



Pupil premium strategy statement 2025-28

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.

Our rationale

- Find ways to help all pupils, particularly those who are vulnerable, achieve well
- Based on research from the [Education Endowment Foundation](#) (EEF)

School overview

Detail	Data
School name	St. Margaret's CE Junior
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26 > 2027-28
Date this statement was published	18 th December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Hugill
Pupil premium lead	Nick Williams
Governor / Trustee lead	Roger Whittaker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34865
Recovery premium funding allocation this academic year	£0
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	£34865

Part A: Pupil premium strategy plan

Statement of intent

Our school motto: Everyone is Valued...Everyone is Motivated...Everyone Achieves. Our vision sets an aspiration for ALL our children to ‘soar on wings like eagles’, in many different ways, celebrating their unique qualities.

This affirms our commitment to ensuring that **all** children are given the best possible chance to realise their potential. We set high expectations for everyone and we use pupil premium funding to provide a range of high-quality resources, staff CPD and rich learning experiences. We apply a focus on vulnerable individuals or groups, assessing individual needs, and devise a range of strategies to overcome barriers to learning.

Our ultimate objective for disadvantaged pupils is to help them overcome any barriers to learning and achieve as well as they can. We expect them to make progress in line with their peers and try to exploit opportunities to help them make enhanced progress so they can attain in line with their peers where possible.

We carefully plan our strategy to put in place high quality teaching and learning provision that encourages all pupils to succeed and provides a rich and engaging curriculum that enables them to do so. Continuing Professional development (CPD) or training for staff is a key element of this – confident and capable teachers offer the best way to facilitate quality learning. Providing social and emotional support is another important factor is helping vulnerable pupils – they are more likely to learn well if we build their self-esteem and confidence.

Rationale of our strategy for Provision

- Quality teaching and learning for all pupils is the key to helping children succeed – this applies equally to disadvantaged children.
- Nationally, vulnerable pupils have not done as well as their peers historically. Consequently, we are keen to find ways to help these children achieve well and help them realise their potential.
- We plan our provision and utilise our funding based on research, particularly from the [Education Endowment Foundation](#) (EEF).

Challenges

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

Challenge number	Detail of challenge
1	Reduced language development and vocabulary gaps, as well as understanding of what they read among disadvantaged pupils, compared to their peers. This affects attainment and progress. It also affects self-esteem and motivation.

2	Difficulties in life reduce the emphasis placed on academic achievement within some disadvantaged families. This can result in lower self-motivation, interest and resilience for learning, having an impact upon their attainment and progress. This also affects self-esteem and emotional well-being – success = motivating.
3	Our analysis has identified that disadvantaged pupils do not tend to have as many enrichment opportunities in their life, affecting their wider knowledge and cultural capital.
4	Social and emotional issues can arise for disadvantaged pupils, due to lower life difficulties and less opportunities and engagement in wider learning. These challenges can affect their self-esteem, behaviour, motivation and attainment.
5	In the years following COVID, the academic development of children, including language, has been affected. However, it is their emotional development that has often suffered most, including their social skills and resilience. This was disrupted during their formative years in KS1. National studies show that disadvantaged pupils were affected more than their peers, in terms of progress and personal development. The proportion of pupils with SEND, particularly in the area of social and emotional health, has also grown significantly in the last few years.

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
Staff CPD leads to enhanced provision	<ul style="list-style-type: none"> → Enhanced teacher skills and confidence leads to better learning and retained knowledge. → CPD has an impact – high quality lessons and outcomes in a range of subjects. → Maths fluency/mastering number enhanced. → Staff understand good mental wellbeing. → Effective nurture and wellbeing provided.
Range of resources supports quality learning	<ul style="list-style-type: none"> → Reading fluency & understanding enhanced. → Maths fluency/mastering number enhanced. → Quality outcomes in books. → Technology enhances access to learning. → Pupils make good progress, especially disadvantaged.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> → Assessments and observations indicate improved oral language among disadvantaged and all pupils. → Range of sources of evidence, including learning walks, pupil talk, work scrutiny and ongoing formative assessment show greater language knowledge.
Disadvantaged pupils have access to wider range of opportunities, like their peers.	<ul style="list-style-type: none"> → Clubs target disadvantaged pupils. → Trips, visits, tuition etc. all offered to and funded for disadvantaged pupils. → Uptake enhances their experiences and cultural capital.
Nurture/social and emotional support leads to more confident learners.	<ul style="list-style-type: none"> → Targeted pupils are happier and more confident. → Pupils' resilience for learning enhanced. → Pupil progress is good as a result.

