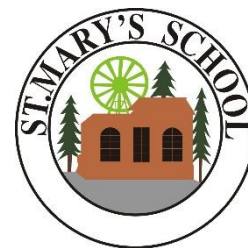


Pupil premium strategy statement

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	126 (152 including Nursery)
Proportion (%) of pupil premium eligible pupils	34.1%
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	October 2024
Date on which it will be reviewed	July 2025
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 Jackie Horton – Community 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	£68,080
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	£68,080

Part A: Pupil premium strategy plan

Statement of intent

St Mary's Church of England Primary School and Nursery commits 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 of disadvantage, and eliminate the attainment gap. We are committed to supporting all pupils to access learning through building positive relationships and providing high quality learning experiences, facilitated by high quality teaching.

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 that good outcomes are secured for our pupils that attend St Mary's Primary School.

All teachers and leaders work hard to develop effective relationships with families and focus on those pupils who need us most.

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

This plan outlines 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 will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic 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, become strong readers and communicators. This will enable pupils to develop rich vocabulary and oracy skills, broaden horizons and raise 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	Writing and Oracy (Whole Trust Target) Our 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. However, assessment shows that at the end of the last academic year (2024 Key Stage 2 SATS results), 44% of our disadvantaged pupils were working at age-related expectations in writing, compared to 91% of non-disadvantaged pupils. Attainment in Writing remains an area for development across our school and at Trust level for disadvantaged pupils, as across all year groups, 44% of pupils in receipt of Pupil Premium are working at the expected level compared to 72% of non-disadvantaged pupils (2024 Summer data).
2	Maths Analysis of data shows that disadvantaged pupils attain less well in Maths. 58% of disadvantaged pupils attained the expected level, in comparison to 72% of non-disadvantaged pupils. This is evident across The Trust, and the attainment gap has widened. It continues to be a challenge school leaders need to address
3	SEND Analysis of data identifies that a large proportion of children in receipt of pupil premium also have additional needs, particularly speech and language. Currently, 44% of pupils in receipt of the PPG are also on the SEND register. Many have delayed speech sound development and comprehension difficulties, impacting on their oracy skills. This affects pupils' access to learning in other areas of the curriculum (including Maths).
4	Reading and phonics 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. Currently 50% of pupils in receipt of the PPG (from YR-Y6, 2024 Summer data) are working at expected levels, compared to 81% of non-PPG pupils.
5	Social and Emotional Assessment and observation has shown that pupils in receipt of the PPG could be at risk of disengagement from learning and have higher social and emotional needs. We have utilised provision to support this, including from the BANES Mental Health Team and Mentoring Plus.
6	Attendance (Whole Trust Target) Although attendance of pupils in receipt of the PPG is better than the national average, attendance of disadvantaged is slightly lower than non-disadvantaged pupils in our school. 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 over the past three years.

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
Phonics 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%).
Reading Disadvantaged pupils will have Improved reading attainment, and will attain more in line with their non-disadvantaged peers	The gap in attainment in Reading will have narrowed and pupils in receipt of the PPG will have made accelerated progress.
SEND Pupils in receipt of PPG with SEND will have improved outcomes in Reading, Writing and Maths.	Pupils in receipt of PPG with SEND will attain in line with non-disadvantaged pupils with SEND in Reading, Writing and Maths.
Speech and Language Pupils in receipt of Pupil Premium will have acquired improved vocabulary and oral language skills.	Pupils in receipt of the pupil premium will have Improved speaking and listening skills.
Maths Increase the attainment in maths for all pupils including disadvantaged, and to reduce the gap between disadvantaged pupils and their peers.	Attainment in Maths of pupils in receipt of the Pupil Premium will be significantly increased, evidenced in statutory assessment points (2027), including the Multiplication Tables Check at Year 4 and SATs at end the end of Key Stage 2.
Writing 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 oral rehearsal to support the writing of high-quality, correctly punctuated sentences and texts in all year groups.	Pupils in receipt of pupil premium will make accelerated progress in Writing.
Social and Emotional Pupils in receipt of PPG 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.	Pupils in receipt of PPG will have improved attendance.

