

Pupil premium strategy statement – St Margaret’s CE Primary School

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 | 209 |
| Proportion (%) of pupil premium eligible pupils | 8.1% |
| 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) | 2022/23 to 2025/26 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Anita Delaney Head Teacher |
| Pupil premium lead | Anita Delaney Head Teacher |
| Governor / Trustee lead | Darren Smith |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £ 25,755 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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> | £25,755 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas. We are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that targeted intervention takes place when necessary. Funding is therefore used to develop high quality teaching, provide academic support, and is also used to ensure pupils are given as many opportunities as possible to enhance their learning, this includes enabling all pupils to access a range of extra-curricular activities. We also aim to ensure that the emotional and mental health and wellbeing needs of this group of pupils is met and therefore work hard to provide additional pastoral support for families.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The school has identified pupil premium pupils that need rapid intervention to catch up quickly or to make accelerated progress from their starting points in the core subjects. This is particularly the case in English, when developing fluency in reading and in phonics, where pupils require catch up intervention to help them keep up with their peers. In mathematics, pupils need support with key number skills, including knowledge of multiplication facts. |
| 2 | Pupils that have low self-esteem often lack confidence so struggle to achieve their true potential. A number of children have been identified as having attachment disorders due to their early life experiences, this is impacting their ability to access school and learning. |
| 3 | Pupils who are absent for substantial parts of their education fall behind and struggle to catch up. The attendance of disadvantaged pupils was 93.9% last academic year, below the attendance for non-disadvantaged pupils which was 96.8%. Persistent absence is also higher for this group of pupils. |
| 4 | Assessment is not always used effectively to analyse where gaps in learning are for pupils eligible for pupil premium funding in order to ensure that relevant and timely intervention is put in place. |
| 5 | Disadvantaged pupils do not always have the same opportunities as their peers when taking part in wider curriculum activities. |

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 |
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| <p>For disadvantaged pupils to experience good / better teaching in English which will enable them to make at least expected progress from their starting points.</p> | <p>Staff will receive training developing their subject knowledge to enable them to plan and teach well-structured lessons. The coaching model will be implemented where teaching is not yet good enough. Key gaps will be closed enabling pupils to make at least expected progress from their starting points. End of Key Stage FFT predictions are met for all Pupil Premium children. Support staff will receive training enabling them to deliver bespoke interventions well as offer high quality support within lessons</p> |
| <p>All disadvantaged pupils to pass phonics screening unless they have a cognitive learning difficulty. Ensure that high quality catch up is provided for pupils who have not passed the phonics screen or who are at risk of falling behind</p> | <p>The approach to teaching phonics will be consistent across all year groups with all staff receiving training to support this Phonics scheme will be fully implemented and application of phonics will be seen in matched decodable books. Accurate assessment will show where pupils are falling behind. Timely intervention will be put in place to support groups of pupils and enable them to catch up</p> |
| <p>All disadvantaged pupils to make expected progress with reading and meeting attainment at least in line with their peers, receiving additional intervention and support particularly when they do not receive this support from home.</p> | <p>Pupils will be identified early when not making expected progress. Catch up interventions will be delivered to support fluency and retrieval. High interest books for all levels will be purchased to inspire pupils to want to be readers.</p> |
| <p>Small group work / targeted intervention will ensure that key gaps in learning are identified and are effective in providing support to close these gaps.</p> | <p>Key areas of learning will be identified using both formative and summative assessments. Staff will be appropriately trained. Interventions will be of a high quality with pupils working in small groups. Impact of intervention will be assessed at least half termly and changes made if necessary. Interventions will narrow gaps.</p> |
| <p>Attendance of disadvantaged pupils to be at least equal to that of their peers and not below national.</p> | <p>Attendance will be monitored closely, and immediate intervention will be put in place. Support will be given to families through external agencies / Family Support Worker involvement. Attendance will be equal to non-disadvantaged pupils.</p> |
| <p>Parental engagement of disadvantaged pupils improves and these parents are able to play an active role in their children's education.</p> | <p>Parents of disadvantaged pupils will attend parent meetings and develop strategies to support their children with their learning. Family Support Worker to work closely with</p> |

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| | these families to identify barriers and work to remove these |
| To support the mental health of all pupils and raise attainment particularly for those pupils who are disadvantaged | All staff will receive training about attachment disorder. Whole school strategies will be developed to support pupils who need support around mental health / self-esteem Pupils' self-esteem will increase, and they will display high aspirations for themselves School to complete Nurture Award. |
| Disadvantaged pupils to have the same opportunities as non-disadvantaged pupils including access to extra-curricular activities | School will ensure that there are the same opportunities for disadvantaged pupils and will actively encourage these children to partake in a range of extra-curricular activities including music, performance, theatre, sporting activities. Engagement of disadvantaged pupils in extracurricular activities will increase. |

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: £2500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Enhancement of English and Maths teaching and curriculum in line with EEF guidance with particular reference to Writing and Maths Fluency</p> <p>We will fund teacher and English / Maths lead time to ensure that appropriate CPD is received to enhance the teaching of English and Maths across school.</p> | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise and curriculum development.</p> <p>Improving Literacy in Key Stage 2 EEF Improving Literacy in Key Stage 1 EEF</p> | 1 |

