

Pupil premium strategy statement – St Margaret's C of E 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 | 396 |
| Proportion (%) of pupil premium eligible pupils | 4% |
| 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) | 24-27 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 26 |
| Statement authorised by | Gianna Ulyatt |
| Pupil premium lead | Alice Hassall |
| Governor lead | Gianna Ulyatt |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £29,420 |
| 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> | £29,420 |

Part A: Pupil premium strategy plan

Statement of intent

At St. Margaret's CE Primary School our vision for all is to '...let your light shine' - this includes our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The emotional resilience of pupils eligible for pupil premium is on average lower in comparison with their peers. As a result, this can affect their ability to engage with their learning and as a consequence impact on the progress they make across the curriculum. |
| 2 | On entry to reception the majority of children who are eligible for Pupil Premium are not school ready. As a result, children need to make accelerated progress through EYFS and KS1. |
| 3 | Internal formative and summative assessments have identified that writing, reading and maths attainment among disadvantaged children is below that of non-disadvantaged pupils. |

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 |
|---|--|
| 1. Children can access their learning and as a result make accelerated progress because of improved emotional resilience. | Children have a positive approach to their learning which will impact on their attainment. This will be evident in their work and through lesson walks and other observations. |

| | |
|--|---|
| 2. Children eligible for Pupil Premium in Early Years make rapid progress in all areas. Ongoing support is in place for those children who do not achieve GLD. | A higher proportion of Pupil Premium children are at the expected standard in all areas in comparison with entry. Areas where children have not achieved are addressed within Year 1. |
| 3. To further raise standards in reading, writing and maths, and close the gap between those in receipt of Pupil Premium and those who are not. | Children in receipt of Pupil Premium on average make positive progress relative to their starting points. Including those working higher within the standard. |

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: £4,025

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Identified CPD opportunities linked to adaptive teaching | High-quality teaching is identified as the most powerful lever for improving outcomes for socio-economically disadvantaged pupils. Professional development that enhances teachers' ability to adapt instruction to meet individual needs is central to this. Pupil-Premium-resource-evidence-brief.pdf | 1,2 & 3 |
| CPD and teaching resources linked to transcription with a particular focus on handwriting | EEF guidance for literacy (KS1 and KS2) particular strand three talks about the importance of improving writing fluency and composition – as when the focus is not on handwriting, spelling or sentence construction it can focus on writing composition. | 3 |
| Phonics CPD | Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews | 2 & 3 |

| | | |
|--|--|--|
| | <p>and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). Bug Club phonics is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4-month progress.</p> <p>Bug Club evidence: https://www.pearson.com/uk/educators/schools/making-an-impact/research-summaries/clackmannanshire-report.html</p> | |
|--|--|--|

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

Budgeted cost: £11,877

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Group support and in class support to overcome identified barriers delivered by a teaching assistant/teacher. | EEF Teaching and Learning toolkit: small group tuition 4+ months progress | 2 and 3 |
| Times Tables Rockstars – for home and in school use. | Different aspects of Times tables Rockstars acts as a resource to support the school to follow the recommendation of the EEF Guidance reports e.g. it also acts as a diagnostic tool for strand 4 in Improving Mathematics | 3 |
| Lexia | EEF states 'A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One. | 3 |

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

Budgeted cost: £13,991

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted support for children to either work 1:1 or in small groups to support children to be steady and ready to learn with a trained Thrive practitioner. | There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. EEF Social and Emotional Learning EEF Teaching and Learning Toolkit: Building social and emotional learning into the classroom (+4 months) Review by DFE into mental health approaches included THRIVE as an initiative that supports and promotes positive mental health (DFE 2018) | 1 |
| Thrive re-accreditation | There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. EEF Social and Emotional Learning Metacognition & self-regulation +8 months | 1 |
| 1:1 support is provided by the School Counsellor to support children with identified emotional/well-being needs. | Supporting children with their social and emotional needs has a positive impact on average of 4 months over an academic year. | 1 |
| CPD for specific training such as Build2Express to support children's mental health and wellbeing. | There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. EEF Social and Emotional Learning Metacognition and self-regulation (=8 months) | 1 |

Total budgeted cost: £ 29,893

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – previous strategy 2024-2025

Please note: Due to low numbers of disadvantaged children our reported data is carefully considered to ensure pupils are not identifiable. Much of our data is not statistically significant due to these small numbers. The link governor evaluates at a granular level where appropriate.

Target 1: Children can access their learning and as a result make accelerated progress because of improved emotional resilience.

The implementation of different strategies this year has received positive feedback and at this initial stage of a three-year plan is having a positive impact on children. Children in receipt of Pupil Premium are making on average at least expected progress and for some more than expected progress.

Target 2: On entry to reception the majority of children who are eligible for Pupil Premium are not school ready.

On entry to Reception, Pupil Premium children were not school ready. Targeted support enabled this group to make more than expected progress across EYFS. Gaps narrowed, particularly in communication and language. Although not all children achieved the Good Level of Development therefore work to support children in areas they did not achieve will be a priority area moving forwards.

Target 3: Internal formative and summative assessments have identified that writing, reading and maths attainment among disadvantaged children is below that of non-disadvantaged pupils.

Pupil Premium children are, on average, making at least expected progress, with some exceeding this. While this is encouraging, it remains a key priority at the end of year one of our three-year plan, as many pupils are still working towards the expected standard. Continued focus will ensure they move closer to achieving age-related expectations.

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 |
|------------------|-----------------|
| Thrive | Thrive |
| TT Rockstars | Maths Circle |
| Lexia | Lexia |