

# Pupil Premium Strategy Statement - Tickhill St Mary's C.E. Primary and Nursery School

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data   |
|---|--|
| School name   | Tickhill St Mary's C.E. Primary and Nursery School |
| Number of pupils in school  | 219 including Nursery                              |
| Proportion (%) of pupil premium eligible pupils                         | 12% - 27 Children                                  |
| Academic year/years that our current pupil premium strategy plan covers | September 2025 – September 2028                    |
| Date this statement was published                                       | December 2025                                      |
| Date on which it will be reviewed                                       | Ongoing, but at least annually                     |
| Statement authorised by   | Mrs R Kendrew-Jones<br>Headteacher                 |
| Pupil premium lead  | Mrs R Kendrew-Jones<br>Headteacher                 |
| Governor lead   | Mrs J Hosker<br>Lead for disadvantaged pupils      |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £39,570        |
| Recovery premium funding allocation this academic year                                 | £0             |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£39,570</b> |

## Part A: Pupil Premium Strategy Plan

The pupil premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The pupil premium is aimed at addressing the current underlying inequalities which exist between pupils from disadvantaged backgrounds and their more affluent peers. The pupil premium grant also provides funding for pupils who have been looked after continuously for more than six months and the pupils of service personnel.

### Statement of Intent

Guided by our Christian ethos and the vision that to encounter Jesus is to be invited into 'life in all its fullness' (John 10:10), at St Mary's we are committed to ensuring every child flourishes. We recognise that some pupils face additional barriers due to socio-economic disadvantage, and our pupil premium strategy is designed to support these children to overcome challenges and thrive.

Our commitment is rooted in our core values — resilience, curiosity, respect, accountability, and active community membership — which underpin all aspects of school life and learning. We believe every child deserves the opportunity to live out these values fully and achieve their potential.

Our strategy is built on three key principles:

#### 1. **Identifying and Addressing Individual Needs**

We understand each child's challenges are unique. Through careful data analysis and ongoing dialogue with teachers, families, and pupils, we identify those eligible for pupil premium funding and tailor support to meet their specific needs. This includes academic support, pastoral care, mentoring, and access to enriching activities that develop their skills and confidence.

#### 2. **High-Quality Teaching and Learning**

We believe outstanding teaching is the foundation for success. We invest in continuous professional development to ensure our staff deliver engaging, inclusive lessons that inspire curiosity and resilience. Resources and learning environments are enhanced to support diverse learning styles, enabling all pupils to flourish academically and personally.

#### 3. **Collaboration and Partnership**

We recognise that supporting disadvantaged pupils requires a collective effort. We work closely with parents, carers, external agencies, and the wider community to build a supportive network that nurtures every aspect of a child's development — academic, social, emotional, and spiritual.

Our approach is informed by evidence, including guidance from the Education Endowment Foundation (EEF), and aligned with our vision to equip children to 'live life in all its fullness.' We regularly monitor and evaluate the impact of our interventions using a range of data,

including academic progress, attendance and pupil, staff and parent voices, to ensure continuous improvement.

Transparency and accountability are central to our work. We publish an annual report detailing how pupil premium funding is allocated and the outcomes achieved, ensuring all stakeholders are informed about the positive difference made for disadvantaged pupils.

At St Mary’s, we are dedicated to empowering every disadvantaged child to embody our values, grow in confidence and ability, and thrive both now and in the future.

