

Pupil Premium Strategy Statement

Stone St Mary's CE Primary School

2025 - 2028



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year, as part of a three-year strategy) funding to help improve the attainment and personal development of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stone St Mary's CE Primary School
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	111 (17%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026 (Year 1)
Statement authorised by	J. Rolfe
Pupil premium lead	R. Gavin
Governor / Trustee lead	J. Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,465
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£198,465
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Stone St Mary's we aim for all our pupils to flourish, both academically and in their wellbeing. We also encourage our children to fulfil their potential in the wider community, realising their talents and abilities beyond the curriculum.

We want our children to live up to our school vision and live out 'Caring, Growing, Shining, Together' daily, becoming confident in themselves and others. Our children, both disadvantaged and non-disadvantaged are in receipt of Quality First Teaching daily, with clear and robust assessment for learning in place in order for progress to be made by all. Our Pupil Premium strategy works towards ensuring that the daily diet for disadvantaged pupils is highly effective so that they can overcome barriers to learning and wider opportunities with appropriate support and challenge in every lesson across our curriculum.

Our key principles for the success for our disadvantaged pupils lie in developing and strengthening social and emotional skills along with wellbeing and enrichment, so that learning is memorable and allows children to flourish. We focus on individual ability, ensuring challenge and support for all both in the classroom and in regular one-to-one sessions with a teacher. We believe that this is the most effective way for children to, not only fill gaps, but learn new knowledge and apply this.

We strengthen children's sense of belonging by creating consistent, nurturing relationships and ensuring every child feels seen, valued, and included in all aspects of school life. Targeted support, inclusive classroom practices, and enriched opportunities will aim to remove barriers so that disadvantaged pupils feel fully part of our school community. Being in school is paramount for our disadvantaged pupils, so a focus on attendance and working with parents underpins success in school. We build strong home-school partnerships with our disadvantaged families and ensure we have regular meetings with them and external agencies, not only regarding attendance if it falls below where we want and need it to be, but also support and advice with 'help at home' ideas for how to maximise their child's potential.

At Stone St Mary's we offer an extensive range of extra-curricular and enrichment activities where we actively encourage our disadvantaged pupils to take part both in school and beyond, representing our school at sporting, musical and artistic events on a local and national scale. As a school, it is our ambition to ensure that economically disadvantaged children are not precluded from the full range of experiences that every child should be exposed to. We want our children to be ambitious and feel part of the wider school community, enabling better mental-health and wellbeing in line with our school values.

Challenges

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

Challenge number	Detail of challenge
1	<p>Maths Fluency:</p> <p>Our end of KS2 and MTC data for the academic year 24/25 shows that our GDS targets were missed where chn were one or two marks (standardised) short. Our Y4 MTC data from 24/25 is also below national.</p> <p><i>To improve disadvantaged pupils' rapid recall of number facts, times tables, problem-solving confidence, and the ability to apply mathematical knowledge quickly and independently.</i></p>
2	<p>Improve transcription, spelling and handwriting:</p> <p>Through observation, moderation and monitoring, we have identified a gap in chn's knowledge around transcription. Chn's handwriting in 24/25 was not fluent and not all chn in KS2 were writing in cursive which can sometimes affect the skills needed for sustained and coherent, longer pieces of writing.</p> <p><i>To ensure disadvantaged pupils develop as confident, fluent writers with secure transcription and composition skills, enriched by wide vocabulary and strong grammar in conjunction with appropriate handwriting.</i></p>
3	<p>Improve Teaching and Learning of Oracy:</p> <p>Speaking and listening opportunities in the 24/25 academic year showed that our chn lacked the necessary skills to communicate effectively and confidently. Chn weren't always able to project their voice, use tone and pitch when speaking and weren't always able to demonstrate active listening. They need to be better listeners and responders.</p> <p><i>To enable disadvantaged pupils to communicate effectively, listen actively, and articulate ideas clearly, supporting learning across the curriculum and promoting lifelong skills.</i></p>
4	<p>Embedding Equality, Diversity and Inclusion (EDI):</p> <p>Evidence is required for the Silver EDI Award and for continued shared understanding of equality, diversity and inclusion.</p> <p><i>To create an inclusive culture where all pupils, including those who are disadvantaged, feel valued, represented, and equipped to thrive in a diverse society, in line with the new Writing Teaching and Learning framework.</i></p>
5	<p>Continue to maintain a positive home-school relationship:</p>

