

St Margaret's C.E Primary School Pupil Premium Strategy Statement 2025-2028

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	
Proportion (%) of pupil premium eligible pupils	September 2026 11%
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)	2025-2028 3 years
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	George Lumley
Pupil premium lead	George Lumley
Governor / Trustee lead	Carolynn Lorimer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,450.00
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>	£78,450.00

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret's C.E. Primary School, through our Christian vision that every child is '**Created to Shine**', (Matthew 5:14), we strive to nurture and celebrate the unique strengths of all of our pupils. We are committed to addressing educational disadvantages through a culture of high aspirations, expectations and dedication to put the needs of our children and families at the heart of everything we do. We believe that by *lovingly* understanding and caring about each child's needs, this supports them to *aspire* to achieve their very best in all that they do. Our whole school values of **Love and Aspire** guide the way that our learners from disadvantaged backgrounds are supported and fully integrated into all aspects of school life. This is achieved by providing well planned and highly intentional quality provision for all children both inside and outside of the classroom, with our ultimate aim being that every child in our school personally succeeds, flourishes and excels.

We have a strong ethos of inclusion and have a committed and compassionate approach towards engaging and supporting our children and their families. We have a collective understanding of the impact of disadvantage on pupils' learning and staff unconditionally 'champion' and understand the part they play in addressing educational disadvantage.

At St. Margaret's, we believe that all children have an equal right to a full and broad education. This will enable them to achieve their greatest potential, personal progress and outcomes. Our curriculum is designed to promote quality first teaching and learning, emotional regulation and positive relationships and interactions with others – equipping children with the skills and understanding to develop as responsible global citizens. We aim to enrich our whole curriculum so that highly intentional planned opportunities and learning experiences for all of our pupils are memorable and broadening. At St Margaret's, we wholeheartedly believe that when this is deliberately put into place, it will raise a child's personal aspirations alongside them gaining increased knowledge, skills and lived experiences.

Our School Development Priorities deliberately closely align with our Pupil Premium Strategy and our intention is to allocate funding effectively to maximise impact.

Key Principles and Aims at St Margaret's C.E. School:

We aim to ensure that Quality First Teaching and learning opportunities meet the needs of all children, but will be especially beneficial to specific groups of more vulnerable pupils such as those from disadvantaged backgrounds.

We ensure that all teaching staff are involved in analysis of data and identification of children, so that they are fully aware of strengths and areas for development across the school. We recognise that not all children who receive free school meals are socially disadvantaged.

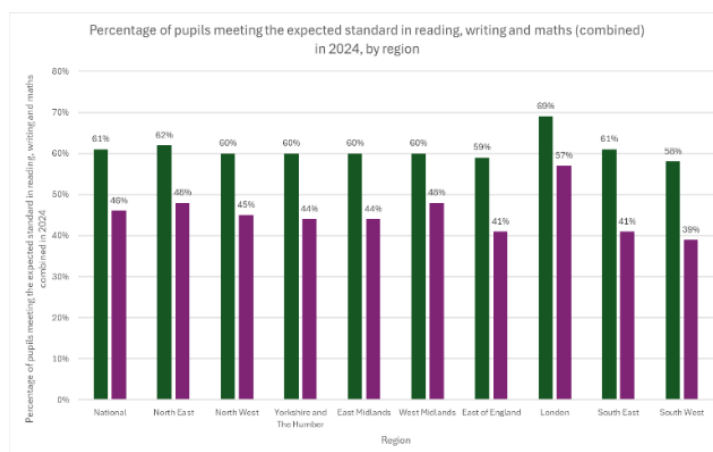
We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated by identifying key groups and individual pupils across the school according to targeted, identified needs. This is based on current collected data and information, as well as a variety of 'soft data' built up over time. This is through many daily observations of children, pupil and

staff voice, as well as our detailed knowledge of our pupils and their families through building highly intentional and positive relationships with parents/carers.

