Pupil Premium Strategy Statement

2026–2029

Aspire • Nurture • Compassion • Empower

“We nurture and empower one another to flourish.”

Document status and finance verification

Confirmed 2026/27 allocation
The school has confirmed its 2026/27 Pupil Premium allocation as £162,750. The cost model in this strategy is fully reconciled to that allocation. Before publication, finance should still confirm that each staffing or shared-cost contribution is traceable to the appropriate budget code and that no expenditure is double counted.

The DfE requires schools with more than five eligible pupils to publish an updated pupil premium strategy statement annually, using the DfE template, by 31 December. Multi-year strategies are recommended, but the published statement must still be reviewed and updated each year.

School overview

Detail	Data
School name	St Mary's CofE Primary School
School type	Voluntary Aided Church of England Primary School
URN	100446
Number on roll	194 (September 2026, school figure)
Proportion of pupils currently identified as Pupil Premium	Approximately 50% (reduced from around 60% following changes in intake)
Strategy period	2026–2029
Date of this working draft	September 2026
Planned publication	By 31 December 2026
Next formal review	July 2027
Statement authorised by	Executive Headteacher / Governing Board
Pupil Premium leads	Anthony David and Laura Mayende

Funding overview

Detail	Amount / note
Confirmed 2026/27 pupil premium allocation	£162,750
Funding carried forward	£0 unless confirmed otherwise by finance
Total budget	£162,750
Planned expenditure	£162,750

Recovery Premium is not included. The previous strategy contained legacy recovery-premium language; this has been removed from the 2026–29 strategy.

Part A: Pupil Premium Strategy Plan

1. Statement of intent

St Mary's serves a community with exceptional and highly complex needs. The school is located in a neighbourhood that is more deprived than 82% of neighbourhoods in England. The Living Environment domain is particularly acute: only 6% of neighbourhoods nationally are more deprived. This domain captures housing quality, access to private and outdoor space, pollution and traffic hazards. Many pupils therefore experience material and environmental disadvantage that can affect readiness to learn, attendance, access to books and enrichment, and opportunities for calm, safe and purposeful activity beyond school.

Rooted in our belief that every child is precious and loved by God, our Pupil Premium strategy expresses our values of Nurture, Aspire, Compassion and Empower through four commitments - Know Me, Teach Me, Connect with Me and Help Me to Shine - which guide how we understand pupils, teach ambitiously, work with families and create opportunities for every child to succeed.

Our Pupil Premium strategy begins from a position of high ambition. In 2026, statutory outcomes were strong overall: 90% of pupils achieved a Good Level of Development, 90% met the Year 1 phonics standard, 80% achieved the expected standard in reading at Key Stage 2, 65% in writing and 75% in mathematics; 65% achieved the combined expected standard. Greater depth outcomes were 40% in reading, 10% in writing, 30% in mathematics and 10% combined. These outcomes demonstrate that disadvantage does not inevitably translate into low attainment at St Mary's.

Our strategy therefore has two complementary purposes. First, we intervene intensively where disadvantage is creating an identifiable barrier to attendance, communication, learning, wellbeing or participation. Second, we ensure that disadvantaged pupils who are already achieving well are not limited by external circumstances and are able to achieve highly.

The strategy is diagnostic and evidence-informed. It is aligned with the DfE menu of approaches and the Education Endowment Foundation's tiered model: high-quality teaching, targeted academic support and wider strategies. High-quality teaching sits at the heart of the plan. Targeted support is driven by assessment rather than by label alone. Wider strategies address barriers such as persistent absence, hunger, overcrowded housing, mobility and unequal access to books, outdoor space and enrichment.

2. Diagnostic picture of disadvantage at St Mary's

Area	St Mary's diagnosis
Attendance and family barriers	Persistent absence remains above local and national averages. In the May 2026 SEF, 36 of 42 persistently absent pupils were disadvantaged (85.7%). Family-level and wraparound work is already showing impact.
Speech, language, vocabulary and communication	Communication and Interaction accounts for 74% of pupils with SEND. The school's teaching reviews also identify the need to strengthen vocabulary, pupil talk, verbal reasoning and structured classroom dialogue.
Material disadvantage and readiness to learn	Approximately 30% of pupils arrive hungry. A substantial proportion of families experience financial and housing pressure. The school already removes barriers through free uniform, pastoral support and equitable access to opportunities.
Living environment and access to space	The local Living Environment deprivation domain is exceptionally high. Many pupils live in overcrowded accommodation and have limited access to safe, calm or enriching outdoor space.
Books and reading beyond school	School reading outcomes are strong overall, but disadvantaged pupils do not all have equal access to high-quality books and rich reading experiences outside school. The strategy therefore treats access to books as an entitlement, not an optional extra.

