

Pupil premium strategy statement – The Mortimer Federation of St John’s and St Mary’s

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	Infants: 167 Juniors: 236
Proportion (%) of pupil premium eligible pupils	Infants: 7.1% Juniors: 9.7%
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)	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Clare Beswick
Pupil premium lead	Jeni Pearson
Governor / Trustee lead	Geoff Batchelar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Mortimer St John’s Infants £21,560 Mortimer St Mary’s Juniors £33,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	Mortimer St John’s Infants

<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>	£21,560 Mortimer St Mary's Juniors £33,980 Federation total = £55,540
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Part A: Pupil premium strategy plan

Statement of intent

- We believe that every child should have equal opportunity and access to an excellent education.
- We know that disadvantaged learners can require greater support in order to achieve results that are in line with other children and young people.
- Our intent is to use our Pupil Premium funding effectively to enable our Pupil Premium and other disadvantaged pupils to have high aspirations and achieve in line with the rest of our school community.

Challenges

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

Challenge number	Detail of challenge
1	Reduced exposure to a range and breadth of vocabulary, limiting the children's acquisition of language.
2	Parental understanding of the impact of inconsistent daily attendance at school and the impact on learning and progress.
3	Lack of family resilience to challenges and issues.
4	Reduced access to wider learning and experiences, and enrichment opportunities and extra-curricular activities.
5	Children having limited aspirations for themselves and what they can achieve, and the jobs/careers they believe they can aspire to do.
6	Lack of parental awareness of expectations of learning/age appropriate levels and limited engagement with their children's learning.

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
All pupils to have multiple opportunities each day to verbalise their thinking; and to experience rich literary texts on a daily	Pupils to develop their vocabulary and language, to be able to access all learning provision.

basis, supported by the use of a range of pedagogy strategies to support learning.	
All pupils to have good attendance (95%+) and consistent access to, and engagement with, quality first teaching and learning.	Pupils accessing the full curriculum provision and any interventions in place for them and therefore making as much progress as possible.
To increase resilience and the strategies and systems families have in place to plan for and manage issues, concerns and challenges.	For all families to feel part of our school community and have a range of strategies and support systems in place to tackle issues in a proactive and resilient way.
All pupils to access extra-curricular opportunities and broader learning experiences.	All pupils to have taken part in extra-curricular activities and broader learning experiences.
Expose children to a range of role models (adults and older children) that they can identify with, and who can inspire and inform their hopes and aims.	Increase in pupil's aspirations for themselves in terms of what they are striving for and what they believe they can achieve/go on to do.
Provide parents with a range of in-school learning opportunities and supports regarding their children's learning and how to help them e.g. termly structured conversations with class teachers, workshops on how to support their child with their learning, child-led learning, etc.	Parents to have a greater awareness of what their child needs to achieve at each stage of learning and be clear about how they can support their child to accomplish that.

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: St John's - £1500; St Mary's - £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all relevant staff (teachers and teaching assistants) are trained to use different pedagogy strategies and techniques as a core part of teaching and	Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease.	

learning to develop vocabulary, language and phonic knowledge. Development of the English Curriculum – focusing particularly on the development of writing. Embedding children's exposure to literary rich texts and writing examples, in order to develop their own language and how to manipulate vocabulary to create different styles, voices and effects, and to enable the children to write for a range of purposes and audiences.	The Education Endowment Fund (EEF) states that teachers should provide high quality instruction, including the use of formative assessment strategies. EEF research into phonics and reading comprehension has really highlighted the importance of language acquisition and understanding to wider learning. EEF research highlights that effective writers use a number of strategies to support each component of the writing process. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes	
Small Steps Maths Teaching Ensure the use of small steps maths teaching is fully embedded throughout the school, by consolidating staff knowledge and understanding of this method. Further staff training, development of resources and sharing of best practise. Ensure that all pupils are challenged at each step within the learning process.	Through small steps teaching 'Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.' (NCETM – National Centre of Excellence for the Teaching of Mathematics)	

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

Budgeted cost: St John's - £15,000; St Mary's - £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured and targeted one-to-one and group intervention work led by teachers and teaching assistants – focused on closing gaps and levelling up learning in reading, writing, grammar, spelling and maths.	Targeted deployment, where teaching assistants and teachers are trained to deliver an intervention to small groups or individuals has a high impact. (EEF)	

