

Pupil premium statement St Mary's C of E (VA) Primary School Saffron Walden

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 and disadvantaged children 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 Mary's C of E (VA) Primary School, Saffron Walden
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	19.5%
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	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Chris Jarmain - Headteacher
Pupil premium lead	Louise Robinson – SLT, SENDCO, Inclusion Leader
Governor / Trustee lead	Gilly Hayes – Lead for PP and Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£77,560
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	Not applicable

Part A: Pupil premium strategy plan

Statement of intent:

- *Our aim is that all school staff should have the highest expectations of all pupils, irrespective of their background or barriers to learning, including those who are disadvantaged and those in receipt of Pupil Premium funding.*
- *Our aim is that all disadvantaged pupils – that are in receipt of free school meals, eligible for the pupil premium grant or are identified by school as disadvantaged – will catch up and keep up with their peers both in terms of attainment and will make excellent progress in all academic areas.*
- *Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*
- *We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*
- *High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*
- *Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel. To ensure they are effective we will:*
 - *ensure disadvantaged pupils are challenged in the work that they are set*
 - *act early to intervene at the point need is identified*
 - *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*
- *We will ensure this happens by offering an individualised approach to all pupils, ensuring high standards of Quality First Teaching, which is central to our approach. Research by the Education Endowment Foundation (EEF) has proven that this has the greatest impact on closing the disadvantage attainment gap, but at the same time will also benefit non-disadvantaged pupils at St Mary's. Moreover, we will meet the needs of the whole child by offering by offering a broad and balanced, engaging and creative curriculum for all our pupils.*
- *We will also provide a range of interventions and support opportunities, such as small group literacy and numeracy 'building foundation' skills groups, specialist speech and language interventions, 1:1 support (for some pupils) and 'top-up' activities. Any strategies and activities utilised will best focus on pupil need.*
- *We have high academic and behaviour expectations for all pupils, we embed these expectations through a nurturing and supportive approach and school ethos.*
- *We will offer a high level of pastoral support for all pupils, such as a learning mentor support, social and emotional skills groups, and therapeutic intervention.*
- *At St Mary's school, all staff are expected to build good relationships with all of our families. Families are also supported by our highly skilled Welfare and Support Officer, whom enables families to access outside agencies and provides strategies that promote wellbeing in the home. The direct impact of this is that children are more able to access their learning in way which is individualised to them.*
- *At St Mary's we will offer pupils opportunities to develop skills and knowledge about their areas of interest such as sport, drama or music and to raise their aspirations by offering access a variety of instrument lessons and extra-curricular clubs held at school, supporting with Pupil Premium Funding.*
- *To increase the overall attainment and progress of our pupils, our inclusive curriculum ensures that pupils cultural interests are developed through a broad range of curricular and extra-curricular opportunities, including trips and visitors to the school. These enrichment activities are designed to widen their aspirations both in and outside of school.*
- *Governors play a crucial role in monitoring the effectiveness of the use of the pupil premium budget and the impact it has on narrowing the attainment gap between disadvantaged pupils and their peers.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Through observations and discussions with school staff, pupils and families we have identified that many of our disadvantaged pupils (including some of those in receipt of Pupil Premium funding) display low levels of aspiration and sometimes experience a lack of positive role models and life experiences (cultural capital) and some have limited access to high quality resources.
5	Through discussions with school staff and the parent/carer community we have identified that many of our disadvantaged families display low levels of parental/carer engagement with school events and poor perceptions of education.
6	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non SEND peers, requires staff training and support to ensure achievement for all pupils.
7	Our data indicates that attendance amongst disadvantaged pupils since September 2022 has been lower than for non-disadvantaged pupils.