Area	St Mary's diagnosis
Specific academic gaps	Headline attainment is strong, but diagnostic and cohort analysis identifies specific gaps. Mathematics has required sustained improvement work; writing and combined attainment remain lower than reading; higher-standard outcomes must remain ambitious for disadvantaged pupils.
Mobility and transition	School stability is well below average. St Mary's has experienced very high in-year movement; newly arrived pupils often join below year-group expectations and may bring previously unidentified SEND, attendance or safeguarding needs.
Compound need	Disadvantage frequently overlaps with SEND, Children in Need status, health needs, mobility and housing insecurity. The strategy therefore uses pupil-level diagnosis rather than assuming all disadvantaged pupils have the same needs.

3. Key challenges to achievement

No.	Challenge	Detail
1	Attendance and family instability	Persistent and severe absence is concentrated disproportionately among disadvantaged pupils. A small number of families require sustained, relationship-based and multi-agency support.
2	Speech, language, vocabulary and communication	Weaknesses in expressive/receptive language, vocabulary and structured talk can limit access to the curriculum, writing, reasoning, confidence and independence.
3	Material disadvantage and readiness to learn	Hunger, financial pressure and other material barriers can reduce punctuality, concentration, participation and readiness to learn.
4	Unequal access to space, books and enrichment	Overcrowded housing and limited access to private/outdoor space, books and cultural experiences can constrain learning and wellbeing beyond the school day.
5	Specific academic gaps beneath strong headline outcomes	Some pupils and cohorts require timely, diagnostic support in reading, writing, mathematics and foundational knowledge, while disadvantaged high attainers require sustained challenge.
6	Mobility, transition and rapid identification of need	High in-year mobility creates discontinuity in curriculum knowledge, attendance patterns, relationships and support. New pupils need rapid assessment, induction and access to resources.

4. Intended outcomes and success criteria

Priority	Intended outcome	Success criteria by review points
1. Attendance	Disadvantaged pupils attend more regularly and family-level barriers are addressed earlier.	PP attendance improves year on year; PP persistent absence reduces towards the LA average; the nine highest-need families show measurable improvement against individual baselines; severe absence is reduced; casework records evidence timely multi-agency action.
2. Language and oracy	Disadvantaged pupils develop stronger vocabulary, spoken language and confidence, enabling fuller curriculum access.	Whole-school language/oracy approach implemented with fidelity; staff confidence improves; pupil voice and lesson review show increased structured pupil talk; targeted pupils make measurable gains on agreed language/vocabulary measures; writing and reasoning show stronger use of taught vocabulary.
3. Readiness to learn	Hunger and material hardship do not prevent pupils from engaging fully in school.	Breakfast provision reaches pupils who need it without stigma; punctuality/readiness observations improve for identified pupils; no disadvantaged pupil is excluded from essential school activity because of inability to pay.
4. Access and entitlement	Disadvantaged pupils have equitable access to books, outdoor learning and a broad cultural/spiritual entitlement.	Home-reading access increases; books go home regularly; outdoor spaces are used as planned curriculum/play environments; disadvantaged participation in trips, residentials, music, clubs and leadership opportunities is sustained at least in line with peers.
5. Academic achievement	Strong overall outcomes are sustained while individual gaps close rapidly and high-attaining disadvantaged pupils are challenged.	Termly PP tracker is used in every year group; intervention is triggered by diagnostic assessment; PP pupils make at least expected progress from starting points; gaps in identified cohorts narrow; higher-standard outcomes are monitored explicitly.
6. Mobility and transition	Newly arrived disadvantaged pupils are integrated quickly and any barriers are identified early.	Baseline assessment and family induction completed promptly; SEND/safeguarding/attendance information secured quickly; pupils receive necessary uniform/resources immediately; progress and attendance reviewed within the first half term.