	<p><i>Parental engagement in 24/25 increased consistently, especially for disadvantaged chn at parent consultation meetings but not necessarily at workshops and other events.</i></p> <p><i>To strengthen an inclusive culture where all parents support their children and the school at internal and external events.</i></p>
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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
<p>Improved end of year outcomes in maths, including in GDS.</p> <p>GDS percentages are matched to ambitious predictions at the end of 25/26 academic year.</p>	<p>Improved attainment and progress in maths for disadvantaged pupils.</p> <p>Pupil voice evidences increased confidence and enjoyment of maths.</p> <p>Attainment gap reduces in arithmetic and reasoning as evidenced in our end of KS outcomes.</p>
<p>Improved end of year outcomes in writing.</p> <p>Improved end of year outcomes in spelling.</p> <p>School-wide improved fluency in handwriting.</p>	<p>Writing outcomes for disadvantaged pupils improve in line with national expectations, closing the gap.</p> <p>Evidence of wider vocabulary, improved sentence structure, handwriting, spelling and stamina in writing during monitoring-book looks, lesson observations and moderation.</p> <p>Through surveys and pupil voice, pupils report increased pride and confidence in writing and can talk about writing for a purpose during pupil voice interviews.</p>
<p>Improved communication strategies across the school use a range of oracy strategies when speaking, listening and communicating.</p> <p>Pupils grow in confidence and demonstrate learnt oracy strategies when speaking, listening and responding.</p>	<p>Pupils confidently engage in discussions and collaborative learning, showing the skill of speaking out loud and active listening in the classroom.</p> <p>Public speaking and listening opportunities (worships, presentations etc) show chn can project their voice effectively.</p>

	<p>Pupils' improved vocabulary acquisition is then transferred into their writing, reading and all curriculum areas.</p> <p>Improved attainment across a range of subjects through better reasoning and articulation.</p>
<p>Higher levels of wellbeing and a clear sense of belonging and inclusion.</p>	<p>Pupil voice indicates strong sense of belonging and representation.</p> <p>Evidence of disadvantaged pupils participating fully in wider school life, including pupil ambassador roles (Agent for Change, Wellbeing Leads etc).</p> <p>Our curriculum reflects diversity and global perspectives, linked to the silver award from EqualiTeach.</p> <p>Improved engagement, wellbeing, and behaviour for disadvantaged pupils, measurable through pupil voice, surveys, attendance and behaviour records.</p>
<p>Continue developing parental engagement, both to support the progress of disadvantaged children and to encourage greater uptake of wider opportunities.</p>	<p>Regular targeted parent workshops to support children's learning at home.</p> <p>Parents are attending events in increasing numbers eg workshops, events and opportunities.</p> <p>Parents of disadvantaged pupils are supported and signposted to relevant agencies through key members of staff. Regular impact of such engagement is reported.</p> <p>All staff are invested in establishing positive relationships with all parents.</p> <p>Staff are in regular contact with parents, sharing positive news and feedback on what pupils need to work on through systems based on 'Achievement for All' model.</p>
<p>Disadvantaged pupils will engage in and experience activities beyond the classroom that are not necessarily easily accessible to them.</p>	<p>Disadvantaged children will be tracked ensuring attendance for all at least one sporting, musical or artistic event, representing the school.</p>

	<p>Disadvantaged children will be represented in school ambassador roles including JLT, Wellbeing and Maths Leaders.</p> <p>Parents to be supported to encourage their children to take part in a range of enrichment activities with priority on the termly clubs lists.</p> <p>Financial support is offered in order to ensure children can take part in enrichment activities, including Y6 residential.</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily teaching of Maths Mastery/Mastering Number approach to teaching Maths across all year groups.	EEF study on Mastery learning suggest that mastery approaches have consistently positive impacts, with effects being higher for primary school pupils and in mathematics. On average, pupils make an additional 5 months progress over the course of a year when being taught using mastery learning approaches.	1
Daily teaching of multiplication tables linked to curriculum areas.	The EEF Guidance Report on improving mathematics advises that dedicated time is set aside each day to teach maths as well as integrating it at opportunistic times throughout the day.	1
Embed new writing strategy; engage, apply and transform (EAT), incorporating high-quality texts and explicit transcription teaching as well as a focus on vocabulary.	Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Primary Literacy.	2
Daily handwriting teaching (EYFS and KS1) and 3x weekly (KS2).	The DfE's 'Curriculum and Assessment Review' has emphasised the importance of mastering foundational concepts in English. For writing, it is essential to teach pupils transcription skills (handwriting and spelling) from an early age, beginning in reception. This early instruction helps pupils to acquire these skills gradually, allowing them to free up working memory for composing.	2
Use of dictation in all classrooms.	EEF research on enhancing literacy across the curriculum outlines that by practising spellings in context within full sentences, chn can apply their knowledge of grammar, punctuation and vocabulary at the same time, making their learning more meaningful.	2

