



Pupil Premium Strategy Statement

St Mary's CE First School, Charminster



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	148
Proportion (%) of pupil premium eligible pupils	15.5%
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)	2024/25 to 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mick Homer
Pupil premium lead	Lisa Thornicroft
Governor / Trustee lead	Louisa Swabey-Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£34,785

Part A: Pupil premium strategy plan

Statement of intent

Initio's vision: *Enabling everyone to flourish in our communities and beyond.*

St Mary's vision: *Be the best that you can be. Shine God's love for all to see.*

Our ultimate objective:

- *For all pupils to flourish and be the best that they can be, no matter their background.*

How our pupil premium strategy guides us towards achieving this:

- *We thoroughly assess pupils' needs.*
- *We use evidence-based approaches to decide how to meet their needs.*
- *We plan, evaluate and review our strategy regularly.*
- *We plan, deliver and continually monitor activities guided by our strategy.*
- *We evaluate our strategy and work hard to sustain its legacy.*

The key principles of our strategy:

Through rigorous tracking, careful planning and targeted support, we strive to remove the soft bigotry of low expectations and raise lifelong aspirations so that our children are provided with access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of progress in <u>Writing</u> for disadvantaged pupils: <i>Our assessment, observations and discussions with our children, indicate that limited vocabulary, poor fine motor skills and lack of stamina are more prevalent among our disadvantaged pupils than their peers.</i>
2	Lower <u>attendance</u> of children entitled to Free School Meals: <i>Our attendance data over the last two years indicates that attendance among FSM pupils has been between 4.5 - 5.4% lower than for non-FSM pupils. Throughout Autumn Term of 2024, 40% of FSM pupils were 'persistently absent' compared to 10.8% of their peers during the same period. Our assessments and observations indicate that this is negatively impacting pupils' progress.</i>
3	Lower levels of progress in <u>Reading</u> for disadvantaged pupils: <i>Our assessment, observations and discussions with our children demonstrate that the challenges in Reading seem to be more prevalent amongst our disadvantaged children than their peers.</i>
4	Lower <u>behaviour and attitude</u> standards from disadvantaged pupils: <i>A very small number of pupils exhibit behavioural/attitudinal issues, including poor concentration and distractibility, leading to potential misconceptions and underachievement in their learning.</i>
5	Lower levels of progress in <u>Maths</u> for disadvantaged pupils: <i>Our assessment, observations and discussions with our children demonstrate that the challenges in Maths seem to be more prevalent amongst our disadvantaged children than their peers.</i>

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 writing and vocabulary skills among our disadvantaged pupils.	<ul style="list-style-type: none"> ● Greater level of school readiness for children starting school. ● Assessments indicate improved writing skills among disadvantaged pupils. ● Discussions with pupils indicate increased confidence and enjoyment of writing. ● Observations demonstrate increased writing and attention stamina of disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils who are entitled to Free School Meals.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> ● The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2.5%. ● The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 20%.
Improved reading skills among our disadvantaged pupils.	<ul style="list-style-type: none"> ● Greater level of school readiness for children starting school. ● Assessments indicate improved reading skills among disadvantaged pupils. ● Discussions with pupils indicate increased confidence and enjoyment of reading. ● Observations demonstrate increased fluency and reading comprehension of disadvantaged pupils
To achieve and sustain improved social and emotional outcomes for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> ● Observations and data will indicate an increased alignment with expected classroom behaviours. ● Data will show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● Social and emotional difficulties resulting in anti-social behaviours will be dramatically reduced
Improved mathematical skills among our disadvantaged pupils.	<ul style="list-style-type: none"> ● Greater level of school readiness for children starting school. ● Assessments indicate improved mathematical skills among disadvantaged pupils. ● Discussions with pupils indicate increased confidence and enjoyment of maths. ● Observations demonstrate improved mathematical thinking and increased fluency of disadvantaged pupils

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To introduce a programme of Developmental Dialogue throughout the academic year</i>	EEF - Effective Professional Development Guidance Report	1, 3, 4, 5
<i>To engage in planned CPD using the Walkthrus programme</i>	EEF - Effective Professional Development - Summary of Recommendations Walkthrus will be initially used to develop children's foundational skills for learning (EEF - Metacognition and self-regulation) as well as teachers' development of partner-work (EEF Collaborative Learning Approaches) and their feedback to pupils (EEF - Feedback)	1, 2, 3, 4, 5
<i>To redesign the whole-school Reading Strategy using evidence-based approaches.</i>	EEF Reading Comprehension Strategies EEF Blog - Reading Aloud to your Class EEF - Phonics EEF - Interactive Reading EEF - Improving Literacy in Key Stage 1 EEF - Improving Literacy in Key Stage 2	1, 3
<i>To develop teachers' understanding of Mastery Learning, particularly in the context of Mathematics</i>	EEF - Mastery Learning EEF - Improving Mathematics in Early Years and Key Stage 1 EEF - Improving Mathematics in Key Stage 2	5
<i>To redesign our whole-school Homework Policy based on current research</i>	EEF - Homework	1, 3, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To introduce a programme of oral language interventions</i>	EEF - Oral Language Interventions	1, 3
<i>To redesign our use of 'interventions' based on current research</i>	EEF - One to One Tuition EEF - Teaching Assistant Interventions EEF - Small Group Tuition	1, 3, 5
<i>To redefine the role of additional adults across our school to maximise their impact on pupil progress</i>	EEF - Teaching Assistant Interventions EEF - Small Group Tuition	1, 3, 4, 5
<i>To maximise the use of technology to close the attainment gap between disadvantaged pupils and their peers</i>	EEF - Individualised Instruction	1, 3, 5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to strengthen Parental Engagement across our school</i>	EEF - Parental Engagement EEF - Working with Parents to Support Children's Learning	1, 2, 3, 4, 5
<i>To lead a programme to develop school readiness, alongside local EY settings and linked professionals</i>	EEF - Working with Parents to Support Children's Learning EEF - Preparing for Literacy	1, 3
<i>To use social and emotional learning interventions to improve pupils' self-regulation</i>	EEF - Social and Emotional Learning EEF - Improving Social and Emotional Learning in Primary Schools	2, 4
<i>To continue to develop our whole-school Behaviour Guidance</i>	EEF - Behaviour Interventions	1, 2, 3, 4, 5

