

Pupil premium strategy statement St Mary's Church of England Primary, Edwinstowe

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sara Coupe
Pupil premium lead	Jennie Bailey
Governor / Trustee lead	Sara Coupe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22880.16
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22880.16

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's, our Christian vision "***Together we love, learn and flourish***" sits at the heart of everything we do. We believe every child is a unique and precious individual, created by God, with the potential to grow and shine. Our curriculum is designed to nurture this potential so that all children can flourish academically, socially, and spiritually. Learning at St Mary's aims to be engaging, exciting, and meaningful. Through carefully planned teaching and a broad range of enrichment experiences, we aim to open doors to new opportunities, inspire curiosity, and deepen children's understanding of the world around them.

At St Mary's, we celebrate the uniqueness of everyone, recognising that all begin their journey at St Mary's with different experiences and backgrounds. We want our children to feel loved and show love to all, no matter their similarities or differences. Through an engaging and enriching curriculum, we nurture a sense of awe and wonder in every learner, supporting children to appreciate and respect the diverse world around them. Our mission is that children flourish to be individuals who are ***curious, courageous and compassionate*** – empowered to make a positive difference in the world that God created. We aim for every child to leave St Mary's as confident and resilient individuals, enriched by meaningful experiences and lasting memories. We are committed to providing a engaging learning environment where teachers provide high-quality first teaching to meet the needs of all pupils. Using ongoing assessment for learning and the expertise of staff, gaps in learning are quickly identified and targeted support is provided to close the gap.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health (SEMH) needs in a proportion of disadvantaged pupils: observations and parental/pupil discussion show children need support with emotion management and self-regulation which can impede learning and attendance.
2	Limited access to wider opportunities: disadvantaged pupils take part less frequently in extra-curricular clubs, trips and first-hand experiences (forest school sessions, sports, music), reducing engagement and enrichment.

3	Attainment gaps in Writing and Mathematics (including multiplication recall): current performance shows PPG below non-PPG in KS1/KS2 Maths and KS2 Writing; MTC average PPG score 12.3 vs non-PPG 16.7 — need targeted academic support and fluency work.
4	Attendance and punctuality: persistent absence for disadvantaged pupils is high (43.8% in 2024–25), and there is a trend of lateness; this reduces curriculum access and slows progress.
5	Capacity & sustainability of targeted provision: as a small school with mixed-age classes and a small PPG cohort, we need cost-effective, high-quality deployment (TAs, in-school tutoring, trained staff) and plans to sustain interventions long term.

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
1. Improved social, emotional and self-regulation skills among disadvantaged pupils (addressing SEMH)	Social/Emotional baseline completed for PPG cohort in Autumn Term - 80% of targeted PPG pupils show measurable improvement. Behaviour incidents related to self-regulation for PPG pupils reduces. Evidence of improved classroom engagement in lesson observations.
2. Increased access to and participation in wider opportunities for disadvantaged pupils	Funded music sessions provided for PPG pupils Enrichment plan is embedded and children are able to access a wide range of visits/visitors and opportunities. PPG participation parity with non-PPG in enrichment activities shows an increase.
3. Narrowed attainment gap in Writing and Maths; improved fluency for MTC	KS1 PPG Maths (EXS) increases from 50% to 75% (2025–26 internal target). - KS2 PPG attainment in Writing & Maths rises from 66.7% to at least 80% EXS (end of year assessments). - Average PPG MTC score improves from 12.3 to ≥ 15 ; proportion meeting expected recall rises to narrow gap by $\geq 50\%$.
4. Reduced persistent absence and lateness among disadvantaged pupils	Reduce PPG persistent absence from 43.8% to below 30% in 2025–26. Reduce PPG lateness incidents by 50% through targeted punctuality plans. Improve overall PPG attendance to within 5 percentage points of whole-school average.

5. Sustainable, high-quality targeted provision delivered by trained staff	Staff able to confidently deliver high-quality support. School invests in appropriate intervention programmes as necessary and provide training. Clear timetable of small group tuition and intervention sessions (3× weekly recommended pattern where possible). Impact seen through pupil progress reports and data collected through other assessments.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on improving writing instruction and mental maths/fluency strategies including subject leadership support and release time £2500	EEF – The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 1. High-quality teaching EEF	3, 5
Implement a structured approach to calculation across mixed age classes with clear progression. Ensure school has suitable resources (practical and online) to provide adequate opportunities to practise and recall. TTRS £95 Maths.co.uk £250	EEF evidence on retrieval practice, curriculum sequencing and metacognitive strategies supports deliberate, spaced practice to build fluency and recall; EEF small-group and targeted tuition guidance notes the importance of aligning interventions to the curriculum. Metacognition and self-regulation — EEF ; Small group tuition — EEF	3
Continued CPD to embed the teaching of early reading and phonics across school. Enhanced support for delivery through	EEF Teaching & Learning Toolkit emphasizes the impact of high-quality reading instruction, and the school's own phonics outcomes show effectiveness; continue to maintain high-quality practice and	3

coaching and online training RWI £1590	spread best practice. EEF Teaching and Learning Toolkit — (Reading/Phonics evidence summaries)	
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £2000	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	3

