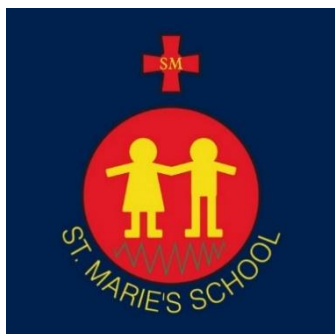


St Marie's Pupil premium strategy statement



'Jesus is always my friend'

St Marie's Mission Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Marie's Primary
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	16% (34 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	End of July 2026
Statement authorised by	John Fernandes Headteacher
Pupil premium lead	Maria Fernandes (lead for disadvantaged pupils) Deputy Headteacher
Governor / Trustee lead	B. Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,965
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£46,965

Part A: Pupil premium strategy plan

Statement of intent

At St Marie's, we expect the best from all our pupils and believe that, with excellent teaching, strong support, good parent involvement, and a personalised approach to each child's needs, every pupil can reach their full academic, social, and emotional potential.

Our strong leadership ensures that Pupil Premium funding is used effectively each year, helping pupils achieve results at least as good as their peers. We also make sure they have the same opportunities to take part in extracurricular activities, aiming to eliminate educational inequality. Our current approach focuses on ensuring pupils get high-quality teaching in all subjects, with special attention to reading, phonics, and mastering mathematics.

We also understand the importance of providing a wide range of opportunities, such as sport, culture, and the arts, to support disadvantaged pupils in their overall development. This helps build their cultural knowledge and removes obstacles to learning the wider curriculum. Our personalised curriculum helps children receiving Pupil Premium funding become confident, independent learners who are prepared for success in later life and can contribute positively to society.

Furthermore, we use the funding to support pupils in building resilience, self-esteem, and perseverance through tailored pastoral care. We also work with external experts, such as mental health professionals, to offer support to both pupils and their families.

All the strategies we use are based on reliable evidence, following recommendations from St Clare's CMAT, the Education Endowment Foundation, and Learn Sheffield.

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.
2	Assessments, observations, and discussions with pupils indicate underdeveloped working memory and vocabulary gaps among many disadvantaged pupils.
3	Observations, and discussions with pupils indicate poor mental health, low self-esteem, confidence issues, low resilience and emotional regulation difficulties.
4	Children typically enter school with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
5	Some children have multiple, overlapping, needs that impact on their learning. For example, 62% of our PP children have English as an Additional Language. These families often speak in their first language at home. 22% of our PP have SEND.
6	Attendance of disadvantaged children is slightly below the percentage of all other children in school and above the National average. The % of disadvantaged pupils who were persistently absent is above the other children in school but still well below Sheffield average.

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
Disadvantaged pupils make progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. Improved reading, writing and maths attainment among disadvantaged pupils.	The % of disadvantaged pupils achieving GLD is at least in line with all other areas The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap. By the end of KS1, the gap between disadvantaged and other pupils (in school and nationally) is closing rapidly in Reading, Writing and Maths.
Improved early oral language skills and vocabulary among disadvantaged pupils.	All PP pass the Phonics screening and KS1 SATs. The attainment gap between PP and Non PP will close rapidly. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other

	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 97% • the percentage of all pupils who are persistently absent (miss 10% or more sessions) being below 7% and the figure among disadvantaged pupils being in line with their peers.

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This includes cover costs and resources for:</p> <ul style="list-style-type: none"> Bespoke phonics training by Ruth Miskin (Read Write Inc) Bespoke maths mastery training by Ark Maths Involvement and participation in collaborative Trust School Improvement Partnership Projects 	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> Mastery Learning (+ 5 Months) Phonics (+5 months) Reading Comprehension Strategies (+5 months) <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches = +6 months</p> <ul style="list-style-type: none"> Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months <p>EEF commissioned evaluations of Read Write Inc. Phonics. Read Write Inc revalidated by the DfE as a complete Systematic Synthetic Phonics programme.</p>	1, 2, 4 & 5
<p>Time allocation for Pupil Premium Lead/SLT to carry out strategic leadership (cost of cover) 3 hours per week. Subject leadership time (cost of cover) 3 hours per week</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	All.

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

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) led by skilled Teaching Assistants	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: <ul style="list-style-type: none"> Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 months 	1, 2, 4 & 5
English as an Additional Language intervention programme delivered by Teaching Assistants	Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Communication and Language Approaches = +6 months	1, 2, 4 & 5

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

Budgeted cost: £20,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Core 5 Intervention – focus on Literacy – Reading, spelling, fluency and reading comprehension	EEF A computer-based reading programme research. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1, 2, 4 & 5
Daily attendance, punctuality, behaviour, and wellbeing monitoring and support service.	Attendance at school is related to performance (Taylor 201) NFER Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	6

Social and emotional support for the school community	<p>Hope Attachment advice and research of working with vulnerable children and families in Sheffield.</p> <p>Scope, Scale, and Dose of the World's Largest School-Based Mental Health Programs (2017) - the need to prioritise child and adolescent mental health is compelling since an estimated 13% of youth under 18 years old worldwide have significant mental health problems.</p>	3,6
Targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>	3,6
Physically wellbeing – Improved social and emotional support for the school community	<p>Enhance physical well-being</p> <p>Provide opportunities to learn to swim and enjoy swimming that may not be available with parents.</p>	3,6
Breakfast Club. Structured Conversations After School Clubs	OFSTED Pupil Premium Report – structured conversations with parents have an important and specific role in supporting pupils' academic and personal development.	3,6
Nurture Provision	<p>Educational psychologist and therapeutic therapist recommend a bespoke curriculum.</p> <p>Improved engagement in learning; Improved focus and attention; Improved expressive language skills; Development of a range of social skills and life skills; Improved progress across the curriculum; Learning is enhanced by real life experiences and local excursions.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Arts Participation = +3 months • Social and Emotional Learning = +4 months 	All

Total budgeted cost: £41,440

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.

