



St Mary's C of E Primary School

'Growing our community together'

Welcome, Nurture, Grow, Flourish



Pupil Premium Strategy Statement 2025-26

Our vision:

- Provide a welcoming, safe and inclusive community underpinned by our Christian ethos.
- Build a sense of belonging by growing strong, nurturing relationships shaped by Christian values.
- Foster and grow a life-long curiosity and love of learning by providing a high-quality curriculum that is ambitious, broad, balanced and accessible to all.
- Enable children and adults to flourish mentally, academically, physically, spiritually and socially so they fulfil their potential.

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	168
Proportion (%) of pupil premium eligible pupils	22%
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)	2025/26 to 2027/28
Date this statement was published	19/12/2025
Date on which it will be reviewed	31/7/2028
Statement authorised by	Danny Webb
Pupil premium lead	Clare Quinn
Governor / Trustee lead	Danny Webb

St Mary's Primary School, Church Lane, Chessington, KT9 2DH

<https://www.stmaryschessington.co.uk>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,450
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£ 45,450

Part A: Pupil premium strategy plan

Statement of intent

We are committed to fostering a welcoming, safe, and inclusive community founded upon our Christian ethos. Our approach focuses on cultivating a sense of belonging by nurturing strong relationships shaped by Christian values. Our objective is to enable children and adults to thrive mentally, academically, physically, spiritually, and socially, empowering each individual to realise their full potential.

We maintain that every child possesses the capability to achieve, regardless of background, and our goal is to guarantee that all students—including those facing disadvantage—have access to a high-quality curriculum and meaningful educational opportunities. We strive to harness the transformational power of education and learning to create a better future for all.

It is our ultimate aim to ensure equitable education for our disadvantaged pupils that is tailored to meet their needs. We deliver a relevant and adaptive curriculum through highly skilled practitioners, guided by principles of Quality First Teaching and consistently high expectations. We do not believe a pupil's background is a reason for them not to reach their full potential, and we work diligently to embed disciplinary knowledge and language through the teaching of discrete subjects, preparing students for future stages in their education.

The removal of barriers to learning is central to improving educational outcomes for disadvantaged pupils. Our key principles encompass support for the whole child, addressing both academic achievement and emotional wellbeing.

We recognise oracy development as a powerful tool to narrow the disadvantage gap. Improving oracy skills boosts confidence, supports social-emotional wellbeing, reasoning and critical thinking and improves academic outcomes, thereby promoting equity among all students. By offering diverse opportunities, we enable pupils to broaden their perspectives and access the same advantages as

their peers. These intended outcomes are integral to our school development plan and remain at the heart of our improvement journey

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress and Gaps in Learning</p> <p>Internal and external assessments and observations indicate that PPG attainment is below that of non-PPG pupils in all subject areas and at all statutory assessment points. While there has been a small increase in the number of PPG pupils achieving the expected standard, the gap between them and other pupils is still significantly different.</p>
2	<p>Vocabulary and Oracy</p> <p>Internal and external assessments, discussions, observations and question level analysis of test papers indicate that lack of vocabulary is a significant barrier to success for our pupils across the curriculum, especially those from a disadvantaged background. Many of our disadvantaged pupils in EYFS have poor communication and language and this continues as the pupils move through the school.</p>
3	<p>SEND & PP</p> <p>Approximately half of all PPG pupils are on the SEND register. This has been consistently the case for the past three years and the SEND population within the school has increased overall in the past three years. This presents additional challenges and costs to the school in terms of assessments, support and EHCP applications.</p>
4	<p>Attendance and Punctuality</p> <p>Our attendance data over the past three years indicates that attendance for our most disadvantaged pupils has been lower than the school average.</p> <p>Persistent absenteeism data over the past three years for our disadvantaged pupils has increased. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' wellbeing and progress.</p>
5	<p>Cultural Capital: Wider experiences</p> <p>Observations and discussions with pupils and their parents have identified that financial hardship for children eligible for pupil premium limits their access to and exposure to learning opportunities and experiences outside the classroom.</p>