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessment, observations, and discussions with pupils suggest that disadvantaged pupils generally experience greater difficulties with reading than their peers. They are not accessing reading beyond the school day, which is negatively impacting their progress. Some children, including many eligible for Pupil Premium, struggle to decode and comprehend age-appropriate texts, affecting their learning across the curriculum. |
| 2                | Internal and external assessments indicate that reading, writing, and maths attainment among disadvantaged pupils in EYFS, KS1, and KS2 is below that of non-disadvantaged pupils.  |
| 3                | Ensuring all teachers have the knowledge, skills, and expertise to implement evidence-informed strategies that deliver high-quality teaching with effective adaptations to overcome children’s barriers to learning.  |
| 4                | Disadvantaged children often have limited or hindered access to co-curricular activities, such as visits, residentials, and clubs, which further affects their engagement, personal development, and wellbeing.   |

## 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 reading attainment among disadvantaged pupils. All children receive high-quality teaching of phonics with fidelity to the Little Wandle SSP. This includes ‘keep up and catch up’ interventions delivered to those not making | Key reading skills such as decoding, fluency, and comprehension improve, as evidenced by regular assessments using the Little Wandle SSP portal. PSC outcomes in 2027/28 show that more than 80% of disadvantaged pupils meet the |

|  |  |
|--|--|
| expected progress or meeting age-related expectations.   | expected standard. KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils meet the expected standard.   |
| Improved maths attainment for disadvantaged pupils in the MTC and at the end of KS2. All children receive high-quality teaching in mathematics.  | MTC and KS2 outcomes in 2027/28 show that more than 80% of disadvantaged pupils meet the expected standard.  |
| Increase in the number of children, particularly those who are disadvantaged, achieving EXP+ in RWM at the end of KS2.   | Increase in the percentage of disadvantaged pupils achieving EXP+ in combined RWM by the end of KS2 compared to the previous academic year. Overall percentage of pupils achieving EXP+ in RWM meets or exceeds the national average for disadvantaged pupils.   |
| All pupils, particularly disadvantaged children, have equal opportunities to access an engaging and exciting curriculum, co-curricular activities, and participation in educational visits, visitors, and residential. | All children have appropriate uniform and take part in all opportunities offered to them, including theatre visits, experiences with visitors, and residential. Evidence from pupil feedback, staff observations, and monitoring shows improved wellbeing, confidence, and skills in physical activity and the arts among pupil premium children involved in these activities. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### High Quality Teaching

Budgeted cost: £3000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Subscription to Little Wandle Letters and Sounds a DfE validated SSP</p> <p>Phonics programme delivered to all pupils with rigorous keep-up and catch-up teaching for our most vulnerable learners.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   EEF</a></p> | <p>1<br/>2</p>                |

|   |   |             |
|---|---|-------------|
| Senior leader delivering bespoke CPD to all teachers through a 'coaching model,' focusing on adaptive teaching strategies to improve and sustain high quality teaching in all classrooms. | Supporting high quality teaching is pivotal in improving children's outcomes.<br>Research by EEF is evidence that high quality teaching can narrow the disadvantage gap.<br><br><a href="#">EEF – Adaptive Teaching</a><br><br><a href="#">EEF – Effective Professional Development</a> | 1<br>2<br>3 |
|---|---|-------------|

## Targeted academic support

Budgeted cost: £34,070

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Early Learners Club (before the school day starts) – Small group tuition for pupils in need of targeted support, delivered in addition to and linked with planned lessons. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.<br><br><a href="#">Tutoring: guidance for education settings</a><br><br><a href="#">One to one tuition   EEF</a> | 1<br>2                        |
| Specialist TA delivering phonics/reading intervention providing targeted support to learners   | <a href="#">Small group tuition   EEF</a><br><br><a href="#">Making Best Use of Teaching Assistants   EEF</a>  |                               |

## Wider strategies

Budgeted cost: £ 2,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils, by ensuring access to a range of activities and experiences that enrich the curriculum, ignite a love of learning and prepare them for life in a modern world. | All planned activities, visitors and residential are closely linked to the curriculum that they are studying therefore it is essential for their own knowledge and understanding that they experience these trips.<br><br>It is also crucial that there is equity in the experience of the curriculum for all children. | 3                             |

|  |   |
|--|---|
| <p>To achieve and sustain improved wellbeing for our disadvantaged pupils, by providing access to WAC that offers co-curricular activities and experiences with qualified sport coaches.</p> | <p>Targeted children can extend their experience of the school day by attending the breakfast and afterschool clubs. This offers further opportunity to experience adult facilitated sport sessions and be provided with healthy meals.</p> <p><a href="#">EEF – Breakfast clubs found to boost reading and maths results</a></p> |
| <p>To achieve and sustain improved wellbeing for pupils by providing free uniform.</p>   | <p>Provision of school uniform for those in need ensures that children are dressed smartly and match their peers.</p>   |