Monitoring cycle

- Half-termly: attendance, persistent absence, severe absence and HSS casework review.
- Termly: disadvantaged attainment/progress tracker by year group, subject and higher standard; intervention entry/exit review.
- Termly: implementation review of language/oracy strategy, reading entitlement, breakfast provision and outdoor learning.
- Twice yearly: pupil and parent voice focused on access, belonging, reading at home and barriers to attendance.

5. Activity in the 2026–27 academic year

All costs below are the planned Pupil Premium contribution, not necessarily the full cost of the provision.

Tier 1: High-quality teaching

Budget cost: £43,000

Activity	PP cost	Evidence / rationale	Challenge(s)
Whole-school Language, Oracy and Vocabulary Strategy: protected development capacity, implementation materials and staff training	£3,500	EEF oral language interventions: high impact (+6 months on average) and extensive evidence. St Mary's diagnosis: Communication & Interaction is the dominant SEND need and classroom reviews identify vocabulary/pupil-talk priorities.	2, 5
English/writing implementation: Literacy Tree CPD, modelling, vocabulary routines, spelling/handwriting and the agreed 'St Mary's way'	£8,000	EEF evidence on effective professional development, oral language and explicit reading/writing instruction. School evaluation identifies consistency in modelling and vocabulary as a next step.	2, 5
Mathematics teaching improvement: staff development, manipulatives, question-level analysis and responsive teaching	£8,000	EEF guidance on high-quality teaching, metacognition and use of diagnostic assessment. LA review identified reduced teacher talk, increased pupil thinking and effective TA deployment as next steps.	2, 5
Phonics and early reading: Little Wandle training, resources and keep-up provision	£7,000	EEF phonics evidence and DfE Reading Framework. Strong outcomes are sustained through consistent implementation and rapid keep-up.	2, 5, 6
Teaching assistant deployment and adaptive practice CPD, with particular focus on communication needs and mathematics	£5,000	EEF guidance emphasises trained, structured TA deployment rather than informal substitution for teacher instruction.	2, 5
Reading Entitlement: high-quality texts, home-reading books and opportunities for disadvantaged pupils to own/access books beyond school	£5,000	EEF reading comprehension evidence highlights careful text choice and explicit comprehension teaching; St Mary's diagnosis identifies unequal access to books outside school.	4, 5
High-attainer disadvantaged provision: NACE/Stretch Marks, Assessment for All and curriculum challenge	£3,000	DfE/EEF guidance requires ambitious outcomes for all disadvantaged pupils, including those already attaining well.	5
Assessment, tracking and implementation review: disadvantaged tracker, diagnostic tools and evaluation capacity	£3,500	EEF 2026 Guide: precise diagnosis, monitoring and adaptation are central to effective Pupil Premium strategy implementation.	1–6

Tier 1 implementation expectations

- Protected development time is used to produce and implement the language/oracy programme, not simply to create a resource.
- CPD includes modelling, rehearsal, classroom application and follow-up rather than one-off training.
- Leaders monitor whether agreed routines are visible in classrooms and whether pupils, particularly disadvantaged pupils, are doing more of the thinking and talking.
- Assessment is used to identify the specific barrier before intervention is selected.

Tier 2: Targeted academic support

Budget cost: £71,750

Activity	PP cost	Evidence / rationale	Challenge(s)
Proportionate contribution to additional teacher/TA capacity for structured, time-limited interventions and in-class access	£43,750	EEF small-group tuition evidence indicates an average +4 months impact and is strongest when support is targeted using diagnostic assessment, linked closely to classroom teaching and delivered by trained staff.	2, 5, 6
Small-group and 1:1 tutoring / booster provision in reading, writing and mathematics, including before/after-school sessions where appropriate	£12,000	EEF small-group tuition and one-to-one tuition evidence; St Mary's QLA and targeted teaching approach has already contributed to improved mathematics outcomes.	5
AI-supported mathematics tutoring and structured practice	£3,000	Used as part of, not instead of, high-quality teaching and diagnostic tutoring. Existing school evaluation records the AI tutor alongside QLA and additional sessions as contributing to improved Y6 mathematics.	5
Targeted speech, language and communication interventions, including DLD-informed practice, BOX Clever / Attention Builders and SaLT-aligned support	£7,000	EEF oral language interventions: +6 months average impact; professional development and accurate identification are important. Particularly well matched to the school's Communication & Interaction profile.	2, 5
Additional Educational Psychology / specialist assessment and advice for pupils with compound need	£6,000	Supports accurate diagnosis and appropriate adaptation where disadvantage overlaps with SEND, SEMH, medical need or mobility. Provision is selected at pupil level.	1, 2, 5, 6

