

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Margaret's CE Primary School
Number of pupils in school (R- Y6)	576
Proportion (%) of pupil premium eligible pupils	51
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	David Hunter
Pupil premium lead	David Hunter
Governor / Trustee lead	Mariam Al-Bayati

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 440,865
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 440,865

# Part A: Pupil premium strategy plan

## Statement of intent

At St Margaret's Church of England Primary School, we aim to:

- Reduce and eliminate the attainment differences between pupils in receipt of pupil premium funding and those who are not.
- Provide enrichment opportunities for pupils in receipt of pupil premium funding.

At St Margaret's Church of England Primary School Primary School, we aim to achieve this by:

- Ensuring access to specially trained teachers and other professionals e.g. computing teacher, art teacher, speech and language therapists, Social, Emotional and Mental Health specialist.
- Ensure the highest quality of teaching and learning provision including E-learning.
- Ensure quality CPD for all staff.
- Providing teacher led intervention through small group teaching in specific year groups.
- To improve attendance for pupils who are in receipt of pupil premium funding.
- To ensure all pupils have the foundations to read by the end of year 1.
- To provide early intervention for pupils to narrow baseline attainment gaps with a particular focus on communication and language and early reading.
- Supporting pupils in receipt of pupil premium funding to access extra-curricular activities.
- Offer opportunities to enhance the cultural capital of pupils in receipt of pupil premium funding.

At St Margaret's Church of England Primary School, the key principles of our strategy are:

- Access to quality first teaching in smaller groups
- Access to highly trained specialists where required
- Access to a range of experiences beyond the classroom

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantage pupils in early years start school with baseline attainment below non disadvantaged pupils in communication and language
2	Ensuring that for all pupils, phonics is taught explicitly and systematically. Where pupils fall behind age related expectations, early intervention allows them to quickly catch up.
3	School has high levels of pupil mobility (school stability 64%) and this disproportionately impacts disadvantaged pupils who often arrive in school working at age related levels below their peers (both disadvantaged and non-disadvantaged).
4	Speech, language & communication development is addressed through a speech and language therapist and Wellcomm interventions and subsequent referrals are made to NHS therapists and clinics.
5	To reduce achievement between disadvantaged pupils (school) and non-disadvantaged pupils (nationally) at the end of key stage 2.
6	To provide disadvantaged pupils with cultural capital through an ambitious curriculum that provides pupils with a range of opportunities.
7	To provide disadvantaged pupils with the opportunity to attend extra-curricular provision that develops their talents and interests.
8	To provide emotional wellbeing and mental health support.
9	To raise pupil attendance to be in line with national outcomes.

## 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. To reduce the attainment for disadvantaged and non-disadvantaged pupils in communication and language	Disadvantaged pupils make accelerated progress closing the attainment gap with non-disadvantaged pupils by the end of EYFS
2. Staff professional development to ensure high quality teaching of phonics. Where pupils have gaps in	Pupil outcomes in line with national in Y1 & Y2 Phonics Screening Check. Improve the quality of phonics teaching.

their knowledge catch up and intervention supports pupils in achieving phonics check.	
3. New disadvantaged pupils are effectively assessed to identify gaps in knowledge with effective support put in place.	Effective support allows pupils to catch up quickly closing the attainment gap on their peers.
4. Early language development is addressed through Wellcomm & ELKLAN interventions and subsequent referrals made to NHS therapists and clinics.	Pupils with language & communication needs have appropriate intervention in school and via the NHS, they are able to access their learning, making progress and meeting age related expectations.
5. Reduce the difference between disadvantaged and national attainment (non-disadvantaged pupils) in reading, writing and maths is diminished.	Outcomes for disadvantaged pupils are narrowing when compared to national outcomes for (non-disadvantaged pupils) Internal data shows outcomes for disadvantaged pupils narrowing compared to non-disadvantaged pupils.
6. Disadvantaged pupils experience an ambitious curriculum that develops their cultural capital.	Disadvantaged pupils further develop their cultural capital
7. Pupils will have access to a range of extra-curricular activities including the use of specialist teachers in sports, art, and computing.	50% of places at after school will be taken by disadvantaged pupils. Disadvantaged pupils with individual talents and interests will be encouraged to attend after school provision.
8. Provide child counselling and mental health support.	Improve emotional wellbeing and provide mental health support.
9. To raise pupil attendance and reduce persistent absence	Disadvantaged pupil attendance is in line with national figures for % attendance and persistent absence.
10. Develop, lead and manage effective teaching strategies to improve standards of teaching across school by developing teachers and teaching assistants through a rigorous programme of professional development.	Pupils making accelerated progress leading to outcomes in-line with national.