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 attainment for disadvantaged pupils at all statutory assessment points.	<ul style="list-style-type: none">• The progress of disadvantaged pupils is in line with the progress of non-disadvantaged pupils.• Gaps between the attainment of the school's disadvantaged pupils and the attainment of non-disadvantaged pupils decrease• Internal assessments show improved writing outcomes across all year groups for disadvantaged pupils• The number of disadvantaged pupils achieving the expected standard in statutory assessments is in line with non-disadvantaged peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none">• Pupils will participate actively in speaking and listening activities, with teacher observations showing increased confidence and engagement• Pupils will use extended sentences and appropriate grammatical structures when speaking, demonstrated through recorded speaking activities and teacher assessments• Pupils will confidently use subject-specific vocabulary across the curriculum, evidenced through learning walks and work scrutiny
Improved attainment for disadvantaged & SEND pupils at the end of KS1 & KS2.	<ul style="list-style-type: none">• Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning make measurable progress from their starting points across the curriculum
Improved attendance for our disadvantaged pupils.	<ul style="list-style-type: none">• The gap between the whole school and disadvantaged pupils has closed.• Targeted support is in place for individuals and families who have poor attendance or are at risk from poor attendance.
Disadvantaged pupils will have access to extracurricular activities and enrichment opportunities.	<ul style="list-style-type: none">• By the end of Year 6, all pupils will have had the opportunity to learn to play a musical instrument for an extended year.• By the end of Year 6, all pupils will have access to participate in a residential trip.• All PPG pupils will participate in an extracurricular or sport activity during the school year.

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: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Development <ul style="list-style-type: none"> • Whole staff Oracy training delivered by AfC consultant • Bespoke support for classteachers on implementing high quality teaching of writing led by AfC English consultant • Extend maths mastery training into Y3 • Whole staff training to support SEND pupils delivered by AfC consultant & ADHD embrace 	<p><i>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p><i>The main purpose of continuous professional development (CPD) is to improve standards, upskill staff and ensure individuals have the most up-to-date knowledge and expertise in their field. It is also essential in helping to develop and instil all round confidence in staff and school leaders.</i></p> <p>Education Endowment Foundation, June 2019</p>	1,2,3
Monitoring of QFT in practice <ul style="list-style-type: none"> • Whole staff INSET • Subject leaders monitor within each action plan 	<p>The EEF Guide to Pupil Premium states that 'High quality teaching is the most effective lever for improving outcomes'</p> <p>Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom, which means that adaptations to the curriculum may be necessary. Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2,3
Implementing & monitoring oracy	Spoken language skills are one of the strongest predictors of a child's future life chances. On entry to school, disadvantaged children's spoken	1,2,3

framework across the curriculum <ul style="list-style-type: none"> • Training delivered by AfC consultant • Classteachers identify actions to be taken for each year group • Subject leaders monitor implementation through lens of subject areas. 	<p>language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.</p> <p>The EEF evidence on oral language interventions has found the impact on early years to be +7 months additional progress and +6 months in primary schools</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils access regular targeted intervention in and out of class and their progress is tracked by class teachers or teaching assistants.	Well considered and closely monitored teaching assistant intervention has good evidence to support its effectiveness in closing attainment gaps. Teaching-learning-toolkit/teachingassistant-interventions/EEF	1,2,3
Deliver high quality teaching by teachers and support staff which focus on planning, adaptive teaching and quality assessment	At the heart of any effective pupil premium strategy is a focus on ensuring that an effective teacher is in front of every class. Key to delivering this is quality CPD for teachers. A key focus for this 3 year strategy will be on practices supporting effective pupil knowledge and skill retention. https://edcentral.uk/edblog/this-week-in-edresearch/memorisation-retention-and-learning	1,2,3
Activity and resources to meet the specific needs of Disadvantaged pupils with SEND. <ul style="list-style-type: none"> • Buy in additional Educational Psychologist time with PP&SEND 	In previous years the impact of the role of the Educational psychologist has been proven. By having additional EP time, we are able to further support our disadvantaged pupils with SEND needs.	1,2,3