Implement whole-school oracy programme (Tongue-Fu, Chris Quigley's Oracy framework) including CPD for all staff.	<p>EEF evidence suggests oracy is taught most effectively when embedded within an existing curriculum.</p> <p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD.</p>	1, 2 and 3
Embed oracy disciplines into every day teaching across the curriculum.	EEF evidence suggests oracy is taught most effectively when embedded within an existing curriculum.	3
Continue to develop strategies to enhance collaboration and communication and support oracy opportunities for all pupils.	There is strong evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.	1, 2, 3, 4 and 5
Sentence stems are prominent in all lessons.	EEF's 'Improving Mathematics in Key Stages 2 and 3' guidance report highlights how 'discussion and dialogue can be useful tools for developing metacognition, but pupils may need to be taught how to engage in discussion'. Thus, sentence stems scaffold pupils' talk by supporting them to start a sentence. This enables pupils to concentrate on what to say rather than how to say it.	1, 2, 3, 4 and 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Maths 1:1 mentoring for pupils by SLT and MLT.	The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months' additional progress), according to the EEF.	1

TA intervention, catch up on the day every day, use of surgery to support addressing gaps in learning, use of feedback and marking.	Research shows that targeted deployment has a higher impact than generalised support. (+4 months) Feedback shows very high impact at very low cost according to research (+6 months)	1, 2, 3 and 4
Feedback Frog (1:1 intervention)	The EEF research shows high impact for moderate cost.	1, 2, 3, 4 and 5
Pixel therapies		1, 2 and 3

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

Budgeted cost: £48,465

Budgeted cost: Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil ambassador roles across the curriculum and school.	Teach First research outlines that 'Pupil role models help other pupils believe in their potential and inspire them to aim higher'.	1, 2, 3, 4 and 5
Parent workshops to engage parents in their child's learning and support them to develop their own skills for learning at home.	The Review of best practice in parental engagement: Practitioner's summary states that 'approaches and programmes aimed at developing parent academic skills have a large and positive impact on children's learning.'	1, 2, 3, 4 and 5
Increased length parent consultation meetings.	The 'Working with Parents to Support Children's Learning' report written by the EEF in conjunction with their 'Teaching and Learning Toolkit' outlines how children can make an average of +3 months	1, 2, 3 and 5
Half-termly wellbeing mornings.	EEF evidence supports the importance of social and emotional learning. Research has found that when children feel their wellbeing is supported, their decision making skills and interaction with others improves by up to 3 months.	5

Total budgeted cost: £198,465

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Emotional wellbeing

- Children have been supported through play therapy and counselling this year. These services have been accessed by 36 children so far this year and where they have been able to articulate and download their emotions and feelings in a safe environment.
- Our full time Family Liaison Officer (FLO) has already this year supported over 50 families with a wide range of matters and assists daily on the playground as an integral part of the school.

Attendance and punctuality

- Persistent absence among Pupil Premium children this year stands at 20%, down on 33% from the whole of last academic year.
- Punctuality has improved from the autumn term, after worship being moved to an earlier time in the morning and the gate closing at 8.55am.
- FSM6 attendance has improved steadily, rising from 90.5% (2022/23) to 93.1% (2024/25).
- SM6 attendance is now in line with national averages, representing a significant improvement from earlier years when attendance was below national.
- This improvement reflects effective pastoral support, early intervention and close work with families.
- FSM6 persistent absence has reduced sharply from **37.5% (2022/23)** to **20.8% (2024/25)**.
- This represents a **significant and sustained decrease**, moving FSM6 persistent absence from **above national** to **close to average**.
- Although FSM6 persistent absence remains higher than for non-disadvantaged pupils, the rate of improvement demonstrates the effectiveness of targeted strategies.