Targeted support principles

- Targeted support is additional to, and closely connected with, classroom teaching.
- Entry criteria, intended outcome, baseline and review date are recorded for each intervention.
- Interventions stop, adapt or intensify when evidence shows they are not producing the intended impact.
- Disadvantaged status alone is not used as a proxy for low attainment.

Tier 3: Wider strategies

Budget cost: £48,000

Activity	PP cost	Evidence / rationale	Challenge(s)
Home-School Support: dedicated family-support capacity, with intensive casework prioritised for approximately nine highest-need families	£24,000	EEF attendance evidence finds promise in responsive, holistic approaches that identify and address individual barriers, alongside parental communication and engagement. At St Mary's, 85.7% of persistently absent pupils were disadvantaged in the May 2026 SEF.	1, 3, 6
Breakfast and readiness-to-learn provision	£5,000	EEF evaluation of school breakfast provision found positive attainment effects in primary pupils in an earlier Magic Breakfast trial; local evidence is that some pupils arrive hungry and require immediate support to engage in learning.	3
360° Outdoor Learning Environment: resources and development of purposeful outdoor learning/play space	£10,000	This addresses a specific locally evidenced barrier: exceptionally high Living Environment deprivation, overcrowded housing and limited access to safe/private outdoor space. The environment is an enabling resource for planned outdoor learning, physical activity, self-regulation and wellbeing.	3, 4
New-arrival and mobility support fund: uniform, immediate learning resources, diagnostic materials, translation/communication and rapid catch-up access	£4,000	High mobility is a significant school characteristic. Rapid induction and identification reduce lost learning time and help attendance, belonging and curriculum access.	1, 3, 6
Access and participation fund: residentials, visits, clubs, music and essential participation costs	£5,000	Supports the school's cultural and spiritual entitlement and prevents financial hardship from excluding disadvantaged pupils from curriculum and wider-development opportunities.	3, 4

Budget summary

Tier	Planned PP spend	Share
High-quality teaching	£43,000	26.4%
Targeted academic support	£71,750	44.1%
Wider strategies	£48,000	29.5%
TOTAL	£162,750	100%

Finance reconciliation rule
The £162,750 allocation is now fully assigned. Each staffing or shared-cost line must be traceable to a finance code or a documented proportion of salary/resource cost. If final salary apportionments differ, adjust the contribution to additional staffing capacity rather than adding weakly evidenced activities merely to make the totals balance.

6. How the strategy reflects the St Mary's vision

Vision commitment	Pupil Premium expression
ASPIRE — Aim high, shine bright	High-quality teaching; mathematics; reading and writing; high-attainer disadvantaged pupils; diagnostic assessment; tutoring.
NURTURE — Every child cared for, every voice heard	Home-School Support; attendance; breakfast; pastoral and specialist support; rapid induction for new pupils.
COMPASSION — Care for creation, care for each other	360° outdoor learning environment; material-barrier removal; access and participation fund; equitable entitlement.
EMPOWER — Confident voices, capable leaders	Whole-school language/oracy strategy; public speaking; vocabulary; reading entitlement; pupil voice and cultural participation.

7. Evaluation questions for leaders and governors

- Are we still addressing the most significant barriers experienced by disadvantaged pupils, or has the cohort changed?
- Can we show that each funded activity is being implemented as intended?
- What has changed for disadvantaged pupils as a result: attendance, attainment, language, participation, readiness or belonging?
- Which approaches should be sustained, adapted, stopped or scaled?
- Are high-attaining disadvantaged pupils receiving sufficient challenge?
- Is any expenditure present because it is genuinely needed, or merely because it can be made to fit a Pupil Premium heading?
- Do the SEF, School Development Plan and Pupil Premium strategy tell the same evidence-based story?

