



Reporting Absences

Please email absences@crossleystreet.co.uk to notify school of your child's absence



Pupil premium strategy statement

St Mary's C of E Primary 2024-26

School overview

Metric	Data
School name	St Mary's C of E Primary School
Pupils in school	106
Proportion of disadvantaged pupils	4.7% (5 children)
FSM	KS1 = 3 KS2 = 2
Pupil premium allocation this academic year	£ 7275
Academic year or years covered by statement	2024 - 2026 (2 year plan) Amend if more children access PP
Publish date	October 2024
Review date	October 2025
Statement authorised by	Richard Moss
Pupil premium lead	Richard Moss
Governor lead	Kathy Myers

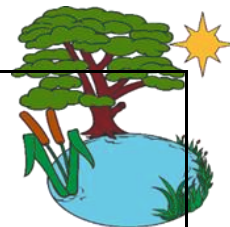
St Mary's uses the Education Endowment Fund to access key, up to date research for how to implement different strategies:



<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

The EEF suggests:

- ❖ Supporting great teaching
- ❖ Pupil assessment and feedback
- ❖ Transition support



Targeted approaches

- ❖ One to one small group tuition
- ❖ Intervention programmes

Wider strategies

- ❖ Supporting parents and carers
- ❖ Access technology
- ❖ Summer reports

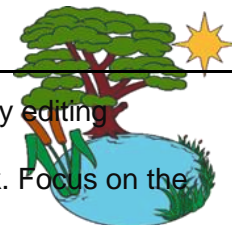
Disadvantaged pupil progress scores for last academic year

Measure	Expected standard combined
Reading	83.3%
Writing	66.6%
Maths	83.3%

Strategy aims for disadvantaged pupils end of KS2 2024-25

Measure	Reading	Writing	Maths	Combined
Meeting expected standard at KS2 +	100%	100%	100%	100%
Achieving high standard at KS2	0	0	0	0
Context	We are aiming for all children to be at the standard by the end of this academic year. Not just any Y6 children, but children assessed in their own year group through internal assessments.			

Measure	Activity
Reading	<ul style="list-style-type: none"> ● Promote comprehension skills through use of VIPERS ● Development of vocabulary understanding across curriculum areas - weekly discrete vocab sessions. ● Promote love of reading across school - rich libraries in every classroom and amazon wish list for each class. Parents kindly donating books to school requested by teachers

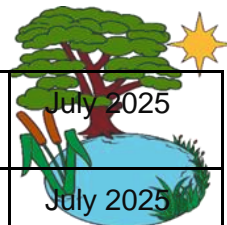


<p>Writing</p>	<ul style="list-style-type: none"> ● Secure editing process across KS2 so it is an integral skill - weekly editing sessions ● 1:1 support for writing sessions and editing of writing once a week. Focus on the English skill that week ● Writing to be cross-curricular where possible. ● Knowledge organisers used for specific vocabulary linked to topic ● Up levelling writing group work to work towards and confirm greater depth. ● To secure non-negotiable spellings - group work once a week (spelling tests weekly)
<p>Maths</p>	<ul style="list-style-type: none"> ● Support from Maths mastery specialist. Maths lead joined TRG and working with NCTEM ● Fluency x3 a week using number talks ● Securing approaches to reasoning - morning starters linked to maths then unpicked together each day. ● 1:1/group teaching of SATs paper questions unpicking key skills ● 1:1/group teaching maths basic number facts/fluency ● TT rockstars to secure times tables facts - twice a week and morning starters ● SATs booster sessions to be offered <p>Whole school maths focus 2024-25 (final year collaboration programme on the TRG):</p> <ul style="list-style-type: none"> ● Development of fluency/CPA approaches occurring during maths lessons - maths TRG action point <p>Delivery of Maths in KS1</p> <p>Reception/Y1 taught together with access to two classrooms</p> <p>Year 2 taught their separate curriculum in the hall (1 adult = 12 children)</p>

<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● Home support to rehearse skills including reading and tables practise. Home support through the use of <i>TT Rockstar</i>, <i>mymaths</i>, <i>bugclub</i> ● Parental understanding of methods used - in particular maths mastery approaches. Parent workshops offered. Parent 'Helping your child at home' sessions and sessions relating to statutory testing.
<p>Projected spending</p>	<p>£3000 Teacher and TA hours</p>

Teaching priorities for current academic year

Aim	Target	Target date
<p>1) Progress in Reading</p>	<ul style="list-style-type: none"> ● Ensure the % of PP children who make expected and better progress in reading is in line with their peers. ● Raise the amount of PP children achieve GD 	<p>July 2025</p>