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| <p>Develop the use of formative and summative assessment to ensure that key gaps are identified, and that timely intervention is put in place.</p> <p>Ensure that any feedback given moves pupils learning forwards.</p> <p>Allow time for standardised test to be analysed with members of SLT.</p> | <p>Schools should focus on the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Standardised tests can provide reliable insights into specific weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome</p> <p>Feedback EEF</p> | 4 |
| <p>Provide coaching for those teachers who may need more support with high quality teaching or with assessment analysis.</p> <p>Upskill support staff with appropriate approaches and pedagogy to teaching interventions, eg explicit instruction, effective feedback and scaffolding</p> | <p>The quality of teaching has the greatest potential to make the biggest difference to children and young people's learning.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> | 1,4 |

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

Budgeted cost: – £13,625

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Provide individual 1:1 intervention to support and develop fluency in reading for pupils in KS2.</p> | <p>Fluency practice helps to bridge the transition to comprehension.</p> <p>Fluency practice will support pupils to read at a pace which allows comprehension to flourish.</p> <p>Reading-Fluency Misconceptions-1.0.pdf</p> | 1 |
| <p>Provide small group support to teach reading comprehension strategies based on gaps learning</p> | <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow</p> | 1 |

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| | activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. | |
| Provide small group work/ 1:1 support for pupils when identifying misconceptions / gaps in learning | The average impact of the small group tuition is four additional months' progress, on average, over the course of a year | 1,4 |
| Provide high quality, targeted intervention for phonics for pupils in KS1 and KS2 as appropriate | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds | 1 |
| Provide small group work / individual tutoring to support the teaching of mathematical concepts particularly rapid recall of multiplication facts. | The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. | 1,4 |

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

Budgeted cost: £ 10,965

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Fund all pupils to enable them to have access to all extra curricular activities including music lessons and residential | <p>Evidence is limited but this will support pupils' capital cultural experiences which are a key part of the curriculum.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> | 5 |

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| Provide specialist support those pupils who are struggling with mental health including those with attachment disorder. | Evidence is limited but pupils with improved mental health generally perform better academically and have higher self esteem. | 2 |
| Increase pupil attendance to ensure that it is equal to attendance of non Pupil Premium pupils | Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Children who are absent for substantial parts of their education fall behind and struggle to catch up. | 4 |

Total budgeted cost: £27,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across school by the end of the academic year, 88% of teaching was at least consistently good and where this was not the case, additional support measures were put in place and relevant CPD identified for these members of staff. This included coaching.

At the end of the year teacher assessment showed that for disadvantaged pupils in KS1 71% achieved the expected standard in reading, writing and maths. Disadvantaged pupils who did not achieve the expected standard made progress from their starting points and received intervention to support them in maths and English, continuing to receive phonics intervention.

In Key Stage 2, most disadvantaged pupils made expected progress from their starting points academically. The key area of support was meeting SEMH needs and 100% of disadvantaged pupils received some support in this area either through internal intervention or the use of external agencies. This enabled them to attend school and make successful transitions to secondary school. 75% of disadvantaged pupils were also on the register for SEND and received ongoing support for their individual needs. This was provided through small group work and also 1:1 support for mental health and well-being with a key member of staff identified to do this work.

100% of disadvantaged pupils in Reception achieved GLD.

100% of disadvantaged pupils in Year 1 achieved the expected standard for phonics.

The introduction of the Little Wandle phonics scheme continues to have a positive impact on pupil attainment. The Phonics lead monitors closely and observes regularly. Additional catch up materials and books have been purchased particularly to support those pupils higher up the school and a key member of staff has now been identified to target all pupils who need additional catch up intervention.

Liaison continues with CSAWs to support attendance at school. Support is offered to families through school, CSAWs and, where necessary the Inclusion Team. Only 2 disadvantaged pupil were identified as having PA at the end of last year and school and external agencies worked closely with this family to improve attendance.

63% of PP children accessed some extra curricular / music provision with pupils being targeted for these opportunities. Last year with all disadvantaged pupils in Year 6 attending the residential.

School are currently on track to ensure that rapid intervention is put in place for all disadvantaged pupils where this is needed. There is now a member of support staff identified to provide consistent catch up for phonics across all year groups and provide additional 1:1 support for reading. We have also purchased Reading Plus as an intervention to support fluency in reading following a trial in the summer term. A member of staff has been identified to run this programme to ensure a consistent approach.

The engagement of disadvantaged pupils in wider curricular activities is still not as high as school would like it to be. Over the next 12 months, school will continue to target disadvantaged pupils and listen to pupil and parent voice regarding the barriers to attending these. A particular focus should be for pupils in KS1 as there is less on offer in this age group than for KS2.

Attendance for disadvantaged pupils at the end of academic year 24/25 was 91.4% which was below the attendance for non-pupil premium pupils at 96% support continues to be given using CSAWs and Family Support Worker to these families to increase attendance in school.

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 |
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| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.