# See the source imagePupil Premium Strategy Statement

## This statement details our school’s use of pupil premium for the 2024 to 2025 academic year 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 effect that last year’s spending of pupil premium had within our school.

**What is the Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

## School overview

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| Detail | Data |
| School name | St Mary’s C of E Primary School, Chiddingfold |
| Number of pupils in school | 201 Pupils |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Alison Evans, Headteacher |
| Pupil premium lead | Agnieszka Ryder SENDCo/Pupil Premium Lead |
| Governor / Trustee lead | Jane Bell |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £31,854 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Number pupils in school | 202 |
| Number of PP children | 18 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

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| *At St Mary’s C of E Primary School, we are committed to providing an education, which offers equality of opportunity and is free from discrimination on grounds of race, sex, class or disability.***Rationale**Our school is passionate about ensuring that all our pupils (regardless of their backgrounds and challenges) are provided with the best possible chance to achieve their full potential. We aim to achieve this through high standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. These methods are proven, time after time, to have the greatest impact on closing the disadvantage attainment gap, and will support children who are non-disadvantaged to continue to thrive. Each year, following data analysis reviews and conversations with each staff member, we focus on what each individual child needs (rather than making assumptions about the impact of disadvantage) to ensure they are supported in the best possible way across all subject areas and individual strands of our curriculum. Our recent inspection in October 2024 highlighted that some disadvantaged pupils continue to face challenges in writing, with repeated errors suggesting that the curriculum does not always meet their needs as effectively as it could. Nationally, post-pandemic data reflects a similar picture, with a widening attainment gap and a decline in outcomes for disadvantaged pupils.We recognise that many disadvantaged children begin school with limited vocabulary and early learning experiences, and that persistent absence, financial barriers, and reduced access to digital resources can further hinder their progress. At our school, half of our Pupil Premium pupils are also on the SEND register, which can compound these challenges. We also acknowledge that levels of parental engagement vary, and this can influence pupil outcomes.Despite these challenges, we are ambitious for our pupils and believe in their potential. We are determined to strengthen the foundations that matter most — early language and vocabulary, phonics, reading fluency, number facts, and writing skills — so that every child can access the full curriculum and achieve success.Guided by evidence from the EEF Teaching and Learning Toolkit, we know that the most effective way to close the attainment gap is through high-quality teaching, clear expectations, effective behaviour management, and strong instructional practice. Over the coming years, we will continue to invest in these areas, alongside targeted interventions and inclusive strategies, to ensure that disadvantaged pupils are not only supported but empowered to flourish. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Some disadvantaged pupils have lower attendance and punctuality is not consistent, resulting in gaps in their learning. |
| 2 | Parental engagement and reasonable expectations can sometimes be challenging, particularly regarding academic concern and pastoral support.  |
| 3 | Disadvantaged pupils arrive in Reception with a lower starting point in comparison with their peers – particularly with oracy and independence. |
| 4 | Limited life experiences in comparisons to peers and willingness to partake in with enrichment opportunities. |
| 5 | 5 of our children on the Pupil Premium register are also on the SEND register, resulting in learning and engagement challenges. |

