St Mary's CEVA Primary Pupil Premium Strategy 26 – 29

Written July 26

St Mary's context (38 PAN; 253 on roll; 26% PP; 45% EAL; 20% SEND; 34% of PP are SEND; 21% of PP are persistent absentees; 42% of PP have 3+ ACEs) requires a high-priority, joined-up strategy that places high-quality inclusive teaching at its core while deploying targeted tuition, SALT, and trauma-informed pastoral support where needed.

The whole-school vision "Do everything in love" will be operationalised through relational, restorative and inclusive practice that raises attainment and wellbeing simultaneously.

The school will publish this annual strategy on the website in the DfE template and review / update in line with DfE timelines and inspection expectations DfE Using Pupil Premium.

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils (those eligible for Pupil Premium, children who have had or currently have social care involvement and others who have additional needs) leave St Mary's with the knowledge, skills and personal resilience to succeed in the next stage of their education and life — academically (reading, writing, mathematics) and socially/emotionally (self-regulation, attendance, wellbeing).
- Narrow and eliminate gaps in attainment and progress between disadvantaged pupils and their peers (EYFS ELG, phonics yr 1, KS1/KS2 EXS+ measures, Year 4 MTC) and secure sustained improvements in attendance and engagement.
- Provide equitable access to a broad and balanced curriculum (including enrichment and extra-curricular opportunities) so pupils develop wholistically in line with the school vision "Do everything in love."

How this strategy works towards those objectives

- It uses the DfE "Menu of Approaches" and the EEF tiered model (Tier 1 High-quality teaching, Tier 2 Targeted academic support, Tier 3 Wider strategies) to allocate activity and funding where evidence indicates greatest impact for disadvantaged pupils DfE Menu of approaches and the EEF Guide to the Pupil Premium EEF Guide to the Pupil Premium.
- The approach is data-driven and cyclical: diagnose (use assessment / pastoral data), select evidence-informed approaches, implement with fidelity and monitor impact (assess → adapt → sustain) as recommended by EEF implementation guidance EEF Guide to the Pupil Premium.

- Interventions are chosen to complement and not replace strong universal classroom practice; targeted tuition/interventions are explicitly linked to classroom teaching and curriculum plans EEF: Targeted Academic Support and DfE Menu of approaches.

Key principles of the strategy

- Evidence-led: prioritise approaches with strong, relevant evidence (primarily EEF and DfE guidance; trauma/ACEs reviews where relevant) and monitor local effectiveness EEF guidance reports; DfE guidance DfE Using Pupil Premium.
- Inclusion by design: high quality inclusive classroom teaching is first-order; additional targeted support is supplementary and time-limited where possible EEF SEND guidance.
- Whole-child approach: attend to academic, social-emotional and attendance barriers together, with trauma/ACEs awareness for pupil welfare and behaviour support using the most up to date guidance and research.
- Precision targeting while sharing benefit: interventions prioritise disadvantaged pupils but many approaches (e.g.better teaching, improved assessment, SEL) raise outcomes for all.
- Measurable and time-bound: clear success criteria, monitoring cycles, and governance (PP Lead on SLT; PP champion) in line with DfE reporting expectations DfE Using Pupil Premium.

2. Challenges

Challenge Number	Detail of challenge
1	High overlap of additional learning needs: 34% of Pupil Premium (PP) pupils are identified as SEND — this increases complexity of securing progress and requires SEND-specific adaptations alongside quality first teaching
2	High exposure to Adverse Childhood Experiences (ACEs): 42% of PP pupils have 3 or more ACEs, linked to greater risk of emotional, behavioural and learning difficulties and lowered attainment — requires trauma-informed, relational approaches and targeted mental health support
3	Attendance and engagement: 21% of PP pupils are persistent absentees — persistent absence is strongly associated with lower attainment and requires multi-faceted attendance strategies EEF: Supporting school attendance.
4	Emotional dysregulation / SEMH: significant proportion of PP pupils demonstrate emotional dysregulation and need pastoral/therapeutic approaches to access learning. Trauma-informed and SEL approaches have promise but require careful implementation EEF SEL guidance