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
Challenge 1: Improved oral language skills and wider range of vocabulary in disadvantaged pupils.	WELLCOM screening, Talk Boost and other assessments and observations will show significantly improved oral language and increased use of higher-level vocabulary in disadvantaged pupils' writing and in their spoken language, through observations.
Challenge 2: Improved phonics, reading and writing attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2024 – 25.
Challenge 3: Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations • a reduction of incidents on Safeguard online reporting tool linked to mental health
Challenge 4: Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences/aspirations of all children including those eligible for PP.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.
Challenge 5: Parents/carers of disadvantaged pupils are increasingly involved in school life and are able to successfully support their child's education.	Increasing numbers of parental involvement shown in attendance registers, questionnaires/ surveys and parent/carer meetings/events
Challenge 6: Increased training for school staff to support SEND and PP pupils	Higher pupils outcomes (progress and attainment) for PP/SEND pupils
Challenge 7: All pupil groups have increasing levels of attendance and punctuality, particularly those pupils from disadvantaged homes.	Sustained high levels of attendance by 2025-2026 demonstrated by the attendance of disadvantaged pupils being broadly in line with non-disadvantaged pupils. Furthermore, the percentage of disadvantaged pupils who are persistently absent being at the same level as the non-disadvantaged pupils.

Activity in this academic year

The following 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: = £9565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Language Screening, staff training and staff resource time in EYFS	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 6
Phonics Lead – Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all Nursery – Y3 staff, Little Wandle reading material for Reception – Y3, free reading books for KS2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 6
Refine Whole Class Reading model (WCR) and Guided Reading (GR) model in Y2 – Y6. Continued engagement with The English Hub, Impetus Education Advisers and Saffron Academy Trust CPD opportunities for staff training on modelling of writing. Resources, staff training and English Lead resource time.	On average, reading comprehension approaches deliver an additional six months' progress. 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. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 6
Teacher and Associate Staff Development model – CPD program to develop reflection skills and embed new skills introduced in training.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: = £23,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Language and Communication Learning Assistant for Reception and KS1, providing specific support for pupils with SLCN.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. EEF</p>	1, 2, 3, 6
Full time intervention Learning Assistants providing targeted support in EYFS, KS1 and LKS2 for early reading and phonics.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years?utm_source=/guidance-for-teachers/early-years&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1, 2, 3, 6
KS2 0.1 FTE additional teacher to deliver targeted phonics, reading and writing interventions.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches?utm_source=/early-years/toolkit/early-literacy-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1, 2, 3, 6
Music Tutoring provided for disadvantaged pupils	<p>Learning to play an instrument enhances the ability to remember words through enlargement of the left cranial temporal regions. Musically trained participants remembered 17% more verbal information than those without musical training. Children experiencing difficulties with reading comprehension have benefitted from training in rhythmical performance. (<i>The Power of Music: Its impact on the intellectual, social and personal development of children and young people – Susan Hallam</i>)</p>	3, 4, 5, 6

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

Budgeted cost: = £43,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Boxall Profile Online assessment tool for social, emotional & behavioural difficulties. Training for all staff and cost of online platform.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?utm_source=early-years/evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>3, 6, 7</p>
<p><i>Zones of Regulation for all pupils</i></p>	<p>Quale (2019) states the benefit of behavioural self-regulation is not only important for promoting positive social relationships, it has been found to be predictive of early literacy, mathematical and vocabulary skills.</p> <p>Shanker (2013) suggests that students' academic success can be projected based on their capability to self-regulate. Many students lacking self-regulation skills tend to have conflicts with their learning that persists through their school years.</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?approach=teaching-awareness-of-emotions-and-feelings&utm_source=/early-years/evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>3, 6, 7</p>
<p><i>Trauma Perceptive Practice (TPP) CPD training for SLT and then followed by all staff and embedding practice throughout the school</i></p>	<p>SEMH was consistently raised as an issue for disadvantaged pupils. It is important that SEMH is addressed in all aspects of school life and not disconnected from learning. Approaches such as TPP will help school staff to identify mental health and wellbeing reinforcing attainment and achievement that in turns improves wellbeing enabling pupils to thrive and achieve their potential.</p> <p>(Marc Rowland 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>3, 6, 7</p>
<p><i>Learning Mentor Support for targeted pupils</i></p>	<p>Hirsch (2007) suggest that students from disadvantaged backgrounds display lower motivation. Unmotivated students may be disorganised, determined not to seek help, be inattentive, not review their learning or do homework.</p> <p>Learning Mentors assist disadvantaged students in overcoming barriers to their learning Megginson et al (2006).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>3, 6, 7</p>