## 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.

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| Intended outcome  | Success criteria |
| 1. Our PP children will have the same/better percentages of attendance/punctuality than non-PP children. Attendance figures will be close to national averages.
 | * Admin staff will promptly call families who have an absent child without reason. Reasons will be logged on our school MIS system (Arbor).
* Home School Link Worker will be in discussion with families who are regularly late, to discuss routines and strategies and offer pastoral support where possible.
* School will be in regular contact with the Inclusion Officer to discuss strategies in improving attendance.
* Persistent absence (less than 90%) will be challenged by the Headteacher and consequences of poor attendance will be explained (via letter or verbally).
* PP lead to feedback to governors on a termly basis with attendance statistics.
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| 1. Parents will feel comfortable approaching school and be in regular contact with members of staff regarding academic concerns.
 | * Home School Link Worker will have a strong link with vulnerable families and engage with difficult conversations.
* Teachers explain strategies for supporting learning at home to all parents.
* The school will organise coffee mornings and workshops to support parents with education and parenting challenges.
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| 1. Shortly after Reception baseline and handover from nurseries, early interventions will take place in order to close the gap as early as possible for children with lower starting points.
 | * Teachers and Teaching assistants deliver high impact interventions regularly.
* Children with meet expected progress or more in all areas of the curriculum.
* Extra staff member in reception classroom will provide high quality interventions to support disadvantaged children to reach Good Level of Development at the end of EYFS.
* The school will involve professionals (EP, OT, SALT, Stips, Freemantles) to observe and provide feedback to parents and teachers in order to improve classroom support and enhance pupils’ learning and development.
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| 1. Pupils, particularly disadvantaged pupils, will have access to a wide range of enrichment experiences both in and out of school to support and sustain improved wellbeing.
 | * School values such as perseverance and teamwork are embedded successfully.
* Pupil surveys and case studies reflect enjoyment in school and positive attitudes.
* Children use their wider experiences—such as drama, performances, professional visits, special events, nature walks, and themed weeks in humanities and science—to enhance their learning.
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| 1. Pupils will be engaged with their learning and make the same/better steps of progress as their non-PP/SEND peers.
 | * Teachers and Teaching assistants deliver high impact interventions regularly.
* Children with meet expected progress or more in all areas of the curriculum particularly in Reading, Maths and Writing.
* New programmes such as Grammarsaurus’ Place Value of Grammar and Punctuation, and Numberstacks for maths help address misconceptions and assess knowledge.
* Volunteer readers provide additional opportunities for pupils to practise reading.
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## 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: £9,560

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All classes with higher numbers of disadvantaged pupils will have a teaching assistant to offer further support.Senior Leadership regularly review impact of teaching assistants and assign them to class based on their strengths and skillset. | In previous years, the outcomes directly linked to further teaching support have been met successfully. EEF – Research suggests teachers and teaching assistants who effectively work together leads to positive benefits such as increases in attainment. , ‘Acting on evidence’ cycle for monitoring effectiveness of TA support | 5 |
| Extra member of staff employed to work in Reception classroom to help with lower starting points.Embed dialogic activities across our school curriculum. This will help support pupils extend vocabulary and apply to various scenarios. | DfE - Early Years Statutory Framework*‘For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children’*The above is the minimum ratio needed. Where there is a higher level of need, the school will choose to adopt a ratio of 1:10 for a large percentage of the week, to ensure children have the best possible start to their school career.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 3 |
| All staff have access to CPD through the Trust and partner schools and apply Quality First Teaching using ordinarily available provision to ensure high-quality teaching, consistent curriculum access, targeted feedback, structured routines, and enrichment opportunities. | EEF – Guide to enhancing pupil premium.*Teaching and CPD are the top priority in schools to enhance levels of progress amongst the most disadvantaged pupils.**Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)* | 3 and 5 |
| Out of 9 TAs, 6 of them are HLTA  | HLTAs have advanced skills and can provide greater support in classrooms, allowing teachers to focus more on individual students or differentiated instruction. They are leading small group interventions, supporting targeted learning needs and improving student progress in areas like reading, maths, and writing. HLTAs take on more responsibilities, such as covering lessons, which reduces the need for external supply staff and enhances continuity for students. This increases flexibility and capacity within the school to better meet student needs. |  |

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

Budgeted cost: £5,792

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and Language therapist, Occupational therapist. Primary Mental Health Worker and other practitioners work closely with HLTA and SENDco to deliver purposeful interventions. | Regular use in schools support all children to develop communication, language and literacy skills. It also supports integration, as children with and without language difficulties can communicate with each other, learn and play together more easily. Thus, enhancing the school experience.*-TES database*Speech and Language therapist (Surrey County Council) noticing a noticeable different in the children she works with regularly and the progress they are making as a result of the work school is carrying out. | 3 and 55 |
| Pupil Progress meetings happen on a half-termly/termly basis. Children have been set SMART targets on Edukey Provision Mapping to track progress and plan appropriate interventions. | EEF and Classroom Monitoring* Regular meetings regarding this group of pupils is the best way to get an overview as well as identifying any future interventions that need to be implemented.

Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEFSmall group tuition | Teaching and Learning Toolkit | EEFNASEN – Provision Mapping enables schools to map and manage provision effectively and efficiently.  | 3 and 5 |
| Web-based programmes bought which can be used at home.- TT Rockstars- Purple Mash- Numbots- Nessy- Bug Club (Phonics)  | Children are naturally engaged by devices. By enabling them to use the devices for game-based educational resources, they are more likely to complete homework and class assigned tasks.Edsys also believes that online activities can be easier for parents to help their children engage with, as technology is heavily involved in the world we live in. | 2 and 5 |
| Quality First teaching for all pupils in school.Trained TAs and HLTAs run structured interventions and intervention timetables are monitored and measured based on impact and effectiveness.(Project X, Reading Recovery, Number stacks, Phonics, social skills, fine motor skills, gross motor skills, sensory circuits, Nessy etc) | EEF: The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.Over the last five years, interventions have proven to be successful with children taking part showing increased outcomes of progress in all areas of reading, writing and maths. | 3 and 5  |

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

Budgeted cost: £16,502

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training in ADHD PDA and ASD management, as well as resilience and EBSNA helps build a more inclusive school ethos where all students feel supported. It fosters a culture of empathy, patience, and understanding, which is particularly important for students with additional needs. An inclusive ethos promotes respect, reduces bullying, and creates a stronger sense of community. | Research indicates that teachers often lack knowledge about ADHD and feel ill-equipped to manage ADHD-related behaviours. Training improves their confidence and competence in supporting these students effectively and can lead to better classroom management, reduced incidents of disruptive behaviour, and improved teacher-student relationships.. | 5 |
| Breakfast Club Children have a range of breakfast items to choose from and play a range of games to get them ‘ready’ for the start of the day. Sometimes, our HLTA’s who run breakfast club are able to provide extra reading opportunities with students who may not have had the opportunities at home. | The DFE’s guidance about implementation and success of breakfast clubs prove that children having breakfast can lead to increased levels of motivation, behaviour, health, punctuality (see attendance statistics) and social development.Class teachers have reported that these children arrive in class much more ready to learn.  | 2 and 4 |
| Due to the increasing social, emotional, and mental health needs among our pupils, we are continuing with our ELSA (Emotional Literacy Support Assistant) provision at one and a half days per week. This allows us to support more children and respond to their needs more promptly. | There is an emerging field of research which confirms the positive impact of the ELSA project (Murray, 2010; Hill, O’Hare and Weidberg; 2013, and Dodds & Blake, 2015). Some of the reported benefits include: increased feelings of self-efficacy and confidence in Teaching Assistants undertaking the ELSA role; improvements in self-esteem and self-awareness for pupils; a perception amongst school staff of an improvement in the overall behaviour and emotional well-being of children specifically supported by ELSAs.Pupil interviews have confirmed that the children who have regular ELSA intervention benefit from the sessions. They feel they can regulate their emotions and talk about their feelings much more.  | 1 and 5 |
| A Mental Health Lead delivers the Thrive programme to support children’s emotional and social development, with the aim of improving their attendance, behaviour, and overall learning outcomes. | Establishing a whole school approach for promoting mental health and overall well-being, along with fostering a transparent environment where both staff, students and their parents/ carers feel comfortable openly discussing their mental health and well-being.Thrive offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and will help us understand the needs of our pupils, provide targeted support, and measure our impact. | 1 and 21, 4 and 5 |
| HSLW (Home School Link Worker) increased hours.Contacts any families where there are concerns over well-being/academic concerns/attendance. Offers access to Early Help Assessments.HSLW attends meetings regarding most disadvantaged children and builds relationships with families. HSLW/Headteacher/SENDCo have regular meetings with Primary Mental Health worker and Child Wellbeing Practitioners regarding vulnerable children. | Research has shown that work by HSLWs helps to raise children's educational achievements and attendance levels, and is influential in increasing parents' knowledge of school life. This contributes to the school ethos that values parental involvement.Parents have reported that they felt it helps them bridge the gap between personal issues and school issues, feeling confident throughout.EEF reports that social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | 1 and 2 |
| Reduction in cost of trips for children on PP register. Residential trips are significantly reduced for PP children.Young Voices, class trips and residential trips are partially funded by PP and Chiddingfold Community Fund. Children are invited to sports events and after school clubs without cost to encourage extended hobbies and interests. | Previous parent surveys have concluded that parents find the contributions towards school trips and uniform the most beneficial as they desperately want their children to have the same experiences.Children on PP register have equal chances to engage in activities and events just like their fellow peers.EEF – Sports participation increases educational engagement and attainment. Noticeable benefits to self-esteem and resilience. | 4 and 5 |
| All staff to complete Positive Handling training. This will support children who struggle getting through the school gates in the morning and give staff the confidence in dealing with the tricky behaviour which we are seeing (especially since the pandemic/home learning experience). | Both targeted interventions and universal approaches can have positive overall effects on behaviour, attendance, self-regulation – which in turn, effects the overall progress made in school.EEF: Behaviour Interventions  | 5 |

