

## **St Mary Cray Primary School: Pupil Premium Strategy** **Statement (3-Year Plan)**

Academic Years Covered: 2025/26 to 2027/28

Date Published: December 2025

Date of Next Review: July 2026

Detail	Data
School Name	St Mary Cray Primary School (141117)
Total Number of Pupils	227
Pupil Premium Eligible Pupils (PP)	80
Proportion (%) of Pupil Premium Eligible Pupils (PP)	35.2%
Pupil Premium Leads	Liam Frost and Emily Brown
Statement authorised by	Liam Frost (Headteacher)
Trustee lead	Gulcin Sesli and Corinne Sheehan (CEOs)

Funding	Amount
Pupil premium funding allocation this academic year	£128,772
Recovery funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total Budget this academic year</b>	<b>£128,772</b>

Expenditure	Amount
<b>Training:</b> ReadWriteInc leader sessions and training	£1180
<b>Licences and Subscriptions:</b> Ruth Miskin, LetterJoin, EWO and TimesTable Rockstars	£2767.70
<b>Wider Opportunities:</b> Uniform, BYMT and Young Voices	£5,800
<b>Staff Costs:</b> Pupil Support Lead, StepLab and Interventions	£119,024.30
<b>Total:</b>	<b>£128,772</b>

### **Our Core Intent:**

Our core intention is that all pupils at St Mary Cray Primary, irrespective of their background or the challenges they face, make sustained progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to eliminate the attainment gap between our disadvantaged pupils and their non-disadvantaged peers, both within the school and nationally.

High-quality teaching is at the heart of our approach (EEF Tier 1), as evidence shows this has the greatest impact on closing the disadvantage gap while simultaneously benefiting all non-disadvantaged pupils. Our targeted support and wider strategies are designed to supplement and maximize the impact of quality-first teaching, with an explicit focus on supporting the significant and increasing proportions of our pupils with Special Educational Needs (22% of total cohort) and those who require English as an Additional Language (23.7% of total cohort) support.

### **Challenges and Barriers to Learning:**

Based on internal data analysis and the recent Enrolment Statistics (Nov 2025), we have identified the primary barriers to educational success faced by our disadvantaged pupils:

Barrier	Challenge	Relevant Pupil Groups Affected
A1	Language Acquisition and Communication Gaps (EAL Focus): A significantly increased number of pupils (now 22.5% of the school) require EAL support. This, combined with low early language skills, severely impacts comprehension, vocabulary development, and access to the wider curriculum.	EYFS, KS1, KS2 (especially EAL and Reading)
A2	Complex and Increased Learning Needs (SEN): The number of pupils with identified SEN has dramatically increased (22.5% of the school), requiring highly effective adaptive teaching and differentiated, explicit instruction to secure progress alongside peers.	All year groups with identified SEN
A3	Attainment Gap in Core Subjects: A persistent attainment gap, particularly in writing and maths, exists at the end of KS2 compared to non-disadvantaged peers.	KS2 (Writing and Mathematics)
B1	Attendance and Punctuality: Disadvantaged pupils have a higher rate of persistent absence and late arrival, leading to missed learning time and reduced access to high-impact routines.	All pupils, particularly persistent absentees

<p><b>B2</b></p>	<p>Social, Emotional, and Mental Health (SEMH) &amp; Young Carers: Underlying anxieties, low self-esteem, and the specific pressures faced by our increased cohort of Young Carers (7.9%) impact their readiness to learn and sustained engagement in the classroom.</p>	<p>All year groups, especially those with high needs and Young Carers</p>
<p><b>B3</b></p>	<p>Access to Cultural Capital and Enrichment: Lower participation rates in enrichment activities limit cultural and experiential knowledge that enhances curriculum learning.</p>	<p>All year groups</p>
<p><b>B4</b></p>	<p>Home Learning Environment Support: Disadvantaged families often lack the specific knowledge or resources needed to provide effective academic support at home, leading to inconsistent reinforcement of school learning.</p>	<p>All year groups</p>

### **Our Three-Tiered Pupil Premium Strategy:**

Our spending is structured around the EEF’s three-tiered approach to ensure a balanced and evidence-informed deployment of funds.

#### **TIER 1: High-Quality Teaching (The Essential Foundation)**

Objective: Ensure every teacher delivers consistently high-quality, inclusive, and dual-responsive teaching that specifically addresses both the high SEN and high EAL needs in the disadvantaged cohort.