5	Literacy gaps (phonics & reading): EYFS Reading/Writing ~80.6% but PP EXS+ 71%; Year 1 phonics: whole 76% vs PP 29% — very large early reading/phonics gap that limits access to curriculum EEF oral language.
6	Maths fluency and reasoning (Year 4 MTC): Year 4 average score all = 23.5 vs PP = 22.5; number EYFS gap (All 68% v PP 57%) and lower ELG for PP (ELG all 65% v PP 57%) — targeted number fluency and metacognitive support needed [EEF: Improving Mathematics guidance] and EEF Metacognition

3. Intended Outcomes

Intended Outcome	Success Criteria (how we will know we have succeeded)
1. SEND-responsive inclusive teaching: disadvantaged pupils with SEND make accelerated progress.	Increase in proportion of PP pupils with SEND meeting targeted outcomes on personalised plans; reduction in gap between PP-SEND and non-PP peers in termly assessments; use of EEF five-a-day strategies in lesson observations and planning EEF SEND guidance.
2. Trauma-informed, relational culture reduces disruption and improves wellbeing.	Fewer behaviour incidents for PP pupils; improved self-regulation measures and PASS and VOC survey scores for PP pupils; reports from pupils and parents showing greater sense of safety and trust; improved attendance for previously disengaged pupils
3. Attendance and engagement rise for disadvantaged pupils.	Persistent absence (PA) among PP falls from 21% to year-on-year lower figure reduce PP PA by at least 50% within 2 years); improved overall PP attendance to within 2 percentage points of peers within 18 months; casework demonstrates barriers addressed using multi-agency support and family engagement EEF Supporting school attendance.
4. Early literacy (phonics, oral language) gap narrowed swiftly.	Year 1 phonics pass rate for PP rises from 29% to at least 60% within 18 months and to parity over three years; routine use of oral-language interventions with measured impact on vocabulary and reading comprehension for PP pupils EEF Phonics & Oral Language EEF oral language.

5. Improved maths fluency and reasoning for PP pupils.	Year 4 MTC average score for PP increases from 22.5 to at least 23.5 and % EXS+ for EYFS 'number' PP rises to within 5 percentage points of whole-cohort; measurable improvements in arithmetic and reasoning checks
6. Parental engagement and enrichment access improved.	Increased attendance at family learning events/reading cafes; higher take-up of clubs and trips by PP pupils; monitoring shows PP pupils participating in at least one enrichment activity per term (3 yearly); parental satisfaction in voice increases. Evidence suggestions and parental engagement actions are based on EEF guidance EEF Working with Parents.

4. Activity in This Academic Year 26-27

Teaching (CPD, recruitment & retention, curriculum design)

Activity	Evidence that supports this approach (select references)	Challenge number(s) addressed
1. Whole-school CPD programme on the Science of Learning (including Rosenshine principles), metacognition and retrieval practice — regular staff training, coaching cycles, lesson-study and funded release time for subject leaders to ensure curriculum sequencing and retrieval are embedded.	EEF guidance on Effective Professional Development and Metacognition and Self-Regulated Learning demonstrates high impact of targeted, sustained PD and metacognitive strategies when implemented with fidelity EEF: Effective Professional Development · EEF: Metacognition and Self-Regulated Learning.	5, 6, 1
2. Implement EEF "Five-a-day" / SEND-inclusive classroom approaches (explicit instruction, scaffolding, flexible grouping, cognitive & metacognitive strategies,	EEF guidance: Special Educational Needs in Mainstream Schools ("five-a-day") and the EEF Teaching & Learning Toolkit recommending high quality teaching for SEND and scaffolding strategies EEF SEND guidance (five-a-day).	1, 5, 6

technology) as mainstream practice; provide focused SEND coaching and toolkit for teachers and TAs.		
3. Phonics fidelity to RWI with phonics lead coaching, team-teaching and monitoring; ensure RWI fidelity across EYFS/KS1 and timely assessment.	Strong evidence for phonics approaches improving word reading, particularly for disadvantaged pupils; DfE/EEF advise use of validated SSPs and investment in phonics leadership EEF: Phonics · DfE Menu guidance DfE Menu of approaches.	5
4. Improve oral language across the curriculum: planned vocabulary instruction, dialogic teaching, story/narrative work, and classroom talk routines; publish a school vocabulary progression and resources; train staff.	EEF: oral language interventions and dialogic classroom discussion have positive effects on oral language and later reading comprehension; EEF recommends explicit vocabulary and dialogic activities EEF Oral language interventions.	5, 1
5. Strengthen formative & summative assessment systems Provide assessment release time for PP-focused Pupil Progress reviews.	EEF Guide to the Pupil Premium and EEF materials emphasise diagnostic assessment and careful teacher moderation to target interventions and measure impact EEF Guide to the Pupil Premium.	5, 6, 1