Pupils who may have suffered slower progress due to COVID, or other factors, catch up.	→ Teachers track and target pupils with range of strategies and quality learning support. → Pupils improve their attainment and progress. → Emotion support gets pupils ready to learn.
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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: £9965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD for teaching and learning in English reading	EEF guide to pupil premium – “An effective teacher, supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for PP spending. EEF Toolkit – Reading comprehension = low cost, high impact/extensive evidence.	1, 5
Staff CPD for Mastery mathematics and mastering number	EEF Toolkit – mastery learning = good impact for low cost, based on moderate evidence.	2, 3, 4, 5
Staff CPD for Phonics and early Readers	DfE Reading Research Paper 2021 EEF Toolkit – Phonics (and early reading work) = high impact for low cost, based on extensive research.	1, 5
Reading books & materials Grammar/spelling resources Maths resources Cross-curricular materials for writing Digital technology	EEF Toolkit – Reading comprehension = low cost, with high impact and based on extensive evidence. EEF Toolkit – mastery learning = good impact for low cost, based on moderate evidence. (Use these to boost learning in group work)	1, 2, 3, 5
CPD/Training for all staff (Teachers/TAs)	EEF Review of CPD (2021) The rationale for CPD is clear: meta-analyses find that teacher CPD tends to improve pupil academic achievement (Fletcher-Wood & Zuccollo, 2019; Lynch et al., 2019).	1, 2, 4, 5

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

Budgeted cost: £17500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerating Reading structured work	EEF Toolkit – Reading comprehension = low cost, extensive evidence of high impact.	1, 2, 5
Mastering number – direct support in targeted sessions.	EEF Toolkit – mastery learning = good impact for low cost, based on moderate evidence.	1, 2, 5
Additional teaching support for targeted groups of pupils	EEF Toolkit – low cost, moderate evidence with moderate impact. Reading, writing and mathematics. Collaborative learning, metacognition and teacher feedback all provide good evidence of impact.	1, 2, 5
Metacognition This includes use of self and peer assessment	EEF Toolkit – Metacognition = low cost, effective evidence and high impact on progress.	1, 2
Feedback, including reflections, Assessment for Learning and ‘fix-its’	EEF Toolkit – low cost, extensive evidence and high impact. EEF Review of Feedback found that in 80% of studies feedback had positive impact compared to no feedback. Feedback had a greater impact in English than mathematics.	1, 2, 5
Small group tutoring, including interventions	EEF Toolkit – moderate cost, moderate evidence but high impact.	1, 2, 5
Collaborative learning and peer tutoring	EEF Toolkit – learners supporting each other in a planned way = high impact, although evidence is more limited.	1, 2, 3, 5
Homework	EEF Toolkit – good impact for low cost, based on limited research	1, 3

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

Budgeted cost: £7400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider strategies including nurture and social and emotional support.	EEF guide to PP – wider strategies relate to the most significant non-academic challenges to success in school, impacting on attainment.	1-5
Trips and visits, music tuition & resources.	EEF Toolkit – arts participation provides moderate impact with low cost. See below for further evidence re: arts.	3, 4
Wider Curriculum > Arts / theatre / drama workshops and shows. > Music instrument enrichment > Range of curricular 'wow' workshops > Forest skills/outdoor life skills for all pupils	EEF Toolkit – arts participation provides moderate impact with low cost. EEF research, supported by Sir Kevan Collins, asserts that the arts have a positive impact on cognitive and non-cognitive outcomes for children. Cultural capital enriches experience and knowledge of pupils. More resilient and confident learners.	3, 4
Extra-curricular clubs & activities, including forest skills...	Our analysis shows improved self-confidence and social skills in targeted pupils and resilience for learning.	3, 4
Nurture and social / emotional & behaviour support	EEF Toolkit – behaviour interventions = moderate impact for low cost based on moderate evidence.	4, 5
Attendance support through wellbeing	Providing strong emotional support to pupils supports behaviour and attitudes to learning, facilitating better progress. (EEF)	2, 4, 5
ELSA programme (Emotional Literacy)	Providing strong emotional support to pupils supports behaviour and attitudes to learning, facilitating better progress. (EEF)	4, 5

