

Pupil premium strategy statement – Studley St Mary’s Church of England Academy

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 | 206 |
| Proportion (%) of pupil premium eligible pupils | 31.7 |
| 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) | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Adam Clark |
| Pupil premium lead | Adam Clark |
| Governor / Trustee lead | Alan Clarke |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £101,595 |
| 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> | £101,595 |

Part A: Pupil premium strategy plan

Statement of intent

At Studley St Mary's we are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

High Quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. Research has shown that this has the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school. Therefore, in the intended outcomes detailed below, it is the intention that the non-disadvantaged pupils' attainment will be sustained and improved alongside their non-disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage. We use a variety of tools to assess secure learning, from commercially bought packages such as Word Wasp, Nessy dyslexia screening, Little Wandle Catch-up, White Rose Maths Assessments and Headstart Primary reading and Grammar, Punctuation and Spelling assessments to our own formative assessment tools. These focus staff on what has been retained and can be applied by our pupils. Comprehensive use of these assessments has allowed us to identify the challenges that some pupils are facing, particularly in Reading, Writing and Maths.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families. To ensure that our approaches have maximum impact we have set clear principles to work from:

- ensure all pupils, including those that are disadvantaged, are challenged in the work that they're 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 have identified some learning behaviours that impact on the attainment of our disadvantaged pupils. As a result, wider strategies have been implemented to support the social and emotional well-being of our pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Maths – internal data indicates that some disadvantaged pupils have made less progress than their peers and fewer are achieving the age related expectation. Analysis indicates that this is linked to number fluency and the retention of key knowledge. Consequently, these are the areas that will be prioritised |
| 2 | Writing – internal data suggests that some disadvantaged pupils have made less progress than their peers and fewer are achieving the age related expectations. Analysis indicates that this is linked to children’s confidence in combining a number of different skills in order to produce a final piece of writing. |
| 3 | Attendance data indicates that attendance for disadvantaged pupils is 2.5% lower than for non-disadvantaged. There are a higher proportion of disadvantaged pupils that are persistently absent. Therefore, identification of barriers and early intervention will be a high priority for these children. |
| 4 | Vocabulary and oracy– assessments indicate that vocabulary and oracy levels are less developed for some disadvantaged pupils. Early intervention and explicit teaching of tier 2 and 3 vocabulary, alongside developing an oracy strategy will be a key objective across the school |
| 5 | Greater depth – attainment data indicates that fewer disadvantaged pupils achieve greater depth in reading. Further analysis shows that fewer disadvantaged pupils report a love of reading. Consequently this will be an area of focus. |

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 |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved mathematical outcomes | Internal and external attainment data indicates that all pupils are making progress from their starting points in maths |
| Improved writing outcomes | Internal and external attainment data indicates that all pupils are making progress from their starting points in writing |
| Improved attendance | Attendance data will indicate that all pupils are continuing to exceed national averages for attendance. Persistently absent disadvantaged pupils have their attendance issues addressed swiftly and effectively |
| Improved oracy of all pupils including those that are disadvantaged | They will indicate that all pupils vocabulary is developing and that their confidence to speak in a range of different circumstances is developing. |

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: £ 59,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase of FFT reading comprehension assessments | <p>Gathering feedback on how well pupils have retained learning is important in enabling teachers to address misunderstanding and provide the right level of challenge in future lessons. Reading comprehension assessments are in place, but fluency assessments are also required so that the lowest 20% can be identified, and any PP not in line with their peers can be supported.</p> <p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through QFT or interventions.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> | 1, 2, 5 |
| Purchasing of writing scheme, including Staff CPD | <p>Research by the EEF has shown that teaching writing composition strategies through modelling and supported practice, alongside developing pupils transcription and sentence construction have a positive impact on writing outcomes. Ready steady write is an evidence informed approach to writing which will be used to provide teachers with scaffolds to support disadvantaged pupils.</p> <p>Staff CPD leading to higher quality teaching will further close the disadvantage gap</p> <p>EEF-KS2-lit-2nd-Recommendations-poster.pdf</p> | 2, 4 |
| Staff CPD on maths and support for new maths lead Pupil's mathematical outcomes can be improved through accurate assessment, use of manipulatives developing a rich bank of mathematical knowledge and structured interventions | <p>Research indicates that mathematical outcomes for pupils can be improved through key elements of QFT and the support of high quality teaching is pivotal in improving children's outcomes. Research tells us high quality teaching can narrow the disadvantage gap</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p> | 1 |
| Staff CPD on the development of oracy | <p>Research indicates that oracy is a foundational aptitude underpinning success across the curriculum. Robin Alexander (2008) defines it as the ability to use spoken language for a wide range of purpose which can significantly enhance student outcomes. Neil Mercer's research on "exploratory talk" demonstrates how</p> | 2, 4 |