## 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: £ 197,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional qualified teachers funded to support pupils in small group interventions in classroom settings and to cover colleagues to deliver interventions.</p> <p>Focus group interventions and in class support will continue to challenge these pupils appropriately.</p>	<p>Education Endowment Foundation – evidence regarding smaller class sizes and increased opportunities for feedback.</p> <p>The gap between attainment of PP pupils and national average attainment needs to be diminished. In class targeted support and interventions will help pupils to overcome barriers.</p> <p>We recognise the importance of supporting PP pupils who are attaining above their age-related expectation to continue to support them to make good progress and to increase their aspirations. Focus group interventions and in class support will continue to challenge these pupils appropriately.</p>	1, 3, 5
<p>Read Write Inc Lead to support early literacy skills with a specific focus around phonics.</p> <p>RWInc Lead to support staff CPD.</p>	<p>EEF - 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.</p>	2, 3
<p>Professional development around teaching and learning and curriculum development</p>	<p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	1, 2, 3, 4, 5, 6, 10

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

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by TAs across the school throughout the year - inference, phonics, word recognition fluency, mathematics, and writing	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition</a>	1, 2, 3, 4, 5,
Early Language Development	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a>	4, 5

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

Budgeted cost: £ 103,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective support is provided to pupils who are identified as having social, emotional and mental health needs.	<a href="https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/">https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	8
Employ art, computing and specialist to offer individual/small group sessions.	To offer individual/small group music sessions Education Endowment Foundation - Mentoring Education Endowment Foundation – Arts Participation	6, 7
Designated member of staff with responsibility for leading on attendance.	To implement the DFE school attendance guidance with a particular focus on ensuring that PP attendance is in line with national expectations.	8

**Total budgeted cost: £ 442,560,000**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS data, phonics screening check results, multiplication screening check, KS2 2 performance data and our own internal assessments.

During the 2024/25 academic year, school saw a significant amount of pupil mobility with 81 pupils joining St Margaret's and 80 pupils leaving. This the number of pupil premium pupils rose during the year from 51% at the time of the school census to 55% at the end of the academic year. A significant proportion of the rise in pupil premium numbers can be attributed to pupil mobility. This has impacted our internal data as a significant number of these new pupils on roll are not working at age related expectations upon arrival. The EYFS and KS1 cohorts were impacted more by pupil mobility.

A key focus of our pupil premium strategy has been to support pupils' communication and language skills in EYFS. At the end of EYFS, PP pupils attained significantly higher than their peers nationally with 66% achieving a good level of development v 52% nationally. Outcomes in listening and attention for disadvantaged pupils were 78% for speaking and 72 for listening%. Disadvantaged pupils across EYFS made accelerated progress in these areas.

In the Y1 PSC, check 81% of pupil premium pupils reached the expected standard against 69% of disadvantaged pupils nationally. The impact of our targeted support around phonics helped our PP pupils attain above their PP peers and in-line with non-disadvantaged pupils.

The KS2 2024 cohort included 5 pupils with an EHCP all of whom qualified for pupil premium. 59% of the 2025 cohort were disadvantaged with 26% of these pupils in the SEND register. 88% of the cohort had EAL.

At the end of KS2, at the expected standard, PP pupils attained higher than PP nationally in writing, mathematics and the combined metric (60% v 47%). Outcomes in individual subjects, reading (65% v 63%), writing (76% v 59%), and mathematics (86% v 61%) were all above national outcomes for PP pupils.

The year 2024-25 school continued to offer a wide variety of extra-curricular activities including the use of specialist teachers in art, music and computing. A full provision of extra-curricular sporting competitions was also introduced. These activities were open to

all pupils with a significant number of subsidised places reserved at after school clubs and for educational visits.

Pupils showed a robust, positive attitude to school and learning. Pupil behaviour was very good. Where pupils demonstrated concerns with regard to their emotional wellbeing, effective mental health support allowed all pupils to engage in the full life of school.

Attendance for disadvantaged pupils at 93.9% was above disadvantaged pupils nationally (92.1%). Persistent absence for disadvantaged pupils was 19% lower than disadvantaged pupils nationally (26%).

## 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
Pathways to Read	The Literacy Company
Pathways to Write	The Literacy Company
Power Maths	Power Maths
Mastering Number	NCETM
WellComm Speech and Language	WellComm
Read Write Inc	Ruth Miskin

## 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)**

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