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: £35,000

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. Continue to work alongside Mangotsfield Hub to ensure good quality CPD and 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>Develop skill of oral rehearsal of sentences and longer text as a key approach to developing children's writing skills and understanding of sentence structure and punctuation, and so improve their writing. Provide CPD for staff and monitor implementation at classroom level, as well as during interventions</p>	<p>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>
<p>Oracy</p> <p>Continue to embed the whole school approach to oracy to improve children's spoken language skills through 'Voice 21' and 'Language for Life' (Wellcomm) across the EYFS.</p>	<p>Research from the EEF concludes that oral language approaches have high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>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).</p>	<p>1, 3, 4</p>

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).	<p>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)</p> <p>'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</p> <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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
Embed Fluency Interventions in response to	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	1, 3, 4

data analysis of pupil's Reading progress in FRED's in Key Stage 2	<p>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>	
Embed and utilise White Rose Maths Tutoring (KS2) and Number Sense (KS1) to narrow the gap in Maths attainment across the school	<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
Early identification of SEND (Speech and Language) with use of Language for Life 'Wellcomm' and intervention	<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> <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>	1, 2, 3, 4, 5

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

Budgeted cost: £3,060

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 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>We have a range of after school clubs available, including football club and Dance Umbrella, giving access to 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>	1,2,3,4,5,6

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 targeted practice, and Forest School 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 terms of well-being and resilience. It is important therefore, that this nurture-based provision can continue.</p>	5

Total budgeted cost: £60,080

Externally provided programmes

Programme	Provider
Thrive	Brighter Futures and St John's Foundation
Forest School	St John's Foundation
White Rose Maths	St John's Foundation
Little Wandle	Mangotsfield Hub

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

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<p>Review of 2024-2025 (year 1 of our 3 year strategy plan)</p> <p>Phonics <i>Pupils in EYFS and KS1 will have a strong foundation in phonics</i> - Disadvantaged pupils will pass the KS1 Phonics Screen in line with the national pass rate (80%).</p> <p>This year, 90% of the Year 1 cohort achieved the expected standard in the Phonics Screening Check. Notably, 100% of pupils in receipt of the Pupil Premium Grant (PPG) without SEND needs passed. In Year 2, all PPG pupils without SEND also secured a pass. These outcomes demonstrate that the vast majority of pupils at St Mary's are achieving the expected standard by the end of Key Stage 1.</p> <p>We recognise, however, that our most vulnerable learners—those eligible for PPG with additional SEND needs—require further targeted support. This priority is clearly reflected within our updated strategy, and both teachers and leaders remain firmly committed to improving outcomes for all learners.</p> <p>To sustain and strengthen progress, the school continues to implement robust, consistent 1:1 and small-group 'Keep Up' and 'Catch Up' interventions from the Little Wandle programme, led by our dedicated Phonics and Early Reading Lead. External support from The Mangotsfield Hub has been highly positive, noting that <i>"teachers are proactive in seeking advice... Teaching Assistants use assessment to plan and deliver high-quality interventions."</i></p> <p>Reading <i>Disadvantaged pupils will have Improved reading attainment, and will attain more in line with their non-disadvantaged peers</i> - The gap in attainment in Reading will have narrowed and pupils in receipt of the PPG will have made accelerated progress.</p> <p>By the end of the 2024–2025 academic year, 73% of pupils across Reception to Year 6 achieved the expected standard in Reading. Outcomes show that 81% of non-disadvantaged pupils reached the expected standard, compared with 59% of pupils in receipt of the Pupil Premium Grant (PPG). While this attainment gap remains a key priority across all Key Stages, there are clear signs of improvement. A larger proportion of PPG pupils made accelerated progress this year, with the percentage meeting the expected standard rising from 45% to 59%.</p>
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The continued implementation of the Little Wandle programme and the introduction of Reading Squads are demonstrating positive impact. High-quality teaching, consistency, and fidelity to the scheme remain vital, supported by well-targeted 'Catch Up' and 'Keep Up' interventions delivered by trained staff.

