2 Reading Lead and Implementation of FRED's Teaching of Whole Class Reading across Key Stage 2 (and Year 2).	The EEF states that, 'The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 4

<p>Writing</p> <p>We will strengthen the quality and consistency of writing instruction across the school by embedding the principles set out in the DfE Writing Framework (2025). This will include focused professional development for teachers and teaching assistants to ensure that writing is taught as a carefully sequenced process, underpinned by strong oral language, transcriptional fluency and explicit instruction in sentence construction.</p>	<p>The Writing Framework (DfE, 2025)</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p> <p>highlights that many pupils struggle with writing because they are asked to complete complex composition tasks before they have secure transcription skills and sufficient practice with sentence-level writing. It emphasises that pupils benefit from:</p> <ul style="list-style-type: none"> - explicit instruction in handwriting, spelling, grammar and sentence construction - plentiful opportunities to practise writing at sentence level before moving to extended composition - structured oral rehearsal and spoken language as a foundation for writing <p>The framework also identifies that disadvantaged pupils are particularly likely to experience difficulties with writing stamina and accuracy, and that high-quality teaching and careful curriculum sequencing are key to improving outcomes.</p> <p>These approaches are further supported by EEF evidence, which shows that oral language interventions and structured teaching of writing can lead to significant improvements in attainment, particularly for disadvantaged pupils. The Ofsted English Subject Report: Telling the Story (March 2024) states that, 'Schools (often) do not consider spoken language well in their English curriculum, although they understand that spoken language underpins pupils' reading and writing development. The writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these'. The report concludes, 'Pupils of all ages benefited from plentiful opportunities to practise and apply their new knowledge of spoken language across a range of contexts and purposes. For example, they could use their vocabulary knowledge in comprehension and in self-expression. This meant that pupils could understand the power of language. They could experiment and use different forms of speech to rehearse ideas orally as a key aspect of their English lesson, rather than just seeing it as a stepping stone towards writing'.</p> <p>Primary pupils are not given sufficient teaching and practice to become fluent with transcription (spelling and handwriting) early enough.</p> <p>https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p> <p>The EEF defines oral language interventions as 'interventions...based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 3, 4</p>
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Oracy Continue to embed the whole school approach to Oracy to improve children's spoken language skills through the Oracy Project across the school, and 'Language for Life' (Wellcomm) across the EYFS.	Research from the EEF concludes that oral language approaches have high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk) Approaches can include: targeted reading aloud and book discussion with young children, explicitly extending pupils' spoken vocabulary, the use of structured questioning to develop reading comprehension, and the use of purposeful, curriculum-focused, dialogue and interaction. These approaches are woven through our curriculum and another of different approaches (such as Little Wandle Reading Squads and Fred's Fluency).	1, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Little Wandle 'Daily Keep Up', 'Rapid Catch Up' and 'SEND' Little Wandle for targeted pupils.	Most of the research conducted via the EEF is evidenced through, 'intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months)' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 4
Robust monitoring of Phonic progress and immediate/responsive implementation of 'Daily Keep Up' and 'Rapid Catch Up' and 'SEND' Little Wandle for targeted pupils.	The EEF states that, 'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 4
Additional, prioritised reading with pupils in receipt of PPG who are not at ARE, across the school (including nursery).	Targeted, frequent reading with the most vulnerable pupils can develop fluency, which in turn impacts on 'comprehension because 'pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text' (EEF <i>Improving Literacy in Key Stage 2</i> , pp. 19.) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) 'The EEF also states that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 4

	<p>The EEF states that Reading Comprehension strategies can increase progress by up to 6 months over a course of a year. Targeting pupils in receipt of pupil premium who are working below the expected standard should enable pupils to make accelerated progress and attain more in line with their peers.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embed Fluency Interventions in response to data analysis of pupil's Reading progress in FRED's in Key Stage 2.</p>	<p>EEF Literacy Content Specialist, Sarah Green, advises that, 'Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension... Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody. Most pupils will benefit from an emphasis on the explicit teaching of fluency as part of a multi-faceted approach to teaching reading. However, it is important to start with identifying pupils' capabilities and accurately diagnosing areas where they may need further instruction. For instance, some pupils may benefit from additional support beyond whole-class teaching' (2021).</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency#:~:text=So%2C%20why%20is%20fluency%20important,from%20word%20recognition%20to%20comprehension.</p>	1, 3, 4
<p>Embed and utilise White Rose Maths Tutoring and Third Space Learning (KS2) and Number Sense (KS1) to narrow the gap in Maths attainment across the school.</p>	<p>The Education Endowment Foundation (EEF) has conducted numerous studies on interventions such as small group tuition and one-on-one tutoring, finding that focused math interventions can lead to significant gains. For example, their study on maths tutoring found that pupils receiving one-on-one or small-group interventions made an additional 4 months' progress over a year compared to their peers. Studies also show that small-group tutoring is an effective way to support students who are struggling with maths. This method typically leads to 2-3 months of additional progress over the course of a year (EEF).</p> <p>Structured math instruction that includes scaffolding—breaking down tasks into smaller, manageable components—has been shown to be particularly effective in raising attainment, especially for students with lower initial proficiency (Swanson et al., 2014).</p>	2
<p>Early identification of SEND (Speech and Language) with use of Language for Life 'Wellcomm' and intervention.</p>	<p>Research indicates that 'Children who experience language difficulties in association with other vulnerabilities may be particularly at risk of poor outcomes. For example, children with both language and speech difficulties are particularly vulnerable to later literacy difficulties (Hayiou-Thomas, Carroll, Leavett, Hulme and Snowling, 2016; Pennington and Bishop, 2009). Early identification and close monitoring of pupil's progress (using the Phonics Screening Check and Wellcomm) is a purposeful strategy and will be utilised as a 'risk indicator' for pupils who will need additional support.</p>	1, 2, 3, 4, 5

