



Pupil premium strategy statement - St Mary's Bryanston Square

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	158
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Sasha Marius-Beeko
Governor / Trustee lead	Achievement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£46000



Part A: Pupil premium strategy plan

Statement of intent

Here at St Mary's Bryanston Square CE Primary School we strive for excellence for all of our pupils. For this to happen we need to ensure, all of our pupils have all the tools and opportunities provided for them, particularly where there may be barriers.

Our ultimate goals for pupils eligible for pupil premium funding is:

- For the achievement of disadvantaged pupils to be in line with or as close as possible to their non-disadvantaged peers
- To have accessed and engaged in a wide range of experiences which provide an opening of the world and opportunities around them (cultural capital)
- To support the whole family where appropriate with the promoting of the importance of schooling and learning.

Our current strategy works on the basis of all pupils having access to high levels of quality teaching and learning. This means having a workforce of highly skilled and trained teachers and support staff to enable learning to take place.

Additionally, we supplement and subsidised access to enrichment activities such as residential visits or musical tuition for pupils eligible for PP funding.

We are using research provided by the Education Endowment Foundation (https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf) linked to a tiered approach. This is highlighted below:

1) Teaching:

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2) Targeted academic support:

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3) Wider strategies:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistence absenteeism
2	Limited academic support available at home
3	Low prior attainment of children 'new to St Mary's' who join midyear
4	New pupils starting school with gaps in education
5	Poor oral language skills including comprehension and limited expressive vocabulary
6	Access to enrichment activities (cultural capital); trips/music tuition/residential

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
To increase the attendance levels of children eligible for Pupil Premium	The attendance of disadvantaged pupils is in line with or above, the national average for all pupils (96%) Reduced rates of persistent absenteeism.
To reduce the gaps in learning between PP and non-PP pupils in the core subjects.	Achievement and progress, in line with or above the national average in Reading, Writing and Maths at the end of KS2 Achieve in line with or above the national average in the Year 1 and Year 2 Phonics Check In KS2, the achievement of disadvantaged pupils and non-disadvantaged is similar.
Ensure pupils are 'Secondary Ready'	Achieve above the national average in Reading, Writing and Maths combined at the end of KS2



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: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School - lead teaching and learning across the school	- Whole school approach to improve T&L strategies EEF: Create a leadership environment and school climate that is conducive to good implementation. EEF: Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time. EEF + 5 months Focus on quality of teaching for mastery in mathematics.	1-6
Curriculum essentials for the teaching of reading defined and embedded in classroom practice. Purchase of core texts for EYFS and KS1	DfE: The reading framework teaching the foundations of literacy	1-6
To deliver an aspirational curriculum that builds cultural capital over time, enriches and focuses on vocabulary acquisition. - Embed the use of strategies that highlight prior learning & teach vocabulary across the curriculum: - Senior Leaders to support the planning leads to incorporate strategies into teaching - Re-engage with external creative partners that have worked with the school in the past to identify future projects. In the first instance: - Cirque du Soleil/ Rolls Royce - BNP Paribas - The Royal College of Music - The Royal Albert Hall - Sinfonia Smith Square	Arts participation: EEF +2 months	2-6



• Free after school and activities targeting disadvantaged pupils • To develop pupil experience beyond the curriculum, the school subsidises many school trips and in school WOW moments thereby broadening pupils' domain knowledge and creating reference points for reading and writing. St Mary's Bryanston Square, values life experiences and know how much the children gain from visits to aid their learning. • Subsidised music tuition 1:1 and group violin and cello lessons • Provision of whole class musical instrument tuition		
---	--	--

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Automation of basic number and multiplication tables (Doodle Maths and Doodle tables for children from Years 2-6)	DfE Mathematics guidance	1-6
SMASH Maths Whole School	DfE Mathematics guidance	1-6
NELI – Targeted teaching intervention in Reception	Oral language interventions EEF +5 months	2-5
Flash Academy – accelerated acquisition of English	Oral language interventions EEF +5 months	2-5
Establish small group interventions in Reading for pupils falling behind age-related expectations or at risk of not making expected progress by the end of KS1 and 2 Daily catch up phonics and early reading intervention in year 1 and 2 delivered by a teaching assistant. Reading intervention for identified children as part of 'reading booster' scheme.	DfE The reading framework Teaching Reading Comprehension Strategies EEF +5 months Small Group intervention EEF +4 months	2-6