Targeted Academic Support (tutoring, one-to-one, interventions, TA deployment)

Activity	Evidence that supports this approach (select references)	Challenge number(s) addressed
1. Targeted one-to-one / small-group tutoring (school-led and National Tutoring Programme providers) for PP pupils with identified gaps in literacy and maths;	EEF evidence: well-implemented one-to-one and small group tuition targeted at specific learning gaps is effective; use EEF tutoring implementation guidance and DfE tutoring guidance EEF: One-to-one tuition · DfE tutoring guidance [DfE Using pupil premium].	5, 6

link tuition content explicitly to classroom curriculum and assessments.		
2. Speech, Language & Communication (SLCN) capacity building: contract SALT sessions and train staff in school SLCN approaches; run small group narrative & vocabulary programmes for targeted PP pupils with vocab gaps	Oral language interventions and targeted SLCN support show positive impacts on language and later literacy – EEF recommends focused SLCN and vocabulary programmes; Elklan is an evidence-based training route for classroom staff EEF: Oral language interventions.	1, 5
3. Structured small-group phonics catch-up for PP pupils who are below expectations (regular, time-tabled 1:3–1:6 sessions with trained staff) and pre-teaching of key vocabulary before lessons.	Targeted phonics interventions over consecutive weeks are effective; pre-teaching and small group tuition link well to classroom learning for improved outcomes EEF: Phonics; EEF: Targeted Academic Support.	5
4. Deploy Teaching Assistants strategically: train TAs in structured interventions and the EEF "scaffolding framework" so TAs supplement teaching (not replace it); TA's to monitor 'whole child' through performance management targets	EEF "Making Best Use of Teaching Assistants" guidance stresses training and role clarity; TA-led interventions can be effective when structured and aligned with teaching EEF: Making Best Use of Teaching Assistants.	1, 5
5. Knowledge organisers to go home ahead of topic with identified learners – pre teach	Evidence and implementation notes in EEF materials indicate pre-teaching can raise confidence and reduce failure in lessons, especially when linked to curriculum [EEF: Targeted academic support guidance].	5, 6
6. Small-group maths mastery and arithmetic fluency blocks for PP	EEF Improving Mathematics guidance and evidence on mastery approaches and use of manipulatives for number fluency and conceptual understanding [EEF Improving Mathematics guidance].	6

pupils (concrete–pictorial–abstract approach) with progress checks.		

Wider Strategies (attendance, behaviour, wellbeing, enrichment, family engagement)

Activity	Evidence that supports this approach (select references)	Challenge number(s) addressed
1. Attendance strategy: use EEF "Supporting school attendance" reflection tool; targeted family support, timely follow-up, multi-agency casework, regular data reviews with PP focus.	EEF: Supporting school attendance provides a structured, evidence-informed six-theme framework for attendance strategies; DfE attendance guidance and EEF recommend targeted family work, tailored communications and needs-led approaches EEF: Supporting school attendance · DfE Using Pupil Premium.	3
2. Pastoral and SEMH capacity (nurture, trauma-informed practice, emotion coaching): train staff in trauma-informed and emotion-coaching approaches, create predictable safe spaces and consistent relational routines.	Reviews and evidence summaries (Iriss ACEs review; Campbell/Maynard trauma review) show trauma-informed and attachment-aware whole-school approaches can improve wellbeing, behaviour and access to learning; EEF SEL guidance indicates universal SEL + targeted support improves outcomes Iriss ACEs review · EEF SEL guidance.	2, 4
3. Breakfast provision and targeted wraparound support (free breakfast places for PP pupils; funded extra-curricular clubs with no financial barriers).	DfE/EEF note breakfast clubs can improve readiness to learn and behaviour; DfE Menu includes breakfast/meals under wider strategies and EEF has evaluation evidence for Magic Breakfast-style programmes DfE Menu of approaches.	3, 4
4. Family learning and parental engagement (reading cafés, home learning support, structured conversations and tailored	EEF guidance "Working with Parents to Support Children's Learning" identifies practical parental engagement approaches which are low cost and can deliver measurable gains EEF: Working with Parents.	3, 5