In Key Stage 2, pupils complete regular fluency screening, with words-per-minute closely monitored to ensure early identification of need. Where pupils fall below expected benchmarks, structured, evidence-based interventions are implemented swiftly. Encouragingly, 67% of PPG pupils at the end of KS2 achieved the expected standard in reading fluency, outperforming their non-disadvantaged peers (54%). This indicates that our fluency interventions are having a particularly positive impact for disadvantaged pupils.

SEND

Pupils in receipt of PPG with SEND will have improved outcomes in Reading, Writing and Maths.

- Pupils in receipt of PPG with SEND will attain in line with non-disadvantaged pupils with SEND in Reading, Writing and Maths.

Pupils in receipt of the Pupil Premium Grant (PPG) who also have an identified Special Educational Need achieved strong progress outcomes this year, with 88% making expected or better progress in Reading, Writing and Maths.

For pupils in receipt of PPG without an identified SEND need, outcomes were similarly positive:

- **Reading:** 100% made expected or better progress
- **Writing:** 100% made expected or better progress
- **Maths:** 79% made expected or better progress

While a progress gap remains between disadvantaged pupils with SEND and those without additional needs, the data demonstrates that disadvantaged pupils with SEND are making good and consistent progress, particularly in Maths. We are confident that this gap will continue to narrow through the sustained and high-quality implementation of targeted interventions, including the Little Wandle SEND pathway, Fred's Fluency assessment and intervention, White Rose Tutoring (KS2), Number Sense intervention (KS1), and Wellcomm screening and language support.

Speech and Language

Pupils in receipt of Pupil Premium will have acquired improved vocabulary and oral language skills.

- Pupils in receipt of the pupil premium will have Improved speaking and listening skills.

St Mary's continues to prioritise early language development and is actively participating in the Language for Life Programme. All pupils in Nursery and Reception are screened using the Wellcomm Speech and Language assessment, ensuring early identification of need. Pupils not yet meeting age-related expectations receive targeted, focused interventions.

At both the May 2025 and July 2025 assessment points, 40% of pupils in receipt of the Pupil Premium Grant (PPG) were assessed as working at the expected level. It is important to recognise that a significant proportion of these pupils have additional vulnerabilities, including SEND. Individual assessments, however, show that many PPG pupils are making accelerated progress towards their personalised targets. For example, one Reception pupil with both PPG and SEND moved through three Wellcomm bands rapidly and achieved the expected level by the end of the year.

More robust Trust-wide monitoring of Wellcomm screening is planned for the next academic year to ensure consistency and accuracy of implementation.

The majority of pupils in receipt of the PPG who also have identified SEND needs are consistently meeting their individual learning targets. These targets are reviewed three times a year, with interventions adjusted to ensure timely and responsive support. Wellcomm, Little Wandle, and Fred's Fluency are beginning to demonstrate the intended impact on language and communication. Further monitoring will evaluate the effectiveness of White Rose Maths Tutoring and Number Sense to ensure they deliver the strong outcomes evidenced in wider research.

Maths

Increase the attainment in maths for all pupils including disadvantaged, and to reduce the gap between disadvantaged pupils and their peers

- **Attainment in Maths of pupils in receipt of the Pupil Premium will be significantly increased, evidenced in statutory assessment points (2027), including the Multiplication Tables Check at Year 4 and SATs at end the end of Key Stage 2.**

Maths attainment remains a key priority area, and progress measures this year indicate encouraging upward trends. Among pupils in receipt of the Pupil Premium Grant (PPG), **82% are making expected progress**, with a further **14% making accelerated progress**. These outcomes are broadly in line with progress across the non-PPG cohort, where **94% are making expected progress** and **12% accelerated progress**.