Total budgeted cost: £34865

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria / Impact
Staff CPD leads to enhanced provision	<ul style="list-style-type: none"> → Enhanced teacher skills and confidence. → CPD has an impact – high quality lessons and outcomes. → CPD supports subject leadership and teacher skills and knowledge. This includes: curriculum leadership, English, maths and all other curriculum subjects plus online safety. → Monitoring shows consistently good learning seen across school, including English, mathematics, history, geography, RE, PSRHE, science, art & design and PE...
Range of resources supports quality learning	<ul style="list-style-type: none"> → Reading comprehension skills improve. → Quality outcomes in books. → Technology enhances access to learning. → Pupils make good progress, especially disadvantaged. → Monitoring of teaching and learning shows good quality outcomes in English and maths. Quality outcomes evident in many other curriculum areas and improving in all areas. <u>All KS2 measures above National, many over 10% above:</u> → Reading, writing & maths combined EXS = 69% (N 62%) / GDS = 15% (N 8%) → Reading EXS = 84% (N 75%) / GDS = 47% (N 33%) → Writing EXS = 82% (N 72%) / GDS = 24% (N 13%) → Maths EXS = 82% (N 74%) / GDS = 33% (N 26%) → <u>Average scaled score above NAT:</u> → Reading = +2 / English GPS = +1 / Maths = +1
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> → Assessments and observations indicate improved oral language among disadvantaged pupils. → This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. → Monitoring shows that teachers are targeting language development. Pupils acquiring additional vocabulary and language, as seen in observation and outcomes produced. This is all pupils and disadvantaged. → Reading KS2 results shows this success (see above).
Disadvantaged pupils have access to wider range of opportunities, like their peers.	<ul style="list-style-type: none"> → Clubs target disadvantaged pupils. → Trips, visits, tuition etc. all offered to disadvantaged pupils. → Uptake enhances their experiences and cultural capital. → Targeted pupils attended clubs and wider activities. → Funding for trips and visits ensures vulnerable pupils participate fully in all opportunities e.g. attending outdoor education and gaining cultural capital.
Nurture and social and emotional support lead to more confident learners.	<ul style="list-style-type: none"> → Targeted pupils are happier and more confident. → Pupils' resilience for learning enhanced. → Pupil progress is good as a result. → ELSA training/provision tackles low self-esteem, promotes mental well-being so pupils ready to learn and happier. → Very few pupils behind their targets and vast majority achieve well, including at end of KS2 assessments.
Vulnerable pupils who may have suffered slower	<ul style="list-style-type: none"> → Teachers target pupils with range of strategies. → Pupils improve their attainment and progress.

progress (possibly due to COVID) catch up.	<p>→ Targeted tracking and interventions ensure that all pupils at risk of falling behind receive support.</p> <p>→ Very few pupils falling behind and pupils perform in top 20% of schools nationally in English.</p> <p><u>2025 KS2 attainment (4 pupils of which 2 = SEND):</u></p> <p>N.B. 4 pupils is a small data group</p> <p>→ Reading, writing & maths comb. EXS = 0% (<) / GDS = % (<)</p> <p>→ Reading EXS = 75% (>) / GDS = 0% (<)</p> <p>→ Writing EXS = 25% (<) / GDS = 0% (<)</p> <p>→ Maths EXS = 25% (<) / GDS = 0% (<)</p> <p><u>2025 KS2 Expected or better progress from KS1 (4 pupils):</u></p> <p>→ Maths = 100% / Reading = 75% / Writing = 100%</p> <p><u>2024-25 Y3-5 attainment of 19 pupils (5 = SEND) at EXS:</u></p> <p>→ Reading = 68% (>) / Writing = 53% (>) / Maths = 74% (>)</p> <p><u>2024-25 Y3-5 attainment of 19 pupils (5 = SEND) at GDS:</u></p> <p>→ Reading = 21% / Writing = 5% / Maths = 21%</p> <p><u>2024-25 Expected or better progress (19 pupils) from KS1:</u></p> <p>→ Reading = 95% (>) / Writing = 100% (=) / Maths = 100% (=)</p>
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Externally provided programmes

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

Programme	Provider

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?	Social and emotional nurture support for the pupils in question.
What was the impact of that spending on service pupil premium eligible pupils?	Enhancing social skills enabled these pupils to socialise better. Improved liaison with the family and enhanced relationships at home.

Further information (optional)

<p>We provide a range of additional activities and extra-curricular opportunities, particularly aimed at vulnerable or disadvantaged pupils that do not depend on funding.</p> <p>This includes nurture groups run by staff at lunchtimes, including a range of activities and pupils. Examples include construction clubs, gardening and sketching. The aim is to provide enriched opportunities whilst nurturing the children and building their social skills and resilience, helping their relationships and academic progress.</p>