<b>Planned Activity</b>	<b>Success Criteria (2026/27)</b>	<b>Rationale (EEF Evidence)</b>
<p>1. Instructional Coaching via Steplab (A2/A1) Implementation of the Steplab platform to deliver a cycle of high-impact instructional coaching, focusing specifically on embedding adaptive teaching for SEN and scaffolding techniques for EAL strategies to support the high PP/SEN/EAL cohort.</p>	<p>90% of teachers are engaging in weekly coaching cycles on Steplab. Internal monitoring shows consistent application of high-leverage QFT techniques for PP, SEN, and EAL pupils.</p>	<p>Instructional coaching (IC) is one of the most effective forms of CPD for improving teaching practice and is high impact (+4 months). Adaptive teaching and explicit vocabulary instruction are vital for both SEN and EAL groups.</p>
<p>2. Strategic TA Deployment (A2/A1) Commitment to assigning a dedicated Teaching Assistant to every class to provide immediate, planned support for in-class scaffolding and reduce teacher workload, thereby improving the quality of core instruction for all,</p>	<p>Class timetables confirm a TA presence in every classroom throughout the core teaching day. Teacher feedback (termly survey) indicates that TA support is effectively</p>	<p>High-quality TA support, when deployed to support Quality First Teaching (QFT) via in-class scaffolding, is a vital resource management strategy to meet diverse needs.</p>

especially PP, SEN, and EAL pupils.	improving access to the curriculum for targeted groups.	
3. CPD on Oracy and Vocabulary Instruction (A1) Structured professional development focusing on Tier 2/3 vocabulary acquisition, explicit sentence structure modeling, and oral language development across all subjects, reinforcing EAL pedagogy.	Baseline and end-of-year assessments show a measurable reduction in the language gap for PP pupils, with EAL learners making at least good progress in their language proficiency stages.	High impact (+6 months) for oral language interventions, closing the gap in essential early skills (EEF Toolkit). EAL teaching strategies are crucial given the cohort size.
4. Diagnostic Assessment Training Training for staff in the use of high-quality diagnostic assessments to accurately pinpoint specific learning gaps, rather than relying on general attainment levels.	Every intervention (Tier 2) has a clearly defined, data-driven starting point and measurable end goal linked to diagnostic results.	Robust diagnostic assessment is crucial for effective intervention planning, preventing wasted time.

**TIER 2: Targeted Academic Support (Intervention and Catch-up)**

Objective: Provide evidence-based, structured, and responsive academic support, tightly linked to classroom learning, for pupils identified with specific gaps, particularly those with increased SEN and EAL needs (A1/A2/A3).

Planned Activity	Success Criteria (2026/27)	Rationale (EEF Evidence)
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<p><b>1. Targeted Literacy/Numeracy Interventions (A2/A3)</b> Targeted delivery of structured, evidence-based interventions for pupils with specific learning difficulties. This includes Precision Teaching for core academic knowledge, and RWI Tutoring for phonics/reading fluency in KS1/2.</p>	<p><b>Attainment</b> data shows that 80% of PP pupils receiving Tier 2 support make accelerated progress, exceeding national expected progress measures in the targeted area.</p>	<p><b>Precision Teaching and RWI</b> are highly structured, intensive interventions, proven to close specific learning gaps rapidly.</p>
<p><b>2. Communication and SEMH Interventions (A1/B2)</b> Deployment of specialist interventions to address core needs beyond general literacy. This includes Speech and Language intervention, and therapeutic/SEMH approaches like Lego Therapy, Sensory Circuits, and structured Life Skills groups.</p>	<p>Reduction in behaviour incidents for pupils receiving SEMH interventions. 100% of pupils identified with Speech &amp; Language needs are accessing relevant input.</p>	<p>Addressing foundational speech, language, and sensory/emotional needs removes primary barriers to classroom engagement and learning.</p>
<p><b>3. Targeted TA Upskilling and Intervention Fidelity (A2/A1)</b> Investment in high-quality, continuous CPD for Teaching Assistants focused on the delivery fidelity of evidence-based interventions (e.g., NELI, RWI small group, specific literacy/numeracy programs). This ensures TAs are highly skilled in supporting both EAL and SEN needs outside of the core lesson.</p>	<p>All TAs delivering Tier 2 interventions are formally trained and achieve 90% fidelity in observed intervention sessions. The impact of TA-led interventions is tracked and is comparable to</p>	<p>Effective use of TAs is moderate to high impact when they deliver structured, evidence-based interventions with high fidelity, ensuring quality support for SEN and EAL cohorts.</p>

	teacher-led groups.	
<p>4. Roll-out and Embedding of Edukey (A2/A3)</p> <p>Implementation of the Edukey platform to ensure the consistent, rigorous monitoring and review of all Tier 2 interventions. This will be the central data tool for tracking progress, measuring impact, and informing stop/continue/modify decisions.</p>	<p>100% of pupils receiving Tier 2 interventions have up-to-date targets and weekly progress data logged on Edukey. Termly reports generated via Edukey inform strategic decisions about resource allocation.</p>	<p>Effective monitoring systems are essential for accountability and ensuring Pupil Premium funds are used on interventions demonstrating measurable impact (+4 months for robust implementation).</p>

**TIER 3: Wider Strategies (Addressing Non-Academic Barriers)**

Objective: Reduce non-academic barriers, including poor attendance, low wellbeing, and the specific needs of Young Carers (B2), to ensure disadvantaged pupils are ready to learn and fully engaged in school life.