	<p>The DfE states that, 'Language development at the age of 2 years predicts children's performance on entry to primary school. Children's understanding and use of vocabulary and their use of two or three word sentences at 2 years is very strongly associated with their performance on entering primary school', Sue Roulstone James Law, Robert Rush, Judy Clegg, Tim Peters, 2011.</p> <p>The EEF cites that 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months [progress] on average'.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5, 145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work within the new Attendance Guidance (DfE) and the Trust Attendance Policy to reduce absence for all pupil groups, and specifically for those pupils with under resourced backgrounds. Actively promote good attendance with parents and carers. Work supportively with parents and carers to promote good attendance, and provide additional support for those who have challenges in this area.	<p>Poor attendance impacts on pupils' ability to access high quality teaching and creates gaps in knowledge and understanding that grow exponentially over time. Research and analysis published by Ofsted in February 2022 identifies approaches that secure good attendance and reduce persistent absence. The research also takes account of school attendance challenges that arose in autumn 2021. Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</p> <p>Children who attend less sessions than their peers will not benefit from quality teaching and learning opportunities – we cannot improve attainment if children are not attending school. The DfE (2015) states that 'without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers'.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p> <p>Securing good attendance and tackling persistent absence – Ofsted Feb 2022 EEF Attendance interventions rapid evidence assessment – March 2022 https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p>	6
Wide range of extra-curricular activities on	We have a range of after school clubs available, including football club and Dance Umbrella, giving access to	1,2,3,4,5,6

offer for all pupils, including sports coaching, high quality wrap around care provision and offsite experiences, such as forest school and experiences linked to our curriculum.	<p>experiences outside of the school, broadening aspirations (such as performing at the Forum in Bath). Furthermore the EEF states, 'In addition to providing academic support, some school programmes aim to provide stimulating ...activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and better engagement.'</p> <p>A study commissioned by the Department of Education and Institute for Policy Research at the University of Bath concluded that 'data clearly support claims about the importance of extra-curricular activities in attainment of soft (especially social) skills...quantitative data from the Understanding Society survey is also suggestive of a link between participation in extra-curricular activities and educational aspirations'</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	
Purchase and implementation of Jigsaw	<p>Research carried out by Sheffield Hallam University (2016) stated that, 'Jigsaw contributes to pupils' emotional literacy. Pupils' scores in the emotional literacy measure were above expectations...Interviews and survey comments revealed that teachers felt that Jigsaw had enabled pupils to become more aware of their emotions, particularly stress and anger, and then develop tools to manage these emotions more effectively. This had in some cases led to improvements in pupil behaviour in and out of class. In addition pupils were said to have gained the confidence to speak openly in class about matters that were important to them, aiding in their communication skills'.</p> <p>FINAL Jigsaw report CW.pdf (shu.ac.uk)</p>	5
Thrive Class Profiling and monitoring impact of Nurture Provision	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Although the evidence base is not robust, the EEF concludes the following: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings...The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores'. Since 2021, St Mary's has utilised funding from the St John's Foundation to work alongside Thrive Practitioners in school. This funding does not come from the Pupil Premium Grant, but we do utilise teaching staff and Teaching Assistants to mirror this practice in school and escort pupils to forest school. Pupil conferencing has shown, since interventions have been taking place, that pupils in receipt of the PPG are in line with their peers in</p>	5

	terms of well-being and resilience. It is important therefore, that this nurture-based provision can continue.	
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Total budgeted cost: £65,145

Externally provided programmes

Programme	Provider
Thrive	Brighter Futures and St John's Foundation
White Rose Maths	St John's Foundation
Nurture	Bath Area Play Project
Nurture	Southside
Wellcomm	Language for Life

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A