**Total budgeted cost: £31,854**

# Part B: Review of outcomes in the previous academic yearPupil premium strategy outcomes

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

Attendance - Similarly to our school ELSA, our Senior Leadership Team recognised the demand for our HSLW’s time and her hours were increased upon return from lockdown. When class teachers have expressed concerns, our HSLW has been able to recommend support for families and create good relationships. This in turn has helped improve attendance figures.

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| Attendance of Pupil Premium children in 2024/2025 | 94% |

Impact of targeted interventions

**End of KS2 2024/2025**

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|  | **Non PP**  | **PP** |
| Reading EXP | 83% | 80% |
| Reading GDS | 48% | 0% |
| Writing EXP | 83% | 80% |
| Writing GDS | 24% | 0% |
| SPAG EXP | 79% | 60% |
| SPAG GDS | 17% | 0% |
| Maths EXS | 83% | 40% |
| Maths GDS | 34% | 0 |
| **Whole school data 2024/2025 (22 pupils eligible for PP):** |
|  | All  | PP | Non PP |
| Reading EXS+ | 85.6% | 68.4% | 87.7% |
| Reading GDS | 35.6% | 5.3% | 39.4% |
| Writing EXS+ | 73.6% | 36.8% | 78.1% |
| Writing GDS | 15.5% | 0% | 17.4% |
| Maths EXS+ | 86.2% | 63.2% | 89% |
| Maths GDS | 33.3% | 5.3% | 36.8% |

Our objectives moving forward are to sustain high outcomes in maths and reading, ensuring pupils continue to achieve at least expected standards. We will also focus on writing, aiming to reduce the percentage of pupils working below and increase the proportion reaching greater depth.
We will provide targeted interventions for spelling, grammar, and extended writing including access to laptops/scribes for those with sensory or physical needs. We will also implement peer and self-assessment to help students critique their own writing and become more aware of writing standards. Building on strengths in enrichment and CPD we will ensure high-quality teaching supports writing outcomes as effectively as maths and reading.

We will continue to provide tailored support to struggling readers and cultivate a culture of reading for pleasure, aided by the launch of a new library to increase access to diverse reading materials.

**Targets for next year for pupil premium are noted on our school improvement plan and all staff are aware of the common goals for this group of children.**