

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Maharishi School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	19.91%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lisa Edwards
Pupil premium lead	Lisa Edwards
Governor / Trustee lead	Ian Birnbaum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,495

Part A: Pupil premium strategy plan

Statement of intent

Background

Pupil Premium is a Government initiative which was first introduced in April 2011. Maharishi School receives the Pupil Premium grant each financial year from the Department for Education (DfE), with the amount determined by the number of students receiving free school meals (FSM) in the last 6 years, those who are, or have been, looked after in the care of the local authority or are from military families. This funding is provided to ensure that these students are not disadvantaged in any way and receive the necessary support to achieve their full potential.

The DfE gives schools the freedom to use the Pupil Premium grant as they see fit, based on their knowledge of pupils' needs. However, schools are accountable for the use of this additional funding. The use of the Pupil Premium grant is targeted to support a wide variety of highly effective support and intervention strategies.

The purpose of the Pupil Premium Strategy

In England and Wales, statistics indicate that there is a significant gap in the academic performance of pupils who receive free school meals (and/or who are looked after) and those who are not. On average, these pupils underperform academically compared to their peers.

At Maharishi School, we are committed to systematically developing the full potential of every student. We believe that the difference between success and failure comes from dedication, a thirst for knowledge and a commitment to learning. We aim to support and encourage all of our pupils to succeed to the best of their ability regardless of their individual starting points

In addition to providing quality first teaching, we aim to raise achievement and narrow the gap between disadvantaged pupils and their peers through effective deployment of our main budget and the additional funding available to Pupil Premium-eligible pupils.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Objectives

- Identify and remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In making provision for socio-economically disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socio-economically disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socio-economically disadvantaged.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide appropriate nurture and resilience support to guide pupils in their emotional and social development, in particular through Consciousness-based Education and also via a range of additional strategies and interventions as required, including access to a highly-trained family support worker
- Provide all teachers with high quality CPD to ensure that pupils access effective quality-first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide all pupils with a chrome book for in-school learning (primary and secondary), as well as to support homework and remote learning (secondary)
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including DofE, clubs, sport, music, theatre visits and workshops
- Provide access to frequent and high quality careers education and associated opportunities, such as careers fairs and work experience opportunities
- Track and monitor attendance to provide intervention and support where a need is identified

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

We will ensure that teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, learning walks, book reviews and pupil voice. Class teachers will identify specific intervention and support, at least termly, for individual pupils through: data analysis, pupil progress reviews, class action plan reviews and SEND support reviews.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Pupil attendance is not in line with the school target and persistent absence (PA) is above national data
2	Progress of disadvantaged pupils in KS2 writing 2025 is lower than national figures, particularly at greater depth.
3	The attainment gap between disadvantaged and non-disadvantaged pupils has widened further since the school lockdowns.
4	Some pupils have gaps in reading knowledge which limits their fluency, confidence and ability to access the wider curriculum.
5	Pupils' life experience and confidence is limited due to a lack of exposure to the wider world and the opportunities available to them.

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
Attendance for pupil premium children improves and persistent absence reduces	School attendance targets are reached and attendance data indicates that the gap to PA national closes year on year
There is no distinction between the progress made in KS2 writing by disadvantaged and non-disadvantaged pupils, and there is an increase in pupils achieving greater depth in writing.	Internal and external data shows that disadvantaged pupils achieve as well as their non-disadvantaged peers, and there is an increase in pupils achieving greater depth in writing.
Reduce the attainment gap of disadvantaged compared with non-disadvantaged pupils.	Internal and external data shows a reduction in the attainment gap between disadvantaged and non-disadvantaged pupils.
Sharpen the school's focus on early reading so that pupils who find reading difficult receive timely, targeted and high-quality support to catch up quickly and become confident, fluent readers.	Internal reading assessments and phonics data demonstrate year-on-year improvement in reading fluency and accuracy for disadvantaged pupils, with fewer pupils falling behind age-related expectations.
All pupils have access to a wide range of social, cultural and academic in-school and extra-curricular experiences.	Tracking of enrichment participation shows increased engagement of disadvantaged pupils in enrichment activities, with pupil voice, behaviour indicators and curriculum outcomes demonstrating improved confidence, aspiration and cultural capital.