**Total budgeted cost: £39,570**

## **Part B: Review of the previous academic year**

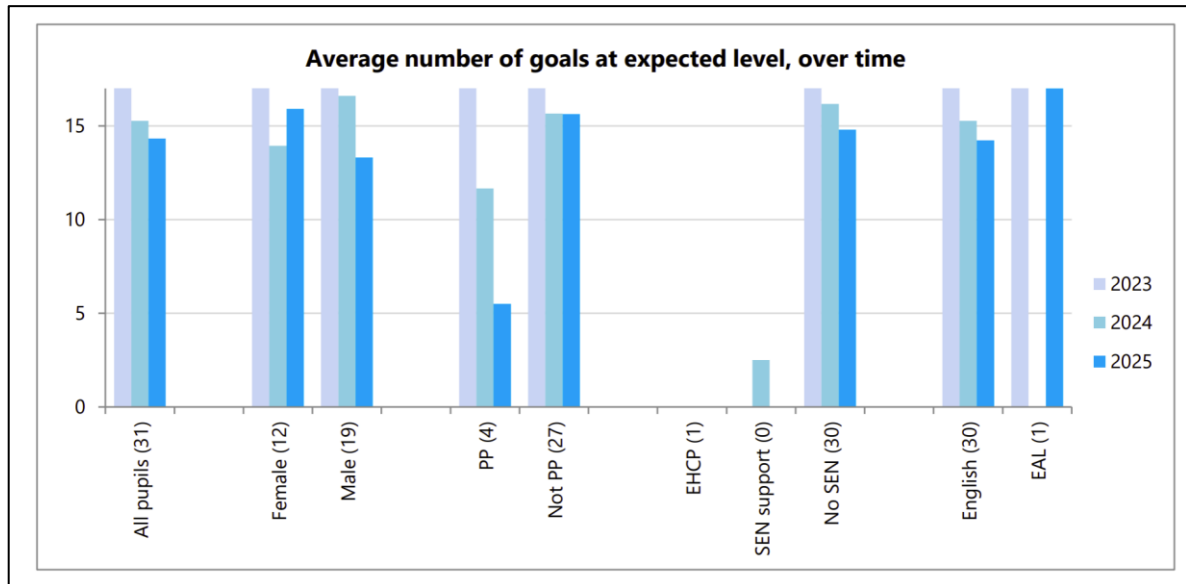
### **Pupil Premium Strategy Impact Report 2024-2025**

#### **Intended outcome: Improved oral language skills and vocabulary among disadvantaged pupils.**

Assessments and observations conducted throughout the academic year demonstrate a significant improvement in oral language skills among disadvantaged pupils. This progress is consistently reflected across multiple sources of evidence, including heightened engagement during lessons, positive outcomes from book scrutinies, and ongoing formative assessments. The triangulation of these data points confirms that targeted interventions and high-quality teaching have effectively enhanced the vocabulary, communication skills, and spoken language confidence of disadvantaged children. These improvements align with our commitment to closing the word gap early and ensuring all pupils have the foundational language skills necessary for academic success and personal development.

