



St Mary's CE Primary School Pupil Premium Strategy Statement

2025-26

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
St Mary's CE Primary School	
Number of pupils in school	98
Academic year	2025-26
Proportion (%) of pupil premium eligible pupils	6.1%
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Governing body
Pupil premium lead	Amy Longstaff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-26	£9090



Part A: Pupil premium strategy plan

Statement of intent

Our intention is:

- *To ensure disadvantaged pupils are challenged in the work they are set*
- *Act early to intervene at the point of need*
- *Adopt a whole school approach in which staff take responsibility for disadvantaged pupils and their outcomes*
- *Provide opportunities for all pupils to engage in enrichment*

Challenges

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

Challenge number	Detail of challenge
1	Early observations, discussions, and assessments indicate that pupils in receipt of PPG have greater difficulties with emotional self-regulation, anxiety and EBSA (Emotionally Based School Avoidance), which impacts on their social development within school and their ability to access the full curriculum.
2	Early assessments and observations in writing, identify 100% of pupils in receipt of PPG require extra support to the expected standard, in all year groups.

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
1. Pupils who have received targeted support to be able to self-regulate and access learning in-line with their peers.	<ul style="list-style-type: none"> • To have a trained professional who can lead weekly Sensory Circuit sessions. • All staff to have training on Emotionally Friendly Settings • All children to access 'Well-being Wednesdays'



	<ul style="list-style-type: none"> • Targeted children have sensory diets • Targeted children work on bespoke interventions
<p>2. To increase the % of children achieving both the expected standard and working at greater depth in writing in all year groups.</p> <p>85%+ of children at or above age-related expectations in all year groups</p>	<ul style="list-style-type: none"> • Small group teaching • Catch up and keep up interventions • Moderation across our two schools • Continue to embed 'Literacy Tree' approach in English and Guided Reading and purchase relevant resources • Develop our own writing assessment process • Release our staff to be writing moderators for Bury LA

Activities this academic year

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

Challenge 1: Budgeted cost: £5,200

Challenge 1: pupils in receipt of PPG have greater difficulties with emotional self-regulation	Evidence that supports this approach
<p>Activities</p> <ul style="list-style-type: none"> • Planned, bespoke Sensory Circuit sessions • Pupils in receipt of PPG to engage in bespoke well-being interventions, using tailored strategies, using evidence-based research. Led by our Inclusion and Mental Health Lead. Interventions may include: Starving the Anxiety Gremlin, Lego Therapy, Milo and Hamish, Talk About. • Apply to the Mental Health School Team, to have a mental health school-based practitioner working in school. • Mental Health Lead introduce the Emotionally Friendly Settings Programme - an emotionally friendly setting is able to effectively identify and respond to a broad range of emotional needs of children and young people, raising their well-being to enable them to succeed and thrive. 	<p>Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Bury young people's mental health support team :: Pennine Care NHS Foundation Trust</p> <p>Home Emotionally Friendly Settings</p>



<ul style="list-style-type: none"> • Pay for a member of staff to be ELSA trained. ELSA training refers to the Emotional Literacy Support Assistant program, which trains school staff to provide social and emotional support to pupils. The training is typically a six-day course led by educational psychologists and covers topics like emotional regulation, resilience, and dealing with feelings of grief and anxiety. Trained ELSAs work with individual children or small groups, with ongoing support from mandatory supervision sessions with an educational psychologist. 	About ELSA – ELSA Network
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Challenge 2: Budgeted cost: £3,890

Challenge 3: to ensure a greater % of pupils reach the required standard in writing. Activities	Evidence that supports this approach
<ul style="list-style-type: none"> • Continue to be a 'Literacy Tree' school and a Twinkl Phonics School • Receive bespoke training for staff on this new pedagogical approach. • Literary curriculum text led approach – purchase of high-quality texts. • To create our own writing assessment framework, incorporating the principles within • Ensure pupils who are at risk of falling behind in writing receive high quality and timely intervention, in response to their need. • Increased staffing to support staff to effectively deliver the writing curriculum. • Internal and external moderation 	<p>Literacy Tree Transform your literacy through literature. All you need for a complete book-based approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition#:~:text=Technical%20Appendix-.What%20is%20it%3F,a%20replacement%20for%20other%20lessons</p>