<i>Drawing and Talking Therapy and Sand Tray Therapy for targeted pupils</i>	<p>Maslow's 'Hierarchy of Needs' argues that children are not ready to learn unless their basic needs are met. After completion of Drawing and talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem (Drawing & Talking 2020).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_searchh&search_term</p>	3, 6, 7
<i>Gym Trail for targeted pupils</i>	Reported benefits of gym trail include improvement of fine motor skills and thus handwriting, increased ability to balance, follow instructions and listen carefully to directions. Schools also report increased self esteem with all children through their achievements in gym trail. Advice for Education Settings, Essex County Council (2016)	3, 4, 7
<i>Daily Mile for all pupils each school day</i>	15 of self-paced outdoor activity is beneficial for pupils' cognition and wellbeing. It can significantly improve a child's mood, attention and memory, enhancing their ability to learn. BMC Medical Journal (2020)	3, 4
<i>Chaplaincy (Rooted) for targeted pupils</i>	Church of England (2021) Supports the spiritual and emotional wellbeing of students and staff; offers opportunities to worship and explore the Christian faith; finds ways to encourage creativity, curiosity and find what is meaningful and spiritually rewarding in our lives; offering prayer and spiritual guidance to groups and individuals; supporting the school as a place where staff and students feel cared for a safe; building a bridge between the school and the church and between the school and the wider community.	3, 4, & 7
<i>Extra-Curricular Clubs participation</i>	Research has been carried out that develops a link between extracurricular participation and better academic performance. In one study by the Texas A&M University , important academic outcomes like reading, math achievement and course grades were all found to be positively influenced by children who engage in extracurricular activities.	3, 4, 5, 6
<i>Increased number of trips and visitors, to provide positive role models and rich life experiences.</i>	An aspect of being disadvantaged is identified as, 'having a lack of positive role models and education not being valued within the local community' (Matt Bromley, Three Tenets of Effective Pupil Premium Practice)	3, 4, 5, 6
<i>Attendance Support Officer</i>	Research shows that parent involvement has a positive impact on school attendance and lateness, especially when schools update and inform parents on a regular basis of the school's attendance and lateness policy and expectations. And when a member of staff is designated to the role. (Nicola S. Morgan 2017) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/eef-attendance-projects?utm_source=/education-evidence/leadership-and-planning/supporting-attendance/eef-attendance-projects&utm_medium=search&utm_campaign=site_searchh&search_term	7
<i>Welfare Support Officer to support pupils and families</i>	DESFORGES and Abouchaar (2003) found that when families are engaged in their children's education, attainment improves.	3, 7

**Total budgeted cost: £76,119 (£9565 + £23,480 + £43,074)
(including use of carry-forward from previous academic year)**

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 2023 to 2024 academic year.

We have analysed the academic performance of St Mary's disadvantaged pupils at the end of the academic year 2023 to 2024, using the Key Stage 1 and Key Stage 2 performance data, phonics data, school internal assessment data and also national assessment data (provided by the DFE).

To enable us to gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged pupils nationally, as well as to our non-disadvantaged pupils.