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: £4,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading - Literacy Lead promotes literacy, provides staff CPD and monitors	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes	3 & 4

and supports reading interventions £710		
Writing - Writing Lead promotes literacy, provides staff CPD and monitors and supports literacy interventions £710	"...access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum." EEF KS1 Literacy Guidance Report	2 & 3
Maths - Numeracy Lead promotes numeracy, provides staff CPD and monitors and supports numeracy interventions £710	Numeracy is a key determiner for academic success and financial competency in adult life	3
Pupil Premium Leadership and Management - deputy heads & the headteacher work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils £2,580	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>Through targeted CPD, we hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place, enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	1, 2, 3, & 4

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

Budgeted cost: £12,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data analysis - deputy heads & the headteacher closely	Pupils identified by termly data analysis and termly pupil progress	2, 3 & 4

monitor and intervene where the progress of PP pupils is below ARE or below that of non-PP pupils £1,520	meetings with SLT and class teachers	
GDS booster maths classes for Y6 targeted pupils, taught by secondary maths teacher £1,830	Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”	3
Small group support maths classes across KS3-4, led by maths LSA specialist £2,765	As above	3
Small group support English classes across KS3-4, led by English TA specialist £1,290	As above	3 & 4
Small group reading intervention for Y6 led by secondary English teacher £1,585	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes	3 & 4
Secondary phase homework catch-up clubs offered by all teachers £1,290	Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”	3 & 4
1:1 pupil progress meetings between targeted Year 11 students and staff mentors.	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know	1 & 3

£170	who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	
IDL subscription online dyslexia/literacy resource KS1-4 £1,290	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes	3 & 4
Class Action Plans £835	To identify underperformance and track interventions and pupil progress	2, 3 & 4

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

Budgeted cost: £32,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support. £1,535	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges EEF: “Young people who have a good understanding of what they need to do in school to achieve their career ambitions ... do a lot better economically later in life than their peers”.	3 & 5
Attendance administration assistant £1,290	EEF: “Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”	1
Headteacher, deputies and family support worker monitor and support the attendance, engagement and	As above	1, 2, 3, 4 & 5

readiness to learn of PP pupils £1,545		
Enrichment working party £645	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research	1, 2, 3, 4 & 5
Extra-curricular clubs and trip support £1,290	As above	1, 2, 3, 4 & 5
Sports & other competitions, Pupil Parliament, debates, Oracy Award, etc. via membership of the SHARES network £450	As above	1, 2 & 5
Equipment, uniform and subject supplies £1,290	Removing potential barriers to participation increases attendance	1
Interventions and support led by family support worker	EEF: “Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions”.	1, 2, 3, 4 & 5

£2,580		
Inclusion officer £7,635	Improving outcomes for pupils by providing support to overcome barriers to learning both inside and outside the school.	1, 2, 3, 4 & 5
SEND team interventions £3,250	EEF: "An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils".	1, 2, 3, & 4
Pastoral team support £3,250	EEF: "With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways".	1, 2, 3, 4 & 5
Social skills group £3,325	EEF: "Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions".	1, 2, 3, 4 & 5
Drawing and Talking therapy - The Shame about Trauma £2,835	EEF: "Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers' behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects...".	1, 2, 3, 4 & 5
Other Support: Transport, Breakfast club, Data management, Finance management, Technology £1,290	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	1, 2, 3, 4 & 5

Total budgeted cost: £49,495

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attendance

In 2024-25, the school strengthened its approach to attendance through clearer systems, targeted support, and increased use of data.