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

Budgeted cost: St John's - £5060; St Mary's - £11,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School / Outdoor Well-being work Embed the use of the outdoor space to support learning across the curriculum and to develop social and emotional skills for pupils too.	Enrichment opportunities provide chances for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Participation in these physical, creative or emotional activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but have wider benefits. Enrichment activities can improve health, wellbeing, social and physical development. (EEF)	
Emotional literacy support (individual pupil and group sessions) and wider	The average impact of successful social and emotional learning (SEL) interventions is an additional four months' progress over the course of a year. Alongside academic	

pastoral support for families.	outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. (EFF)	
Enrichment opportunities to support wider learning and to promote personal development e.g. residential, trips, visitors, sporting fixtures and competitions. Use of external professionals (e.g. Gabriel's Education, Active 360) outdoor well-being / forest school sessions to promote confidence and good self-esteem.	Enrichment opportunities provide chances for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Participation in these physical, creative or emotional activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
Mentoring, community representation and access to a wider range of role models	Work on raising aspirations needs to be done in conjunction with academic components. Ensuring that pupils have the knowledge and	

to broaden the options pupils are considering. Increasing pupil aspirations of what opportunities and carers they could pursue through broadening the adults/visitors coming in to speak to pupils.	skills to progress towards their aspirations is also key. (EEF) Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF)	
Support to access uniform, equipment, clubs and trips.	Disadvantaged pupils tend to have less access equipment and enrichment opportunities, preventing them from being able to access learning opportunities fully. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities and opportunities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities and other opportunities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. (EEF)	
Learning review meetings between teachers and disadvantaged pupils on a termly basis, enabling quality time for teachers to identify any barriers to learnings and ways to overcome these, and provide quality feedback. Invite parents to attend some meetings too.	Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. (EEF)	

Targeted in-school learning opportunities for parents e.g. workshops to give clear guidance on how to support particular aspects to learning (e.g. reading, maths methods, e-safety), child-led learning sessions, informal coffee mornings, etc.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes. The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.(EEF)	
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Total budgeted cost:

Mortimer St John's Infants = £21,560

Mortimer St Mary's Juniors = £33,980

Federation total = £55,540

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School leadership constantly monitor the attendance, behaviour and well-being of all disadvantaged pupils within the Federation.

Pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.

Year 6 Disadvantaged Pupil Progress Scores for Last Academic Year (2024-25)

Measure KS2 (6 pupils)	St Mary's	West Berkshire	National
R, W and M expected standard	42.9%	32.8%	47.4%
Reading, writing and maths high standard	0%	0.8%	3.6%

Year 6 Disadvantaged Pupil Performance Overview for the Last Academic Year (2024-25)

Measure KS2 (6 pupils)	St Mary's	St Mary's non-disadvantaged pupils
Meeting expected standard at KS2 - Reading	50% (67% EXP and GDS combined)	62% (89% EXP and GDS combined)
Meeting expected standard at KS2 - Writing	33%	85%
Meeting expected standard at KS2 - Maths	67%	65% (81% EXP and GDS combined)
Achieving high standard at KS2 - Reading	17%	27%
Achieving high standard at KS2 - Writing	0%	0%
Achieving high standard at KS2 – Maths	0%	16%

Comparison (tracking) of Year 6 2024-25 cohort to Year 2 data

	20-21 St John's Infants Year 2 data Teacher Assessment Data		24-25 St Mary's Juniors – Year 6 SATs results Standardised Data	
	Summer Yr. 2 Non disadvantaged pupils	Summer Yr. 2 Disadvantaged pupils	Summer Yr. 6 Non disadvantaged pupils	Summer Yr. 6 Disadvantaged pupils
SEND levels	55 children 15% SEND	6 children 83% SEND	55 children 14% or above SEND	6 children 66% SEND
Reading	87% ARE or above 25% GD	33% ARE or above 0% GD	89% ARE or above 27% GD	67% ARE or above 17% GD
Writing	87% ARE or above 25% GD	16.6% ARE or above 0% GD	85% ARE or above 0% GD	33% ARE or above 0%GD
SPAG (Spelling, punctuation and grammar)			81% ARE or above 20% GD	67% ARE or above 0% GD
Maths	91% ARE or above 35% GD	33% ARE or above 0% GD	81% ARE or above 16% GD	67% ARE or above 0% GD

Year 4 Disadvantaged Pupil Performance in Math Table Check

Year 4 Maths Tables Check (5 pupils)	St Mary's	West Berkshire	National
Disadvantage Mean score (out of 25)	17.4	18.6	18.9