#### **Data Analysis for Early Years Foundation Stage – Good Level of Development**

|                        | % of cohort | GLD 2025   | All ELGs   | Goals Exp.  | LA (GLD)   | England    | GLD 2024   | GLD 2023   |
|------------------------|-------------|------------|------------|-------------|------------|------------|------------|------------|
| <b>All pupils (31)</b> | <b>100%</b> | <b>77%</b> | <b>77%</b> | <b>14.3</b> | <b>68%</b> | <b>68%</b> | <b>80%</b> | <b>83%</b> |
| Female (12)            | 39%         | 92%        | 92%        | 15.9        | 74%        | 75%        | 67%        | 92%        |
| Male (19)              | 61%         | 68%        | 68%        | 13.3        | 62%        | 62%        | 93%        | 75%        |
| PP (4)                 | 13%         | 25%        | 25%        | 5.5         | 54%        | 51%        | 67%        | 100%       |
| Not PP (27)            | 87%         | 85%        | 85%        | 15.6        | 71%        | 72%        | 81%        | 82%        |



- School's PP GLD (25%) is significantly below both LA and national averages.
- Pupil Premium children show a marked gap (25% GLD vs 85% non-PP) but this is a small cohort (4 children). The 2025 PP cohort is underperforming considerably in comparison to both non-PP peers and historical PP data.
- Leaders identify that children missing out on achieving a GLD are not secure in the specific areas of learning, particularly reading and writing.

**Intended outcome: Targeted children to receive specific and personalised reading and/or phonics intervention**

Targeted children have received specific and personalised reading and phonics interventions throughout the year, which have proven effective in improving their decoding accuracy, reading fluency, and overall literacy skills. These interventions have been carefully aligned with systematic synthetic phonics principles, ensuring that pupils who were at risk of falling behind were identified early and given focused support. Progress data, alongside formative assessments and teacher observations, indicate that these tailored interventions have contributed significantly to closing the reading gap for disadvantaged pupils.

Building on this success, for the coming academic year, we plan to enhance the quality and impact of these interventions by allocating a specialist teaching assistant (TA) to lead and deliver the reading and phonics support. This specialist role will ensure a higher level of expertise and consistency in intervention delivery, allowing for more precise identification of individual needs and more effective catch-up teaching sequences. This approach aligns with recommendations for systematic phonics teaching and targeted

support for struggling readers to accelerate progress and secure foundational reading skills.

### Data Analysis for Year 1 Phonics Screening Check

| Year 1                 |             |            |             |            |            |            |            |            |
|------------------------|-------------|------------|-------------|------------|------------|------------|------------|------------|
|                        | % of cohort | Wa         | Mark        | LA         | England    | Wa 2024    | Wa 2023    | GLD 2024   |
| <b>All pupils (30)</b> | <b>100%</b> | <b>83%</b> | <b>31.8</b> | <b>80%</b> | <b>80%</b> | <b>93%</b> | <b>86%</b> | <b>80%</b> |
| Female (14)            | 47%         | 71%        | 27.0        | 85%        | 84%        | 100%       | 85%        | 67%        |
| Male (16)              | 53%         | 94%        | 36.2        | 76%        | 76%        | 88%        | 88%        | 93%        |
| PP (4)                 | 13%         | 75%        | 28.0        | 69%        | 67%        | 100%       | 33%        | 67%        |
| Not PP (26)            | 87%         | 85%        | 32.4        | 84%        | 84%        | 93%        | 92%        | 81%        |

- The Pupil Premium (PP) pass mark of 75% is 6-7% higher than the local authority (LA) and national averages.
- The gap between PP and non-PP pupils in phonics pass rates is consistent with national trends, where disadvantaged pupils often perform less well.