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

Budgeted cost: £ 8930.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular, structured small group tuition for identified pupils in Maths, reading and Writing. £4511.36	EEF: "Small group tuition" shows an average impact of +4 months when targeted, frequent and delivered by trained staff; guidance recommends 3× weekly sessions and training for staff. Small group tuition — EEF	3, 5
Targeted MTC booster programme (short daily fluency sessions and weekly short timed recall activities) for Years 4–6 PPG pupils; integrate with classroom retrieval practice. Staffing: £2210	EEF evidence on retrieval practice and fluency supports short, regular practice to build recall; small group tuition guidance recommends frequent, appropriately dosed sessions. Metacognition and self-regulation — EEF ; Small group tuition — EEF	3
Phonics/Early reading intervention through structured tutoring sessions 1:1 and small groups. Staffing: £1989	EEF recommendation: structured interventions by trained TAs yield impact if well-designed, short, frequent and linked to classroom teaching. Recommendations unpacking TA delivery — EEF	3,5
Use of B squared assessment system in order to enable teachers/staff to ensure personalised targets for	Graduated approach to SEND relies upon detailed assessment in order to plan and deliver specific support where gaps are identified.	3

pupils with identified needs. £220		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7516.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and SEMH provision: small group Nurture provision & self-regulation support. Structured weekly sessions for identified pupils. Staffing £1957.80	Benefits of providing specific nurture provision can be found here. Nurture-Groups-Booklet-Dec-2019.pdf	1, 4
Implement daily self-regulation 'soft start' sessions for children who require support to regulate on entry to school. Provide emotion coaching and Emotional Literacy support during these sessions. Purchase appropriate resources to establish 'The Den' within school. Staffing: 1762.02	EEF: The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1, 4
Provide opportunities to engage in music lessons and perform. £2000 a year	EEF: extracurricular/physical activity interventions show small positive impact on attainment and may support attendance/engagement when combined with short, structured academic components. Physical activity — EEF ; Attendance interventions — EEF	2,4
Costs to support the provision of educational experiences and trips offered. Additional funds to purchase items/resources that may enable pupils to participate such as book bags etc.	Cost of living crisis is impacting on all, particularly those from disadvantaged backgrounds.	1, 4

£900		
Provide forest school sessions for pupils across school 2.5hrs a week – 2 terms. £896.88	Forest Schools: impact on young children in England and Wales - Forest Research Support with the self-esteem of pupils along with many other benefits to mental health and well-being.	1, 2

Total budgeted cost: £ 22912.06

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024–25	Reading (% EXS)	Writing (% EXS)	Maths (% EXS)	Phonics (% Pass)	MTC (Average Score)
KS1 PPG	75%	75%	50%	100%	—
KS1 Non-PPG	72.7%	63.6%	72.7%	80%	—
KS2 PPG	100%	66.7%	66.7%	—	12.3
KS2 Non-PPG	88.9%	88.9%	77.8%	—	16.7

Attainment and progress for pupils in receipt of Pupil Premium funding continue to reflect strong outcomes across key stages, with particular strengths in reading and early phonics.

Phonics: 100% of disadvantaged pupils achieved the expected standard in the Phonics Screening Check, exceeding the non-PPG outcomes (80%) and demonstrating the impact of targeted early reading interventions and consistent phonics teaching.

Key Stage 1: PPG pupils achieved outcomes that were broadly in line with or above their non-PPG peers in Reading (75% vs 72.7%) and Writing (75% vs 63.6%), reflecting the impact of high-quality classroom support and early writing interventions. Attainment in Maths (50% vs 72.7%) remains a key focus area for 2025–26, with a continued emphasis on fluency and reasoning support.

Key Stage 2: PPG pupils achieved 100% at EXS in Reading, outperforming non-PPG peers (88.9%) and demonstrating strong progress from prior starting points. Attainment in Writing and Maths (both 66.7%) was below non-PPG outcomes (88.9% and 77.8% respectively), identifying these areas as priorities for continued intervention.

Multiplication Tables Check (MTC): The average PPG score was 12.3 compared to 16.7 for non-PPG pupils. Ongoing targeted recall and fluency sessions will continue to address this gap.

Attendance: Persistent absence among the disadvantaged cohort remains above national figures; however, improvement has been made. In 2024–25, 43.8% of disadvantaged pupils were persistently absent, which, although 33.5% higher than the national non-disadvantaged rate (10.3%), represents a 10.0% reduction from the previous year (53.8%). The attendance gap to national non-disadvantaged pupils has narrowed by 8.8%, from +42.3% in 2023–24 to +33.5% in 2024–25. This demonstrates the positive impact of strengthened attendance monitoring, increased pastoral support, and engagement with families.

Overall, outcomes demonstrate clear strengths in Reading and Phonics for disadvantaged pupils, alongside evidence of narrowing attendance gaps and improving engagement. Writing and Maths remain the key focus areas for 2025–26, with targeted interventions and enhanced classroom strategies planned to sustain progress and close the remaining gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