Reading: Pupil premium pupils have a higher proportion below expected (27% vs 19%) and fewer achieving above (10% vs 18%).

The proportion at expected standard is the same for both groups. PP pupils need extra support to move more of them from below to at, and to stretch more into above.

Maths: In maths, the gap is most marked at the expected level – far fewer PP pupils meet the expected standard (41% vs 58%). More PP pupils are below (44% vs 22%), and slightly fewer are above (14% vs 19%). This highlights maths as a key priority for intervention.

Across all subjects, Pupil Premium children are more likely to be below expectations compared to their peers. The gap is most significant in Maths. Reading and Writing also show similar trends, with Pupil Premium children performing lower than the general cohort, though the gaps are less pronounced compared to Maths.

Additional support in Maths is critical, as this is where the gap between disadvantaged children and their peers is most prominent. Tailored interventions for Reading and Writing may also help close the gaps, particularly to reduce the number of children falling below expectations and to encourage more to achieve above. However, Pupil Premium did perform well against their starting points.

All Children	Below	At	Above
Reading (number of children)	38	118	35
%	19%	62%	18%
Writing (number of children)	61	127	3
%	32%	66%	2%
Maths (number of children)	43	111	37
%	22%	58%	19%
Pupil Premium	Below	At	Above
Reading (number of children)	8	18	3
%	27%	62%	10%
Writing (number of children)	12	17	0
%	41%	59%	0%
Maths (number of children)	13	12	4
%	44%	41%	14%

EYFS Reception – GLD 2024

Overall: 70% of Reception children achieved a Good Level of Development (GLD).

Pupil Premium (PP): There were 5 PP children.

GLD for PP: None of the PP children achieved GLD (0%).

SEND: Of the 5 PP children, 2 had significant additional needs (Level 5 on the Sheffield Support Grid).

Improved oral language skills and vocabulary among disadvantaged pupils/EAL pupils.

EOY Reception data showing 2 PP did not make the expected standard in Oral language skills.

These pupils were also on the SEND register.

- The overall school result (70%) is broadly in line with national figures.
- Outcomes for PP children were well below the school average and highlight a large attainment gap.
- The presence of two high-needs SEND pupils within the PP group partly explains the low outcome, but even the other PP children did not reach GLD.
- This shows the need for continued targeted support in early language, communication, and core EYFS areas for disadvantaged children.
- The focus should include:
- Earlier intervention in Nursery and Reception, particularly for PP pupils with emerging SEND.
- Tailored support plans for children with significant needs.
- Monitoring and reviewing progress regularly to close the gap as they move into Year 1.

KS2 – Year 6

There were 4 Pupil Premium (PP) pupils in Year 6.

All 4 PP pupils achieved at least the expected standard in the statutory tests for:

Reading (average scaled score = 112)

Maths (average scaled score = 112)

GPS / Spelling, Punctuation and Grammar (average scaled score = 112)

These averages were as good as or slightly above the non-PP cohort (Reading 111, Maths 108, GPS 108)

- Teacher assessments indicate that all PP pupils were on track in writing.
- PP pupils performed strongly, matching or exceeding the results of their non-PP peers in all tested subjects.
- This is an excellent outcome for a small group and demonstrates that disadvantage was not a barrier to success in this cohort.
- The high proportion achieving the expected standard, and the fact that half reached above expected in the combined measure, shows the impact of consistent high-quality teaching and targeted support.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life.

CPOMS evidence of pastoral support to vulnerable families. Targeted activities and interventions for PP children to ensure catch-up with their peers. PP used to support with uniform, trips, residentials, play therapy and counselling.

Attendance

Attendance – Pupil Premium (PP) 2024/25

PP attendance at St Marie's: 96.9%

Whole school attendance: 97.1%

Sheffield overall attendance: 94.5%

Sheffield PP attendance: 91.7%

(No national data yet.)

Persistent Absence (PA – absent 10%+ of sessions)

PP at St Marie's: 3.3%

Whole school: 2.6%

Sheffield PP: 27.8%

- PP attendance at St Marie's (96.9%) is far higher than the Sheffield PP average (91.7%) and above the city-wide overall average (94.5%).
- Persistent absence for PP pupils at St Marie's (3.3%) is much lower than the Sheffield PP figure (27.8%), although it is slightly higher than the school's overall rate (2.6%).
- This shows that the school's attendance work with disadvantaged pupils is highly effective, but there is still a small in-school gap to close.
- The school should continue targeted support for the few PP pupils with higher absence to further reduce the gap.