8. Governor monitoring

Point in year	Governor focus
Autumn term	Approve/review strategy; confirm finance; test diagnosis against new intake; scrutinise attendance and disadvantaged tracker.
Spring term	Review implementation fidelity; HSS casework impact; attainment trajectories; participation and breakfast/outdoor provision.
Summer term	Evaluate statutory and internal outcomes; review value for money; identify activities to sustain/stop/adapt; agree next-year priorities.

Part B: Review of outcomes in the previous academic year

1. Headline outcomes: 2025–26

The 2025–26 outcomes reinforce the strategic principle that St Mary's should not define disadvantaged pupils through low expectations. Overall statutory attainment was strong despite significant deprivation, mobility and compound need.

Measure	St Mary's all pupils	St Mary's PP	National disadvantaged	National all pupils	Evaluation
Reading Expected+	80%	**83.3%**	**63%**	75%	PP +20.3 pp above national disadvantaged and above national all pupils
Reading Higher	40%	33.3%	—	31%	PP higher-standard attainment remains strong; no published Ofsted disadvantaged comparator
Writing Expected+	65%	**58.3%**	**60%**	73%	Broadly in line with national disadvantaged (-1.7 pp); school PP/non-PP gap remains a priority
Writing Greater Depth	10%	8.3%	—	13%	Increase access to Greater Depth
Mathematics Expected+	75%	**75%**	**62%**	75%	PP +13 pp above national disadvantaged and equal to national all pupils
Mathematics Higher	30%	25%	—	27%	Close to national all-pupil outcome; increase higher-standard access
RWM Combined Expected+	65%	**58.3%**	**49%**	63%	PP +9.3 pp above national disadvantaged
RWM Combined Higher	10%	**8.3%**	**4%**	9%	PP more than double national disadvantaged proportion; close to national all pupils

The national all-pupil figures are from the DfE's 2026 release: Reading 75%, Writing 73%, Maths 75%, Combined 63%; Higher Standard is Reading 31%, Writing 13%, Maths 27% and Combined 9%.

Disadvantaged attainment in 2026 was strong. At Key Stage 2, 83.3% of Pupil Premium pupils achieved the expected standard in Reading, compared with 63% of disadvantaged pupils nationally, while 75% achieved the expected standard in Mathematics compared with 62% nationally. In Reading, disadvantaged pupils also outperformed non-Pupil Premium pupils within the school; in Mathematics there was no PP/non-PP gap at the expected standard.

The combined Reading, Writing and Mathematics outcome was also strong: 58.3% of Pupil Premium pupils achieved the expected standard in all three subjects compared with 49% of disadvantaged pupils nationally. This is particularly notable within a small, highly mobile cohort in which 60% of pupils were Pupil Premium, 60% had joined the school during Key Stage 2 and 40% had SEN.

Writing is a priority. 58.3% of Pupil Premium pupils achieved the expected standard compared with 60% of disadvantaged pupils nationally. The strategy will prioritise high-quality Writing teaching, oral language and vocabulary, accurate

diagnosis of individual barriers and increased access to Greater Depth rather than applying generic intervention to all disadvantaged pupils.

2. What the evidence from 2025–26 tells us

Achievement is broadly strong. The school should therefore replace the former generic challenge of 'low progress and/or attainment in reading, writing and maths' with a more precise focus on specific pupil/cohort gaps, diagnostic intervention and higher-standard achievement.

Attendance remains the clearest whole-school disadvantage gap. The May 2026 SEF recorded persistent absence at approximately 24.5%, with 36 of 42 persistently absent pupils disadvantaged. The four-year reduction in persistent absence is significant, but the remaining gap requires more intensive family-level capacity.

The school's communication profile is unusually significant. Communication and Interaction accounts for 74% of SEND need. This justifies a whole-school language, vocabulary and oracy approach alongside targeted speech-and-language intervention.

Mathematics improvement work is showing impact. The school has used question-level analysis, targeted teaching, small-group/1:1 sessions and an AI mathematics tutor. The 2026 mathematics expected-standard outcome of 75% supports continuation with refinement rather than a wholesale change of approach.