Foundation Disadvantaged Pupil Performance Overview for the Last Academic Year (2024-25)

Measure Foundation Stage (4 pupils)	Score
Meeting expected standard at Fd Comprehension	75%
Meeting expected standard at Fd – Word Reading	75%
Meeting expected standard at Fd - Writing	25%
Meeting expected standard at Fd – Number	50%
Meeting expected standard at Fd – Numerical Patterns	50%

Aim	Outcome
All pupils to participate in our Oracy Project work and have multiple opportunities each day to verbalise their thinking.	Pupils have had increased opportunities to participate in verbal and oral learning opportunities. The development of pedagogy strategies across the school is embedding this through approaches such as 'think, pair, share' and increasing expectations for all pupils to answer questions and respond to learning opportunities. Target achieved and updated for this year.
All pupils to have good attendance (95%+) and consistent access to, and engagement with, quality first teaching and learning.	Monitoring of teaching and learning has shown that all pupils are accessing a quality first teaching curriculum. Attendance continues to be an area of focus for the school and the wider local authority. Overall pupil attendance at the infants for 24-25 was 96.21%% and disadvantaged pupil attendance was 92.43%. Overall pupil attendance at the juniors for 24-25 was 96.26% and disadvantaged pupil attendance was 91.05%. Regular meetings have been held with the parents/carers of pupils where we have concerns about attendance and action plans have been agreed. We have also sought advice from the Emotional Based School Avoidance team where this applies. Target ongoing and further work needed to achieve.
All pupils who need it, to be allocated laptops/devices to support with homework/ home learning projects.	All pupils who require laptops or devices were allocated them, and support given to help with other equipment such as school uniform and PE kit. Target achieved and a new target set for this year.
All pupils to access extra-curricular opportunities and broader learning experiences.	All disadvantages pupils attended sessions of outdoor well-being group over the course of the year and this was very positively received by pupils and parents. Pupils reported feeling calmer and more relaxed for attending, others also said that they felt it levelled the playing field when they were taking part in such groups. We have also noticed some pupils who struggle with attendance are wanting to come in on the day of their outdoor well-being sessions. We have

	completed a whole school Outdoor Learning Training session and a number teaching assistants have done further training. We are looking to expand our Forest School offering and capacity this year. We have also supported many disadvantaged pupils with attending trips and residential, which has helped develop their knowledge and personal skills and experiences. Clubs were offered to all pupils with the vast majority taking up the opportunity, either school-run clubs or allocated spaces within paid-for clubs. Some pupils declined clubs which were offered to them. A number of clubs have been targeted specifically at Disadvantaged pupils and by invite. We also ran Swimming Club again, targeting pupils whom we felt would benefit from the opportunity to access extra sessions. These sessions help build water confidence and swimming skills. Target ongoing.
Expose children to a range of role models (adults and older children) that they can identify with and who can inspire and inform their hopes and aims.	We continue to expose children to a range of role models and key figures through our curriculum and a range of diversity. We had Aspirations Week again in the autumn term, to give the children a chance to hear about a whole range of different jobs and role models, which had a real impact and generated lots of discussion and questions by pupils about possible future jobs. Target requires further work to achieve.
Provide parents with a range of in-school learning opportunities and supports regarding their children's learning and how to help them e.g. termly structured conversations with class teachers, workshops on how to support their child with their learning, child-led learning, etc.	All year groups held a range of family learning opportunities throughout the year, with good take up and turn out in all year groups. The changes of timings following parental and guardian feedback the previous year seemed to make the sessions more accessible. Feedback from pupils showed how proud and motivated they are to share their learning with parents, carers and other family members. Sessions were run for parents on supporting with key assessment points, supporting with reading and new to school sessions, which all had a good uptake. We continue to review what further sessions may be

	needed to support parents/carers to support their children. We continue to send out a monthly e-safety newsletter and speak to parents on this topic at key opportunities. Target ongoing.
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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
Outdoor Learning projects	Gabriel's Outdoor Learning Provider
Resilience Programme	Active 360

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Pastoral support as and when required through the use of Emotional Literacy Support Assistants Pastoral Lead support for families as required.
The impact of that spending on service pupil premium eligible pupils Provided the emotional support for pupils as they required it to process and manage their emotions. Over the long term this limited the impact on academic progress