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

Budgeted cost: £ 12,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidy of employment of Designated PPG lead</p> <ul style="list-style-type: none"> Monitoring and supporting staff. Data analysis with foci and next steps added Monitoring implementation of strategy 	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>The EEF Guide to the Pupil Premium EEF</p>	1,2,3,4,5
<p>Trips and visits – organise trips linked to curriculum & support financially if necessary</p> <ul style="list-style-type: none"> Financial support for trips for pupil premium children Curriculum led class trips Residentials that are organised and financial support is offered for key families 	<p>The evidence from various action research highlights a number of benefits of taking pupils' on educational residentials. These are many which include improving pupils' resilience, self-confidence and wellbeing, their engagement with learning, positive changes in behaviour and attendance and increasing their cultural capital.</p> <p>Disadvantaged children are missing out on life-changing residential experiences</p> <p>Costs exclude poorer pupils from school trips</p>	1,2,3,5
<ul style="list-style-type: none"> Increased monitoring 	<p>Children need to be in school in order to have impact from the education provided. Direct impact of</p>	1,2,3,4

<p>and actions of / for pupils of concern with the school with attendance lead.</p> <ul style="list-style-type: none"> Regular attendance meetings with families developing relationships, developing attendance contracts to support and improve routines etc, following up on unauthorised absences etc. 	<p>attendance on attainment and need to sustain relationships with vulnerable families to keep them engaged with education.</p> <p>https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</p>	
<ul style="list-style-type: none"> Offer of replacement of PE kit (Help for the cost of living) Offer to purchase school jumper/cardigan with logo 	<p>Education Endowment Foundation:</p> <p><i>By subsidising the cost of uniforms, it reduces stigmatisation and enables disadvantaged pupils to have the same experiences as their peers.</i></p>	5

Total budgeted cost: £ 45,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

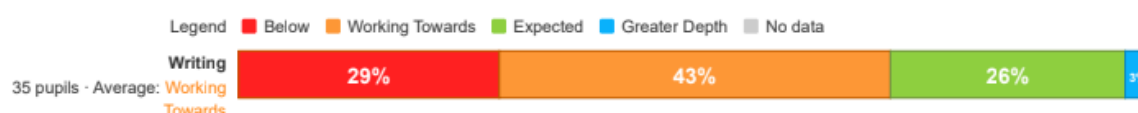
Improving attainment & narrowing educational gaps

The percentage of disadvantaged pupils achieving the expected level or greater depth in writing has increased from 8% in 2022 to 29% in 2025 and the percentage of disadvantaged pupils working below the expected level has decreased from 63% in 2022 to 29% in 2025.

Attainment Overview for Pupils (from 2022-2023) who are disadvantaged - 2022-2023 Autumn

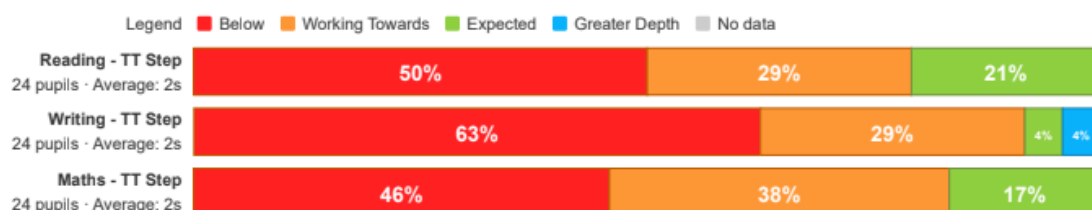


Attainment Overview for Pupils (from 2024-2025) who are disadvantaged - 2024-2025 Summer - Main Assessment

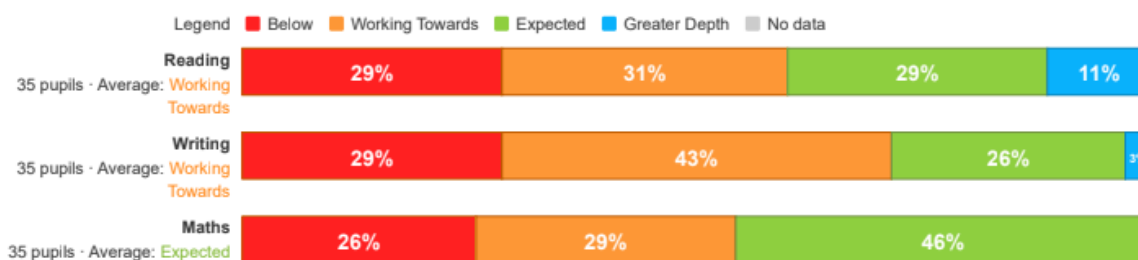


The percentage number of disadvantaged pupils achieving at or above the expected level in reading, writing and maths has increased from 2022 to 2025 and the percentage number of pupils working below the expected level in these areas has decreased across this period.