**Intended Outcome: KS2 outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.**

| Reading, writing and maths |             |            |           |            |            |
|----------------------------|-------------|------------|-----------|------------|------------|
|                            | % of cohort | Test       |           | LA         | England    |
|                            |             | Exp+       | High      | Exp+       | Exp+       |
| <b>All pupils (24)</b>     | <b>100%</b> | <b>67%</b> | <b>0%</b> | <b>62%</b> | <b>62%</b> |
| Female (14)                | 58%         | 79%        | 0%        | 66%        | 66%        |
| Male (10)                  | 42%         | 50%        | 0%        | 59%        | 59%        |
| PP (3)                     | 13%         | 33%        | 0%        | 48%        | 47%        |
| Not PP (21)                | 88%         | 71%        | 0%        | 70%        | 69%        |

#### RWM Combined Performance Analysis of PP Children:

- Exp+: 33%, only one third achieved RWM combined
- The significant gap between PP (33%) and non-PP (71%) children in meeting expected standards is a concern
- High Standard: 0%
- Comparison to LA and England: PP children at St Mary's are below the LA (48%) and England (47%) averages for Exp+

## Reading

|                        | % of cohort | Test       |            |            | LA         |            | England |  |
|------------------------|-------------|------------|------------|------------|------------|------------|---------|--|
|                        |             | Score      | Exp+       | High       | Exp+       | Exp+       |         |  |
| <b>All pupils (24)</b> | <b>100%</b> | <b>107</b> | <b>92%</b> | <b>25%</b> | <b>73%</b> | <b>75%</b> |         |  |
| Female (14)            | 58%         | 109        | 93%        | 36%        | 77%        | 78%        |         |  |
| Male (10)              | 42%         | 105        | 90%        | 10%        | 70%        | 72%        |         |  |
| PP (3)                 | 13%         | 109        | 100%       | 33%        | 61%        | 63%        |         |  |
| Not PP (21)            | 88%         | 107        | 90%        | 24%        | 80%        | 80%        |         |  |
| EHCP (1)               | 4%          | 89         | 0%         | 0%         | 21%        | 20%        |         |  |
| SEN support (2)        | 8%          | 109        | 50%        | 50%        | 46%        | 50%        |         |  |
| No SEN (21)            | 88%         | 108        | 100%       | 24%        | 83%        | 85%        |         |  |
| English (22)           | 92%         | 107        | 91%        | 27%        | 75%        | 76%        |         |  |
| EAL (2)                | 8%          | 104        | 100%       | 0%         | 67%        | 74%        |         |  |
| 95–100% (18)           | 75%         | 108        | 94%        | 28%        | 80%        |            |         |  |
| 90–95% (6)             | 25%         | 105        | 83%        | 17%        | 72%        |            |         |  |
| 75–90% (0)             | 0%          |            |            |            | 57%        |            |         |  |
| 50–75% (0)             | 0%          |            |            |            | 32%        |            |         |  |
| 0–50% (0)              | 0%          |            |            |            | 0%         |            |         |  |

### Reading Performance Analysis of PP Children:

- Score: 109 higher than cohort average of 107
- Expected Standard (Exp+): 100% all PP children met or exceeded the expected standard
- High Standard: 33% one-third of PP children achieved high standard
- Comparison to LA and England: PP children at St Mary's exceed LA (61%) and England (63%) averages significantly in Exp+
- High standard (33%) is notably higher than national combined higher standard of 8% (all pupils) and PP-specific higher standard (3% combined)

## Writing

|                        | % of cohort | Teacher assessment |            |            |            |           |           | LA         |            | England |  |
|------------------------|-------------|--------------------|------------|------------|------------|-----------|-----------|------------|------------|---------|--|
|                        |             | EXS+               | GDS        | EXS        | WTS        | PKS       | EM        | EXS+       | EXS+       |         |  |
| <b>All pupils (24)</b> | <b>100%</b> | <b>88%</b>         | <b>13%</b> | <b>75%</b> | <b>13%</b> | <b>0%</b> | <b>0%</b> | <b>73%</b> | <b>72%</b> |         |  |
| Female (14)            | 58%         | 100%               | 21%        | 79%        | 0%         | 0%        | 0%        | 80%        | 79%        |         |  |
| Male (10)              | 42%         | 70%                | 0%         | 70%        | 30%        | 0%        | 0%        | 66%        | 66%        |         |  |
| PP (3)                 | 13%         | 33%                | 33%        | 0%         | 67%        | 0%        | 0%        | 59%        | 59%        |         |  |
| Not PP (21)            | 88%         | 95%                | 10%        | 86%        | 5%         | 0%        | 0%        | 81%        | 78%        |         |  |

### Writing Performance Analysis of PP Children:

- Expected Standard (EXS+): 33%, only one third met the expected standard
- Greater Depth Standard (GDS): 33%
- Working Towards Standard (WTS): 67%
- Comparison to LA and England: PP children are below LA (59%) and England (59%) averages for expected standard.