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| | collaborative dialogue in the classroom can develop students' reasoning talents, problem-solving abilities, and social interactions (2007). | |
| Teaching assistant deployment and interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions | Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. Our Making the Best Use of Teaching Assistants guidance report presents six recommendations, including adopting evidence-based interventions to support small group and one to one instruction. Our Teaching and Learning Toolkit strand on teaching assistant interventions. | 1, 2 ,3, 4, 5 |

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

Budgeted cost: £ 23,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional daily phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 2, 4 |
| Targeted maths pre and post teach interventions | Targeted maths interventions increase enjoyment, resilience, the deepening understanding of mathematical concepts and attainment in maths. Research shows that the use of high quality targeted support to help all children learn mathematics is highly effective. | 1 |
| Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND | Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. EEF guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND. Our 'Five-a-day' resource presents well-evidenced principles that can help to raise attainment for all pupils, including those with SEND | 1,2,4,5 |
| Targeted social and emotional well-being interventions to meet the | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later | 1, 2, 3, 4, 5 |

| | | |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| mental health needs of disadvantaged pupils | life. (eg improved academic performance, attitudes, behaviour and relationships with peers. Social and emotional learning EEF | |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £ 19,095

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Free attendance for disadvantaged pupils at extracurricular activities | Participation in arts and sports has a demonstrable impact on attendance and children's enjoyment of school | 3, 1, 2 |
| Early intervention for pupils and families where attendance dips to remove barriers | Research indicates that regular attendance at school is a key indicator of educational success https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment | 1, 2, 3, 4 |
| Embed the strong mental health and support offer across school through early intervention and personalised support | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. (eg improved academic performance, attitudes, behaviour and relationships with peers. Social and emotional learning EEF | 1, 2, 3, 4, 5 |
| Further develop a love of reading in and outside of school | Extensive research indicates that there is a positive impact on both academic attainment and social and emotional development from reading for pleasure reading_for_pleasure.pdf | 5, 4 |
| Further develop parental involvement and engagement in the school through curricular drop in sessions | We know that levels of parental engagement are consistently associated with children's academic outcomes. Working with parents to support children's... Unity Research School | 1, 2, 3, 4, 5 |

Total budgeted cost: £ 101,595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment for reading, writing and mathematics for disadvantaged pupils was below their non-disadvantaged peers, however progress data shows that they had lower starting points, and internal data shows that they made expected progress when compared with their peers, apart from in maths, with 61% of disadvantaged children making better than expected progress compared to 34% making better than expected progress of non-disadvantaged pupils. End of Key Stage 2 data showed that the children performed below the national averages.

The gap between absence rates for disadvantaged pupils has reduced from 1.9% in 2023/2024 to 1.6% in 2024/2025.

Persistent Absence has reduced by 1.5% and is well below national figures. Robust plans are in place for those pupils who remain persistently absent and attendance is improving for all children who are able to access school.

Children's mental health and well being is exceptionally well supported. 6 disadvantaged pupils who have experienced domestic violence ~~were~~ are supported by weekly mentoring sessions. 28 disadvantaged pupil benefit from bespoke low level support in school which includes sessions with the family link worker and meet and greet. 40 disadvantaged children were supported through targeted sports enrichment opportunities, including girls football opportunities. These interventions have led to a decrease in the number of suspensions from 49.5 days in 2021/2 to under half of that for the following two years. The number of child on child abuse incidents have reduced significantly. Parents comment that they feel exceptionally well supported and pupil numbers, particularly from out of catchment, have increased due to the support that is offered by the school.

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 |
|-----------|----------|
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Further information (optional)

Alongside the activities detailed above we will continue to work on our extensive mental health and well-being support offer. This includes whole school lessons and activities as part of the recently reviewed PSHE curriculum offer, group based resilience work, access to mentors, a counsellor and a play therapist, and access to rapid referral to external support agencies to ensure that our families get the right support at the right time.

We have also carefully reviewed our curriculum enrichment offer so that it is carefully tailored to the needs of our pupils and families. This has included creating possible payment schedules to support lower income families and working on a clear progression that broadens the horizons and develop the independence of the most vulnerable