Performance in the statutory Multiplication Tables Check (MTC) shows sustained improvement. **50% of pupils in receipt of the PPG met the expected standard**, compared with just 29% in the previous cycle. This reflects a notable year-on-year increase in fluency and number confidence.

The Maths Lead continues to collaborate closely with Trust Leaders to ensure consistently high-quality teaching and the effective use of research-informed approaches. Staff are engaging in high-quality professional development, and this investment is positively impacting outcomes for disadvantaged pupils. Continued focus on high-quality instruction, strong curriculum sequencing, and targeted intervention will further strengthen attainment in the years leading to the 2027 statutory assessment points.

Writing

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 oral rehearsal to support the writing of high-quality, correctly punctuated sentences and texts in all year groups

- **Pupils in receipt of pupil premium will make accelerated progress in Writing.**

At the start of the 2024–2025 academic year, 41% of pupils in receipt of the Pupil Premium Grant (PPG) were working at the expected level in Writing. By the end of the year, this had increased to **48%**, reflecting the positive impact of strengthened teaching strategies, particularly the consistent use of oral rehearsal.

Overall progress for PPG pupils is strong: **88% made expected progress**, with a further **9% making accelerated progress**. Among pupils in the PPG cohort without SEND, **64% achieved the expected standard in Writing**, compared with **82% of their non-PPG peers**. While a gap remains, it has reduced compared with previous years.

This improvement demonstrates the effectiveness of our continued focus on oral rehearsal, modelling, and vocabulary development within writing instruction. Sustained emphasis on these approaches, alongside precise feedback and targeted intervention, will remain central to further closing the attainment gap.

Social and Emotional

Pupils in receipt of PPG 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.

Progress data shows that pupils receiving Social Emotional support are making encouraging gains in their academic learning:

- **Reading:** 67% made expected progress, and 33% made accelerated progress.
- **Writing:** 100% made expected progress.
- **Maths:** 67% made expected progress, and 17% made accelerated progress. A further 17% made less than expected progress, indicating that additional targeted support is required for pupils with multiple or complex vulnerabilities to ensure secure outcomes for all.

Social Emotional interventions at St Mary's are primarily delivered through Thrive and the BANES Mental Health Support Team. This provision has been strengthened further through the training of a fully qualified Thrive Practitioner, who will continue to lead highly targeted individual and group interventions during the 2025–2026 academic year. This enhanced expertise is expected to further support emotional readiness to learn and positively impact academic progress.

Attendance

Attendance of pupils in receipt of PPG will be in line with national expectations

Pupils in receipt of PPG will have improved attendance.

Overall attendance at St Mary's remains in line with national figures, and persistent absenteeism is below the national average. While an attendance gap between pupils in receipt of the Pupil Premium Grant (PPG) and their peers continues to mirror the national picture, our school's figures closely reflect national trends:

- **Non-PPG pupils:** 95% (National: 95%)
- **PPG pupils:** 92% (National: 92%)

This demonstrates that the attendance of pupils in receipt of the PPG is broadly in line with national expectations for this cohort.

The Headteacher works closely with the Attendance Welfare Support Officer, and robust, proactive systems are firmly in place to monitor attendance, address concerns swiftly, and prevent patterns of absence from becoming entrenched. This strategic approach continues to support improved attendance outcomes for our disadvantaged pupils.

The school is making notable progress in improving outcomes for disadvantaged pupils, with clear strengths in Phonics, Reading fluency, and Writing. Strategic, well-implemented interventions are supporting steady gains across the curriculum. While gaps remain—reflective of national trends—the trajectory is positive. Leadership, high-quality teaching, and targeted support remain strong drivers of improvement.

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Externally provided programmes

Programme	Provider
Oracy	Voice 21
Phonics support	Mangotsfield Hub
Thrive	Funded by St John's Foundation
Wiltshire Outdoor Learning Trust (WOLT)	Funded by St John's Foundation

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	None