## Maths

|                        | % of cohort | Test       |            |           | LA         | England    |
|------------------------|-------------|------------|------------|-----------|------------|------------|
|                        |             | Score      | Exp+       | High      | Exp+       | Exp+       |
| <b>All pupils (24)</b> | <b>100%</b> | <b>104</b> | <b>75%</b> | <b>8%</b> | <b>75%</b> | <b>74%</b> |
| Female (14)            | 58%         | 104        | 79%        | 0%        | 75%        | 73%        |
| Male (10)              | 42%         | 104        | 70%        | 20%       | 75%        | 75%        |
| PP (3)                 | 13%         | 103        | 100%       | 33%       | 63%        | 61%        |
| Not PP (21)            | 88%         | 104        | 71%        | 5%        | 82%        | 80%        |

### Maths Performance Analysis of PP Children:

- Score: 103 - slightly below the cohort average of 104
- Expected Standard (Exp+): 100% all PP children met or exceeded the expected standard
- High Standard: 33% one-third of PP children achieved high standard
- Comparison to LA and England: PP children at St Mary's outperform LA (63%) and England (61%) averages significantly in Exp+.

**Intended Outcome: All pupils, particularly pupil disadvantaged children have the necessary resourced needed and access to an engaging and exciting curriculum that includes educational visits/visitors and residential.**

All pupil premium children have participated fully in educational visits and residential trips, ensuring they benefit from enriching experiences that support both their academic progress and personal development. Leaders regularly conduct pupil and parent voice activities to evaluate the impact of the pupil premium strategy on children's wellbeing and personal growth.

The pupil voice data strongly suggests that St Mary's has successfully met the intended outcome of the pupil premium strategy by ensuring disadvantaged pupils have:

- Access to necessary learning resources and differentiated support;
- An engaging curriculum with opportunities to participate in clubs and activities;
- Emotional and pastoral support from caring staff;
- A positive and inclusive school environment where their voices are heard.

The evidence of active involvement in extra-curricular activities and positive feelings about learning and support indicates that the curriculum is broad, balanced, and exciting for pupil premium children.

**Leaders' analysis of the 2024-25 outcomes has contributed to an accurate identification of this year's school improvement targets and Pupil Premium strategy:**

### SIP Priority 1: Quality of Education

#### 1a) Teaching and Learning

- Early Reading and Phonics:** Year 2 phonics re-sit pass rate is low (33%) - focus on rigorous phonics interventions.

- ii. **Adaptive Teaching:** Further development needed to ensure all SEND and PP children make strong progress.
- iii. **SEND Provision:** Some SEND children underperform (e.g., SEN support in KS2 science and writing), indicating a need to ensure SSPs have direct impact.

**SIP Priority 2: Leadership and Management**

**2a) Leaders ensure the school vision and values are firmly established**

- i. **Personal Development:** To review and improve the personal development offer

**2b) Leaders ensure there is a cohesive plan for professional development**

- ii. To implement a coaching model to build and sustain an effective team of teachers

**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                         |
|-------------------|----------------------------------|
| Little Wandle SSP | Little Wandle Letters and Sounds |
| White Rose Maths  | White Rose Hub                   |

**Service pupil premium funding (optional)**

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

**How our service pupil premium allocation was spent last academic year**

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|  |
|--|

**The impact of that spending on service pupil premium eligible pupils**

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