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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance and readiness to learn. Senior Teacher – parental engagement Supporting parents to reengage with school life Attendance initiative- raffle tickets and prizes.	Parental Engagement EEF +3 months	1,3,5
<i>Breakfast Club – Free for pupil premium children.</i>		1-6

Total budgeted cost: £ 46000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (Data taken from the school's most recent Inspection Data Summary Report)

Disadvantaged pupils at St Mary's achieve very well in comparison to their peers nationally.

National data highlighted in the IDSR (Inspection Data Summary Report) shows clearly that the three-year average of outcomes at the end of Key stage 2 is above average for all pupils, including those pupils who are disadvantaged. The impact of our work to ensure that we have a high-quality teaching and learning lead, is that the attainment of all pupils, whether from disadvantaged or non-disadvantaged backgrounds, is above average. It should be particularly noted as a success, when we take into account the additional challenge of high levels of pupil mobility.

The three-year average for children meeting the expected standard in Reading, Writing and Mathematics is 81%. This is 20% higher than the national average. As demonstrated in the table below, the three-year average percentage of disadvantaged pupils meeting the expected standard is 87%. This is significantly above the 46% average nationally for pupils who are disadvantaged.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	15	87%	46%	Above (sig+)	68%	19	Not applicable	Not applicable
2025	5	100%	47%	Small cohort	69%	31	Suppressed	Low - Stability
2024	5	100%	46%	Small cohort	67%	33	Suppressed	-
2023	5	60%	44%	Small cohort	66%	-6	Not available	-

Phonics is taught successfully and the three-year average percentage of children passing the phonics check in year 1, is in line with the national average, despite high mobility in two out of the three years, the vast majority of newer pupils having English as an additional language. Children benefit from targeted small group tuition and additional in class teaching sessions, which ensured that by the end of the year, three of the four Year 2 pupils had passed the phonics check and that the gap between pupils from disadvantaged backgrounds and non-disadvantaged backgrounds was smaller than the national averages. The average reading age for all year groups is in line with pupils' chronological age. The average reading age for pupils from disadvantaged backgrounds and pupils from non-disadvantaged backgrounds is similar.

End of Key Stage 1 results show that attainment for was above the national average in Reading, above the national average for Writing, and in line with the national average in Maths. Attainment for pupils from disadvantaged backgrounds, where there no SEND is above the national average for Reading, Writing and



Maths. Attainment for pupils from non-disadvantaged backgrounds is in line with the national average for Reading, and above the national average for Writing and Maths.

The Year 4 Multiplication tables check score for all pupils, three-year average for pupils from all backgrounds is significantly above the national average (23.9 v 20.6 nationally).

End of Key Stage 2 results show that attainment was above the national average for Reading (94% vs 75% nationally), Writing (87% vs 72% nationally) and Maths (94% vs 74% nationally). At the expected standard, the attainment of disadvantaged pupils is significantly above the national averages for disadvantaged pupils in Reading, Writing and Maths and has been consistently above average over the last three years.

The attainment of pupils from non-disadvantaged backgrounds is above the national average. Progress for both disadvantaged and non-disadvantaged pupils is above the national average. A key factor contributing to the positive outcomes secured by pupils from disadvantaged backgrounds has been the continued focus on research-based, high-quality teaching strategies for all.

Attendance figures for disadvantaged pupils from 22/23 to 24/25 highlight that disadvantaged pupils at St Mary's attend more regularly (95%) than their peers nationally (92%). This is also true for persistent absence, which for 24/25 (2 terms) stood at 11.4%, less than half the national figure of 24.5%.

Our 3-year trends highlighted in the IDSR show a consistent, positive attendance pattern, a direct result of the school's focused attention on attendance, particularly for those identified as disadvantaged.

The continued, targeted, whole-school attendance strategy ensured that the attendance of pupils from a disadvantaged background has been consistently above the national average for the last 3 years and in line with pupils from non-disadvantaged backgrounds. This bucks the national trend. It is a key indicator of our success with this group of pupils.