<i>based on the current evidence</i>		
<i>To maximise life experiences and extra-curricular activities for disadvantaged pupils</i>	EEF - Arts Participation EEF - Physical Activity	1, 2, 4
<i>To strengthen leadership of Pupil Premium across our school</i>	EEF - Guide to the Pupil Premium	1, 2, 3, 4, 5
<i>To strengthen leadership of Attendance across our school</i>	EEF - Supporting School Attendance	2

Total budgeted cost: £ 34,785

Part B: Review of 2024/25 academic year

Intended Outcome	Success Criteria	Assessment of Success
Improved writing and vocabulary skills among our disadvantaged pupils.	<ul style="list-style-type: none"> Greater level of school readiness for children starting school. Assessments indicate improved writing skills among disadvantaged pupils. Discussions with pupils indicate increased confidence and enjoyment of writing. Observations demonstrate increased writing and attention stamina of disadvantaged pupils 	<ul style="list-style-type: none"> Baseline data for Reception, indicates that 75% of PP children are on track to achieve Word Reading ELG in 2026, compared with 0% in 2025. In Key Stage One, there was an increase of 7% in PP children achieving expected standards in Writing, compared with 2024 Observations and qualitative data indicates a further need to develop disadvantaged children's enjoyment and confidence with writing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils who are entitled to Free School Meals.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2.5%. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 20%. 	<ul style="list-style-type: none"> Overall attendance for all children in 2024/25 was 96.03%, compared to attendance for disadvantaged pupils of 93.53% - a gap of 2.5%. In Autumn Term 2025, overall attendance for all children was 95.54%, compared to attendance for disadvantaged pupils of 93.46% - a gap of 2.08%. In 2024/25, 5.9% of all pupils were persistently absent, compared with 20.0% of disadvantaged pupils.
Improved reading skills among our disadvantaged pupils.	<ul style="list-style-type: none"> Greater level of school readiness for children starting school. Assessments indicate improved reading skills among disadvantaged pupils. Discussions with pupils indicate increased confidence and enjoyment of reading. Observations demonstrate increased fluency and reading comprehension of disadvantaged pupils 	<ul style="list-style-type: none"> Baseline data for Reception, indicates that 100% of PP children are on track to achieve Word Reading ELG in 2026, compared with 0% in 2025. Across the school, there was a slight increase of 2% in PP children achieving expected standards in Reading, compared with 2024. Observations and qualitative data indicates a further need to develop disadvantaged children's enjoyment and confidence with reading.
To achieve and sustain improved social and emotional outcomes for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Observations and data will indicate an increased alignment with expected classroom behaviours. Data will show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Social and emotional difficulties resulting in anti-social behaviours will be dramatically reduced 	<ul style="list-style-type: none"> Arbor Behaviour Tracking was introduced in September 2025. Throughout Autumn Term 2025, there were behavioural incidents reported for 48 children across the school, 12 of whom are disadvantaged. This represents 32.4% of all children with incidents, compared with 66.7% of disadvantaged pupils. In Autumn 2025, 56.5% of disadvantaged children were enrolled into extra-curricular activities.
Improved mathematical skills among our disadvantaged pupils.	<ul style="list-style-type: none"> Greater level of school readiness for children starting school. Assessments indicate improved mathematical skills among disadvantaged pupils. Discussions with pupils indicate increased confidence and enjoyment of maths. Observations demonstrate improved mathematical thinking and increased fluency of disadvantaged pupils 	<ul style="list-style-type: none"> Baseline data for Reception, indicates that 100% of PP children are on track to achieve Word Reading ELG in 2026, compared with 25% in 2025. In Key Stage One, there was a slight increase of 2% in PP children achieving expected standards in Maths, compared with 2024. Observations and qualitative data indicate that all children feel more confident and are enjoying maths more, since we changed our supporting resources in September 2025.

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
Spelling Shed	Ed Shed
Times Table Rockstars	Maths Circle
1:1 Reading Sessions	Dorset Reading Partners