A combination of support and challenge was used, including LA involvement, regular letters home, meetings with families and home visits. The school worked to shift attitudes towards attendance among several families and offered encouragement and support through calls and personalised communication. Staff have completed EBSA training, recognising that anxiety-related non-attendance requires long-term, sensitive intervention rather than quick solutions.

Despite targeted support and interventions, a number of pupils remained either non-attending or attending at very low levels. Reasons vary widely, including CIN involvement, temporary housing issues, significant anxiety, and parental non-engagement.

The school continued to use LA penalty notices where appropriate for term-time holidays, and began to use LA penalty notices for other unauthorised absences, in line with evolving government guidance.

Staff actively explored barriers to attendance with families and implemented a range of interventions, many of which led to improvements at an individual level even if not reflected in headline figures.

Class Charts rewards and BISBOT supported positive reinforcement for 100% attendance. DfE-generated data has become more detailed, helping the school identify specific targets and emerging patterns. A new attendance strategy and updated monitoring documents were produced in the summer term.

During the Ofsted visit in July 2025, attendance was highlighted as a key area for improvement. However, inspectors also recognised the commitment and extensive work undertaken by the school to address this issue.

	July 2023	July 2024	July 2025
Maharishi School	Overall - 92%	Overall - 90%	Overall - N/A

	Primary - 94% Secondary - 89%	Primary - 92% Secondary - 89%	Primary - 92.4% Secondary - 85.4%
National Data	Overall - 92.5% Primary - 94% Secondary - 90.7%	Overall - 93% Primary - 94.6% Secondary - 91%	Overall - N/A Primary - 95.9% Secondary - 92.3%

Exclusion and suspension data

12.5% of pupils receiving a suspension in 2024-25 were in receipt of Pupil Premium funding and there were no permanent exclusions.

(2023-24: This figure was 30% and there was one permanent exclusion)

KS2 data

In 2024-25, there were two pupils in receipt of Pupil Premium funding. We only have KS1 data for one of these pupils. This pupil achieved greater than or as expected compared with KS1 predictions.

GCSE data

There were three pupils in receipt of Pupil Premium funding.

Pupil 1: 5+ Eng/Ma

Pupil 2: 4+ Eng/Ma

Pupil 3: 4+ in Eng only

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths (primary and secondary)	White Rose Maths
Times Tables Rock Stars (primary)	Maths Circle Ltd
IDL Online dyslexia/literacy resource (primary and secondary)	IDL
Science, history, geography and ICT (primary)	Discovery Education
Grammarsaurus science (primary)	Grammarsaurus
Access to GCSE past papers	Exampro

Programme	Provider
White Rose Maths (primary and secondary)	White Rose Maths
Times Tables Rock Stars (primary)	Maths Circle Ltd
IDL Online dyslexia/literacy resource (primary and secondary)	IDL
Science, history, geography and ICT (primary)	Discovery Education
(secondary)	
Practice grammar and punctuation papers (primary)	SPAG.com
Spelling Shed (primary)	EdShed
Lesson plans and teaching resources (primary)	Hamilton Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional pupil premium strategies that did not require PP funding or recovery premium include:

- Additional access to support for Transcendental Meditation (or Word of Wisdom for younger pupils).
- Consciousness-based Interdisciplinary Studies sessions to refocus pupils' attention on connecting the Self to one's learning and to the world around us.

- The Duke of Edinburgh bronze award (DofE) is accessed by almost all pupils, including disadvantaged, in year 9. DofE focuses on building life skills such as confidence, resilience, and socialising.
- KS4 pupils have an annual opportunity to attend Oxford University, with transport subsidised by the university allowing all who wish to attend to do so.
- Nurture Clubs at both phases provide a safe space for pupils to spend their break times.
- KS1-2 extra-curricular clubs, led by school staff, are open to all pupils.
- KS4 booster classes, led by school staff, are open to all pupils.