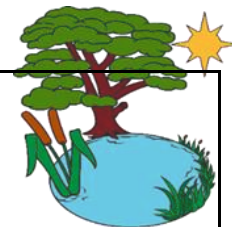
2) Progress in Writing	<ul style="list-style-type: none"> Ensure the vast majority of PP children are writing at ARE. 	July 2025
3) Progress in Mathematics	<ul style="list-style-type: none"> Ensure the % of PP children who make expected and better progress in maths is in line with their peers. 	July 2025
4) Spelling	<ul style="list-style-type: none"> Ensure PP spelling is at ARE and in line with their peers 	July 2025
Personal development and wellbeing.	<ul style="list-style-type: none"> Securing and delivering an effective PSHE curriculum to ensure that children have support to become well-rounded citizens. 	July 2025

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Target: All Year 1 children to meet the expected phonics screening as well as any Y2 who resit.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading	<ul style="list-style-type: none"> High quality texts to engage and motivate children Targeted support for development of fluency and comprehension skills. Helping at home workshop to raise parental engagement with home learning. Phonic development through high quality linked reading material and careful tracking. Ks2 phonic resource used Amazon wish list used - parents to donate/buy books
Priority 2 Writing	<ul style="list-style-type: none"> Targeted support with handwriting. Effective marking and feedback strategies are taught Spelling 1:1 support Teaching of editing embedded Chromebooks utilised to support writing
Priority 3 Maths	<ul style="list-style-type: none"> Securing multiplication tables through use of TT Rock Star Pre teach of maths objectives with TA Allowing time at OSC to complete HW if needed Support from Mastery specialist to develop maths mastery teaching whole school
Priority 4 Spelling	<ul style="list-style-type: none"> Bug club used to support spelling across school Children to use personal vocabulary books Precision teaching for spelling intervention Phonics intervention
Barriers to learning these priorities address	<ul style="list-style-type: none"> Parental support with homework Language quality and development Retention of teaching



Projected spending	<p>£3000</p> <p>Technology - chrome books and educational licences/subscriptions</p> <p>TA/Teacher support</p> <p>Investment in quality texts</p>
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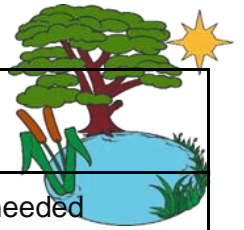
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Wider strategies for current academic year

Measure	Activity
Support the social and emotional development of children who are in receipt of Pupil Premium.	<p>ELSA support 1:1 with TA x2 a week to focus on emotional needs as well as build confidence and friendship opportunities. Close contact with families.</p> <p>Discussion with pupils and parents around meeting individual support for attendance at out of school events.</p> <p>x2 ELSAs</p>
Securing and delivering an effective PSHE curriculum to ensure that children have support to become well rounded citizens.	<p>PSHE curriculum reviewed</p> <p>Development of PSHE curriculum and training delivered to staff</p> <p>Wider opportunities on offer to children (trips outside of York, links made with schools abroad, extra-curricular offer for clubs after school: Tennis, table tennis, invasion games, dance and chess club)</p> <p>choir and Ks1 music club</p> <p>Sports opportunities across all key stages</p>
Further improve the attendance of PPG pupils.	<p>Improve development of systems and tracking.- monthly data to be collected AT to work with parents whose children's attendance is lower than expected to develop and plan and strategies to support.</p>
Barriers to learning these priorities address	<p>Attendance and punctuality.</p> <p>Financial support in order to access before and after school clubs if needed.</p>
Projected spending	Resources and funding £1500

Monitoring and Implementation

Area	Challenge
Teaching	<ul style="list-style-type: none"> ● PP monitoring document completed and reviewed termly for staff with the head teacher. Targeted support and areas of spend agreed ● PP monitoring document to track attainment of children as well as SEMH ● Data at the end of each cycle recorded for PP as a group. ● During teacher drop ins, PP provision will be monitored. ● Progress for PP children will be measured and recorded at the end of the academic year. ● Parents off PP will be informed of support throughout the year



Targeted support	<ul style="list-style-type: none">● Interventions will have a baseline and measurable outcome.● Pupil voice will be gathered at the end of interventions
Wider strategies	<ul style="list-style-type: none">● Attendance and punctuality will be tracked and addressed where needed● Support for parents where needed (phone calls with head)