Planned Activity	Success Criteria (2026/27)	Rationale (EEF Evidence)
<p>1. Enhanced Attendance Strategy (B1) A dedicated Attendance/Pastoral Lead to rigorously monitor PP attendance, conduct daily first-day calling, and work proactively with families to address underlying issues.</p>	<p>The gap in attendance between PP and non-PP pupils is reduced to less than 1%. The persistent absence rate for PP pupils is below 10%.</p>	<p>Strong evidence links high attendance to higher attainment. Supporting parents and tackling barriers is key.</p>

<p>2. Targeted SEMH Support &amp; Young Carer Provision (B2) Continued funding for Nurture group provision (e.g., ELSA) and counselling services. Dedicated flexibility and pastoral check-ins for the increased cohort of Young Carers (7.9%) to ensure school support mitigates home pressures.</p>	<p>Qualitative data from pupil voice surveys show improved resilience and engagement for targeted pupils, with 100% of Young Carers having an identified staff mentor.</p>	<p>Addressing SEMH and pastoral needs improves self-regulation and readiness to learn, leading to better focus and academic outcomes (+4 months).</p>
<p>3. Cultural Capital &amp; Enrichment Fund (B3) Ring-fenced funding to subsidise the cost of school trips, residential visits, and participation in extra-curricular clubs (sports, arts, music) for all PP pupils.</p>	<p>All PP pupils access at least one free extra-curricular club per term. Participation in the Year 6 residential trip is 100%.</p>	<p>Enrichment and cultural activities promote engagement, broaden experiences, and enhance vocabulary/contextual knowledge, supporting curriculum access.</p>
<p>4. Arbor Tracking for Enrichment Engagement (B3) Review and develop the use of the Arbor MIS platform to accurately track and monitor the attendance and engagement of disadvantaged pupils in extra-curricular activities, allowing for targeted intervention to boost participation where needed.</p>	<p>Termly monitoring data from Arbor shows a 15% increase in disadvantaged pupil participation rates in non-curriculum clubs over the academic year. Intervention strategies for low attendees are evidenced.</p>	<p>Systematic monitoring of engagement is crucial to ensure funded activities (Activity 3) are accessed by the target group, directly addressing the barrier of low participation.</p>

<p><b>5. Structured Parental Engagement (B4)</b> Implement a focused parental engagement programme, including half-termly newsletters providing curriculum overviews, drop-in clinics focused on core skills (e.g., phonics, maths fluency), and workshops on how to support reading at home.</p>	<p><b>Parent survey</b> data shows a 20% increase in parents reporting feeling confident in supporting their child's learning at home. Attendance at drop-in sessions is consistently high (average 15 families per session).</p>	<p><b>Parental engagement</b> focused on supporting learning at home is a high-impact strategy, reinforcing curriculum content and modeling effective study habits.</p>
<p><b>6. Inclusive Pupil Voice Development (B2)</b> Review and refine the school's methods for gathering Pupil Voice, utilizing principles from 'The Difference' Inclusive Leadership Course to ensure methods are accessible and meaningful for pupils with high SEN and EAL needs. This will inform adjustments to the SEMH and curriculum offer.</p>	<p>A Pupil Voice Action Plan is created and implemented. PP, SEN, and EAL pupils are demonstrably involved in co-designing at least one aspect of the SEMH/Enrichment strategy, monitored through feedback forms.</p>	<p>True pupil voice, especially from vulnerable groups, provides essential data for diagnosing non-academic barriers and ensuring interventions (B2) are relevant and effective.</p>

### **Monitoring, Evaluation, and Sustainability**

The implementation and impact of this strategy will be monitored throughout the year following the EEF's recommended five-step approach.

<b>Step</b>	<b>Activity and Frequency</b>	<b>Responsibility</b>
Deliver and Monitor	Termly Progress Review: PP Lead meets with class teachers to scrutinise progress data, intervention fidelity checks, pupil book looks, and SEMH/Attendance reports (utilising Edukey data). Parent Council receives a termly summary report.	PP Lead, Senior Leadership Team (SLT), Class Teachers
Evaluate and Sustain	Annual Impact Review (July): Full evaluation against the success criteria, published annually. This will include analysis of attainment outcomes, cost-per-impact analysis, and staff/pupil/parent voice.	Headteacher, Parent Council, PP Lead
Sustain	Embedding Effective Practice: Successful strategies (e.g., instructional coaching via Steplab, high-impact small group models) will be incorporated into the core school improvement plan and funded through the main school budget where appropriate, ensuring long-term sustainability beyond the Pupil Premium grant.	SLT and Parent Council