communications that support attendance and learning).		
5. Enrichment - subsidise trips, residentials, music/sport provision and after-school clubs for PP pupils; ensure PP pupils are prioritised for unique curriculum-linked experiences.	DfE Menu & EEF indicate extracurricular opportunities increase engagement and can support broader outcomes when thoughtfully linked to curriculum and participation barriers are removed DfE Menu of approaches.	6, 5
6. Rapid response contingency fund for urgent needs (uniform, equipment, trips, glasses) to remove immediate non-academic barriers to learning.	DfE guidance allows exceptional spend to overcome acute barriers; EEF emphasises removing non-academic barriers (attendance, readiness to learn) as part of an overall strategy DfE Using Pupil Premium.	3, 4, 5

Monitoring, Evaluation and Governance

- Lead responsibilities: Pupil Premium Lead; SENCo leads SEND & inclusion work; Attendance Lead for PA strategies; pastoral lead for SEMH. These leaders will report termly to governors with PP-specific dashboards and case studies.
- Monitoring cycles: termly assessment (assessment + book scrutiny + lesson visits + pastoral review) focusing on PP pupils; half-termly attendance and behaviour reviews; external QA and moderation termly by governors
- Evaluation measures: standardised assessment outcomes (phonics checks, in-school diagnostics, Year 4 MTC), % EXS+ by group, attendance & PA rates, behaviour incident counts, PASS survey scores, uptake of enrichment opportunities, parental engagement metrics.
- Reporting: publish annual Pupil Premium strategy statement on school website in DfE template format and update by 31 Dec each year; internal three-year strategy review cycle with annual published update DfE Using Pupil Premium.

Budgeting and resourcing

The plan above will be costed locally and allocated across the three tiers; school will prioritise:

  - Continued investment in high-quality teaching (CPD, phonics lead release, assessment systems, Inclusion Team, RWI, small group provision).

- Targeted tutoring, SALT and small-group interventions.
- Wider strategies (attendance & pastoral capacity, breakfast and enrichment).

Funding decisions will follow DfE conditions of grant and menu of approaches guidance DfE Menu of approaches.

Selected evidence & resources referenced in this strategy

- EEF — The EEF Guide to the Pupil Premium (tiered approach, implementation): Education Endowment Foundation — Guide to the Pupil Premium EEF Guide to the Pupil Premium
- EEF — Effective Professional Development guidance report: EEF: Effective Professional Development
- EEF — Special Educational Needs in Mainstream Schools guidance (Five-a-day): EEF: Supporting high quality teaching for pupils with SEND
- EEF — Metacognition & Self-regulated Learning guidance: EEF: Metacognition and Self-Regulated Learning
- EEF — Phonics (Toolkit) and Oral Language interventions (Toolkit): EEF: Phonics · EEF: Oral language interventions
- EEF — One-to-one and small group tuition guidance and tutoring implementation: EEF: One-to-one tuition
- EEF — Making Best Use of Teaching Assistants guidance: EEF: Making Best Use of Teaching Assistants
- EEF — Supporting school attendance resources & reflection tool: EEF: Supporting school attendance
- EEF — Improving Social and Emotional Learning in Primary Schools guidance: EEF: Improving SEL guidance
- DfE — Using Pupil Premium: guidance for school leaders and Menu of Approaches (must align spend to menu): DfE: Using Pupil Premium guidance & Menu of approaches · DfE Menu of approaches (evidence brief)
- Iriss — ACEs educational interventions evidence summary and national ACEs resources: Iriss: ACEs educational interventions
- Scottish Adverse Childhood Experiences Hub — Tackling the attainment gap by preventing and responding to ACEs: Scottish ACE Hub: Tackling the attainment gap