The local living environment is a direct educational context. Overcrowded housing and limited access to safe/private outdoor space make the school environment an important compensatory resource. Outdoor provision should therefore be evaluated by how it is used to improve learning, regulation, participation and wellbeing, not simply by the quality of the physical refurbishment.

High mobility requires systematic response. New-arrival induction is already a strength; the new strategy makes its cost and educational purpose explicit.

3. Review of previous approaches

Previous approach	Decision	2026–29 direction
Phonics and early reading	Sustain	Strong phonics outcome; retain high-fidelity implementation and keep-up provision.
English/writing scheme and literacy consultancy	Sustain and sharpen	Move from programme purchase to implementation of a consistent 'St Mary's way', especially vocabulary, modelling, spelling and handwriting.
Maths interventions / additional sessions / AI tutor	Sustain and refine	QLA and targeted support are associated with improving outcomes; maintain diagnostic approach and evaluate the AI component rather than assuming impact.
Oral language / DLD / BOX Clever / Attention Builders	Scale coherently	Strong match to the school's need profile; bring separate activities under one whole-school language/oracy strategy.
Attendance systems	Strengthen	Systems and incentives alone are insufficient for the highest-need families; add dedicated Home-School Support capacity.
Breakfast provision	Strengthen and cost accurately	Treat hunger/readiness as an explicit barrier and monitor reach and impact.
Playground/outdoor development	Reframe	Link explicitly to Living Environment deprivation and planned outdoor learning/wellbeing outcomes.
Library/books	Reframe	Move from an SLA/purchase line to a clear Reading Entitlement that includes home access.

Previous approach	Decision	2026–29 direction
First-aid training	Remove from PP strategy	No sufficiently specific disadvantage rationale identified in the previous plan.

4. Externally provided programmes and services

Programme / service	Provider
Little Wandle Letters and Sounds Revised	Little Wandle
Literacy Tree	The Literacy Tree
White Rose Maths	White Rose Education
Reading Plus	Reading Plus
Educational Psychology / specialist services	Islington / commissioned services
Speech and Language / outreach support	SaLT and local specialist partners
NACE	National Association for Able Children in Education

5. Further information

The Pupil Premium strategy is supplemented by wider school activity not necessarily funded through Pupil Premium, including safeguarding, the core curriculum, universal pastoral systems, music partnerships, church and community partnerships, the Positive Relationships Strategy, Rights Respecting Schools work and the school's wider cultural and spiritual entitlement.

Where an activity benefits disadvantaged and non-disadvantaged pupils, the school will be clear about the Pupil Premium contribution and the disadvantaged-pupil outcome it is intended to improve. Whole-class or whole-school approaches may be appropriate where the diagnostic evidence shows that they address a barrier experienced disproportionately by disadvantaged pupils.

Evidence base and key references

Source	Evidence used	Reference
Department for Education	Using pupil premium: guidance for school leaders (updated August 2026). Requires use in line with the menu of approaches and annual publication using the DfE strategy template.	https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders
Department for Education	Pupil premium: allocations and conditions of grant 2026 to 2027.	https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027
Education Endowment Foundation	The EEF Guide to the Pupil Premium (September 2026): diagnose need; use reliable evidence; develop; deliver and monitor; evaluate and sustain.	https://educationendowmentfoundation.org.uk/using-pupil-premium
Education Endowment Foundation	Oral language interventions: high impact, very low cost, extensive evidence; average +6 months.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions
Education Endowment Foundation	Small group tuition: moderate impact, low cost, moderate evidence; average +4 months.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition
Education Endowment Foundation	Reading comprehension strategies: high impact, very low cost; average +7 months.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies

Source	Evidence used	Reference
Education Endowment Foundation	Supporting attendance: evidence summary. Promising approaches are responsive, holistic and address identified individual barriers; overall evidence remains limited.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence
Education Endowment Foundation	National School Breakfast Programme scale-up evaluation and earlier Magic Breakfast impact evidence.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme
St Mary's CofE Primary School	School Self-Evaluation 2025–26, last updated May 2026.	Internal school document
St Mary's CofE Primary School	2026 statutory outcomes and September 2026 disadvantage profile supplied by school leadership.	Internal school data