Attainment Overview for Pupils (from 2022-2023) who are disadvantaged - 2022-2023 Autumn



Attainment Overview for Pupils (from 2024-2025) who are disadvantaged - 2024-2025 Summer - Main Assessment



Comparison of attainment between disadvantaged and non-disadvantaged pupils

		2022/23	2024/25
Reading	Disadvantaged	21%	40%
	Non Disadvantaged	60%	68%
	Difference	39	28
Writing	Disadvantaged	8%	29%
	Non Disadvantaged	37%	54%
	Difference	29	25
Maths	Disadvantaged	17%	46%
	Non Disadvantaged	52%	72%

	Difference	35	26
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The gap between the attainment of disadvantaged pupils compared to non-disadvantaged pupils has closed in all three areas. However, there is still a significant gap between the attainment of these two groups and the attainment gap for writing has decreased by a small amount. This therefore remains a focus within our school.

Improved wellbeing for pupils

Our most recent survey shows that 100% parents agree or strongly agree that their child feels happy at school and 95% agree or strongly agree that their child feels safe at school.

Pupil voice shows that children are able to identify ways to support their wellbeing and know who to turn to when they need support.

Disadvantaged pupils have had the opportunity to take part in activities such as representing the school in sporting events or performing with our school choir as well as being supported to attend school trips and residential activities.

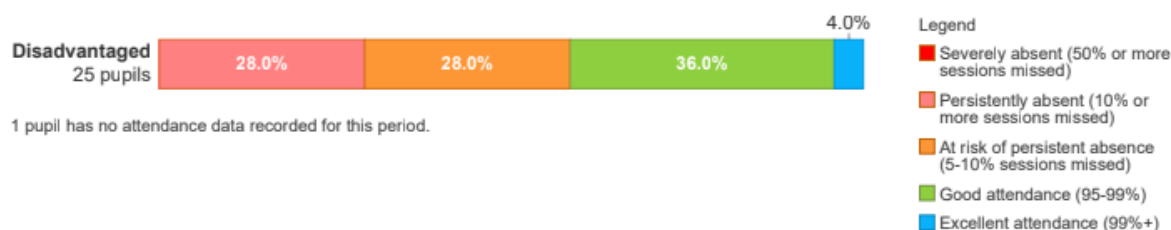
Improved attendance

Attendance Report

01/09/2022 - 31/07/2023

Pupils (from 2022-2023) who are disadvantaged (25 pupils)

Attendance Ranges



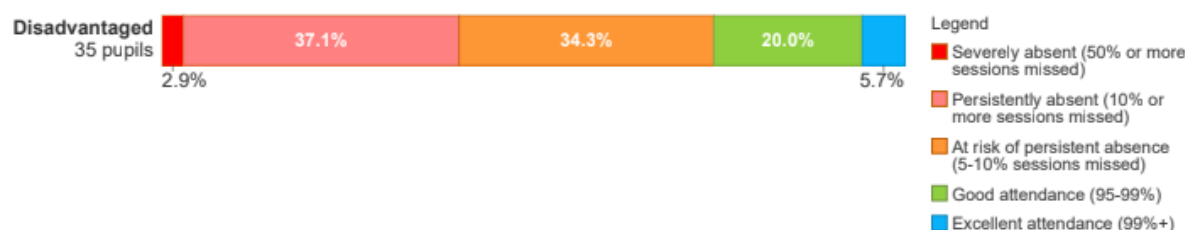
Overall attendance for disadvantaged pupils in 2022/23 is 90.7%

Attendance Report

01/09/2024 - 22/07/2025

Pupils (from 2024-2025) who are disadvantaged (35 pupils)

Attendance Ranges



Overall attendance for disadvantaged pupils in 2024/25 is 88.1%

Our disadvantaged pupils are over represented within the group of pupils with persistent absence. The number of persistently or severely absent disadvantaged pupils has

increased during the three year period of this strategy. Although the severely absent figure represents a small number of pupils in total, the level of absence has a significant impact on the wellbeing and educational outcomes for these children and remains a high priority for the next three year strategy.