	St Mary's Disadvantaged pupils 2024	St Mary's Non-disadvantaged pupils 2024	National Disadvantaged pupils 2023*
Year 1 Phonics	100%		67%
Year 2 Phonics	0%	83%	
Year 2 (KS1) Reading	63%	65%	54%
Year 2 (KS1) Writing	58%	70%	44%
Year 2 (KS1) Maths	83%	87%	56%
Year 6 (KS2) Reading	82%	91%	60%
Year 6 (KS2) Writing	73%	73%	58%
Year 6 (KS2) Maths	82%	86%	59%

Notes:

*2024 data not currently available

St Mary's school assessment data for the academic year 2023-2024 suggests that our disadvantaged pupils significantly outperform Disadvantaged pupils nationally in all areas (see table above).

St Mary's Disadvantaged pupil data is broadly in line for KS1 Reading and Maths and KS2 Writing and Maths. However, St Mary's Non-disadvantaged pupils significantly outperformed Disadvantaged pupils in KS1 Writing and KS2 Reading in these standardised assessment tests (although some pupil who did not achieve the expected levels also had significant SEND).

Previous targets on our Pupil Premium Strategy 2022 to 2025 were:

- to increase pupil's vocabulary; the school introduced the Vital Vocabulary Scheme and this is employed throughout the school and is evidenced in children's written work and speech;
- for all children to use simple language to explain their feelings – the school introduced the Zones of Regulation strategy and this is now being effectively used with our youngest pupils, who have been taught these strategies from an early age. This strategy is now being embedded throughout the school;
- for children to display good learning skills – the school has explicitly taught the school values through school staff modelling quality first teaching, providing a structured learning environment and the use of Learning Mentors.

- Teachers identify gaps in learning and plan interventions to close the gap, (particularly in writing). This was most impacted by COVID lockdowns as a large number of the pupils were not able to access the writing interventions we had planned;
- Children have a wider understanding of a wide variety of occupations. The school has begun to address this through our curriculum offer, by explicitly teaching the children about different professions, cultures and representations of ethnic minorities.
- Pupils with specific emotional needs and who are identified as being vulnerable are supported through therapeutic interventions, Drawing and Talking and Sand Tray Therapy. Two members of school staff recently attended the Drawing and Talking Advanced course and have continually offered blocks of sessions to targeted pupils.

Reception data – 100% of disadvantaged pupil met the expected standard in the areas of: listening, attention and understanding; speaking creating with materials and being imaginative and expressive. 75% of disadvantaged pupils in Reception achieved GLD.

Year 1 Phonics data – 100% of disadvantaged pupils passed the phonic screening test.

KS1 age related expectations data shows that 83% of disadvantaged children are working at age related expectations in reading and 50% of disadvantaged children are working at age related expectations in writing. 50% of disadvantaged children are working at age-related expectations in mathematics. 3 of these pupils are also identified as having one or more area of special educational need/s and/or disability. This cohort also includes previously looked after pupils.

Year 6 data –100% of pupils achieved the expected standard for Reading and 75% of those were graded as working at greater depth. 100% of pupil were working at the expected standard for writing. 100% of pupils were working at the expected standard for Maths and 75% of those were working at greater depth. 100% of disadvantaged pupils achieved the expected standard for combined Reading, Writing and Maths in the year 6 SATs assessment.

In the academic year 23/24 St Mary's school have funded the following interventions, clubs and cultural experiences using the pupil premium budget.

- Forest school sessions
- 20/20/20 lunchtime intervention
- Paid uniform
- RDA riding lesson transport
- Tickets to cultural events
- Residential trips
- Support via food and clothing bank
- Touch point charity support for food share and vouchers to Amazon
- Wonde vouchers
- School holiday club Wonde vouchers
- Therapeutic support in school via Sand Tray and Drawing and Talking intervention
- School Learning Mentor
- Education Welfare and Support officer

- Speech and Language support including Talk Boost, Wellcomm, Blanks and PORIC screening (delivered 1:1 and in small group interventions)
- Gym Trail
- Sand Tray Therapy
- Drawing & Talking Therapy
- Chaplaincy support – Stort Valley Trust
- Maths and Literacy intervention (EPS / AFALS)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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