Communication and Language

- Kagan is continuing to be embedded across the school, with a focus on different structures being used with gambits and recall prompts an integral part of the structures.
- EFA is embedded in all classrooms across the whole school. Lesson observations show evidence of EFA being used by teachers across the curriculum with a core group of strategies used by staff and enjoyed by children.
- Little Wandle is used across EYFS and KS1 this year, with daily inclusion within all class, with rapid catch-up used to target any children who need extra intervention.

Limited support from home with learning

- Data shows that Parents' Evening in March 2025 was attended by 94% of Pupil Premium parents, compared to 90.5% in November 2024.
- At a RSE online parent workshop in April 2024, 110 families logged in and attended the event, of which 10 were Pupil Premium families.
- In autumn term of 2024, our school was awarded the Leading Parent Partnership Award for parental engagement and improved pupil outcomes and school life.

Limited experiences outside school

- 85% of Pupil Premium children have attended at least one teacher-led club this year, compared to 75% in 2022-2023.
- By July 2024, 100% of Pupil Premium children had been on at least one school trip, while 50% of Pupil Premium children represented Stone St Mary's at an external sporting event compared to 27% for the whole of the academic year in 2022-2023.

Behaviour and Suspensions

- FSM6 suspension rates are **close to national and non-significant**.
- There is no evidence of disproportionate or repeated suspensions for disadvantaged pupils.

Evaluation: Behaviour systems are highly effective, providing a calm, inclusive learning environment that supports disadvantaged pupils' engagement and attendance.

Writing Outcomes

Over three years, **64% of disadvantaged pupils achieved the expected standard**, compared to **59% nationally**, placing outcomes **close to the national average**.

- In 2025, **66% of disadvantaged pupils achieved the expected standard**, improving from 61% in 2023.
- However, the **gap to non-disadvantaged pupils remains** (approximately 13–17 percentage points), and the most recent year shows a **slight widening**, indicating that non-disadvantaged pupils are improving at a faster rate.

Evaluation: Writing provision is effective for disadvantaged pupils, who achieve outcomes in line with national disadvantaged benchmarks. The next phase of the strategy must focus on **further narrowing the gap**, particularly by increasing independence, stamina and quality in extended writing.

Mathematics Outcomes

Disadvantaged pupils

- Over three years, **54% of disadvantaged pupils achieved the expected standard**, compared to **60% nationally**, placing outcomes **close to average**.

- In 2024, disadvantaged outcomes fell significantly to **35%**.
- In 2025, outcomes improved sharply to **66%**, exceeding the national disadvantaged average of 61%.
- This improvement resulted in a **substantial narrowing of the attainment gap**, from **45 percentage points (2024)** to **15 percentage points (2025)**.

Evaluation: Mathematics outcomes for disadvantaged pupils show **clear recent improvement**, demonstrating that targeted teaching and intervention are having impact. However, variability between cohorts indicates that mathematics remains a **priority area** to ensure improvements are sustained over time.

Overall Impact of Pupil Premium Funding

Strengths

- Strong and improving attendance for disadvantaged pupils.
- Significant reduction in persistent absence.
- Very low suspension rates.
- Disadvantaged pupils achieving **in line with national disadvantaged** in writing.
- Rapid improvement in mathematics outcomes for disadvantaged pupils in the most recent year.

Areas for further improvement

- Sustaining improvements in mathematics across cohorts.
- Further narrowing attainment gaps, particularly in writing and maths.
- Increasing the proportion of disadvantaged pupils achieving the higher standard.

The school's Pupil Premium strategy is having a **clear and measurable impact**. Disadvantaged pupils attend well, behave well and achieve outcomes that are **at least in line with national disadvantaged benchmarks**, with particularly strong performance in writing and improving outcomes in mathematics. The school is well placed to build on these strengths in the next phase of its strategy by focusing on consistency, challenge and further gap narrowing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	Maths Circle Ltd
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
FFT Aspire	Fischer Family Trust
Pixel	The Pixel Club Ltd
Counselling	Helen Doyle Counselling
Play Therapy	Internal staffing
CRIBS	Christian Resources in Bexley Schools

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)