Challenges

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

Challenge number	Detail of challenge
1	Lower maths progress and attainment identified at key points over the primary age phase- by end of EYFS, Key Stage 1 and 2. Analysis of internal and national data highlights lower and inconsistent progress and attainment in mathematics for disadvantaged pupils across key stages. Despite some strong outcomes, there is significant variability between cohorts. Multiple factors to disadvantage are evident and can be seen through our school's vulnerability matrix, requiring a multi-faceted approach to supporting children. By the end of each key stage, disadvantaged pupils are less likely to reach the expected standard in maths. Pupil Premium children are also less likely to achieve full marks or the national average score in the Year 4 MTC. This suggests a need to strengthen conceptual understanding, fluency, and reasoning from EYFS onwards, ensuring that all pupils, particularly those from disadvantaged backgrounds benefit from high-quality, small-step teaching and same-day intervention in line with mastery principles. Our ongoing collaboration with the NCETM, guided by the principle "<i>Every Child Counts: Raising Ambition for Disadvantaged Learners</i>," supports our commitment to making the mastery approach equitable and aspirational for every child. Regional data (see graph below) further contextualises the challenge: the South East has one of the largest disadvantage gaps nationally at the end of KS2, with a 20 percentage point difference between disadvantaged pupils and their peers. This indicates that, even within a relatively high-performing region, children from a disadvantaged background are at risk, reinforcing the importance of targeted, mastery-informed approaches to ensure equity and raise ambition for all pupils in our school.



Assessment data indicates that performance in maths for children eligible for Pupil Premium is below pupils who are not eligible in KS1 and KS2.

2

Emotional dysregulation impacting on ability to achieve full learning potential.

Within our Christian vision that every child is “Created to Shine, we recognise that some pupils, especially those from disadvantaged backgrounds face barriers linked to emotional dysregulation. These pupils may struggle to manage or express emotions appropriately. This can be shown as anxiety, frustration, anger, or withdrawal, often linked to adverse childhood experiences, social disadvantage, or low self-esteem.

The above presentations can impact on learning by:

- * Reduced engagement and concentration in lessons, leading to missed learning opportunities.
- * Difficulty forming and maintaining positive relationships with peers and adults.
- * Increased risk of behaviour incidents, resulting in lost learning time.
- * Lower resilience when faced with academic challenge, leading to underachievement relative to potential.
- * Emotional overwhelm can interfere with working memory and executive function, reducing the capacity to process new information effectively.

3

Lack of high quality opportunities for collaborative enrichment play experiences outside of the classroom, in order to broaden independence, resilience and social skills of our pupils.

Observations of our children during unstructured times in the school day (e.g. break and lunchtimes), indicate a growing trend that children do not naturally demonstrate skills of creativity, collaboration, resilience and problem solving skills during their play with the existing play equipment. This has particularly been evident between those from more vulnerable groups of children such as pupils from disadvantaged backgrounds. This has often resulted in:

- * Poor behaviour, (low level as well as more challenging).
- * Lack of resilience or ability to solve problems with other peers independently with the need for a high level of intervention from key adults.

	* Lack of positive communication between specific children which escalates over time. * Teachers/support staff and SLT spending time of varying amounts to 'unpick' situations that may have arisen during breaktimes through the use of restorative practices. The impact of this has meant that whole class teaching time during the beginning of afternoon learning has sometimes been lost, due to negative relationships between peers back in the classroom. Furthermore, senior leaders have evaluated the amount of time that children spend across the school week during unstructured break times (approximately 5 hours), compared to that of other classroom based academic subjects. This is evaluation has specifically identified a lack of: * Specific planning that occurs for high quality play activities during break times compared to more academic learning.. * A dedicated teacher strategically leading the expectations and opportunities for this time of the school day. *CPD opportunities for MMS staff, sometimes resulting in a lack of confidence and understanding about how to best support opportunities for play.
4	Pupils own personal aspirations impacting on both learning and wider school opportunities. We have collected over time, detailed contextual knowledge and an accurate understanding of our pupils and their families, such as through professional conversations and specific Pupil Progress Meetings between teachers and members of the Senior Leadership Team. This information, alongside current pupil voice conversations and previous targeted pupil conferencing, has provided us with a range of 'soft data' to suggest that pupils from disadvantaged backgrounds in particular, have lower personal aspirations both in terms of their academic achievements and wider school opportunities. (45% of children in receipt of Pupil Premium funding currently attend 1 or more after school clubs).

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
Attainment: To show enhanced attainment and progress in maths by the end of key points across the primary age phase: end of EYFS, end of Key Stage One and end of Key Stage Two, particularly in relation to our disadvantaged pupils. Teachers to have aspirational intentions for the maths learning of all pupils 'to academically shine' regardless of any potential barriers.	Enhanced attainment and progress in maths demonstrated by: Pupil data from the end of KS1 and KS2 will show an upward trend of pupils eligible for Pupil Premium achieving Age Related Expectation and above. Increased percentage of identified pupils from disadvantaged backgrounds to achieve ARE at the end of KS1 and KS2, to bring attainment data broadly in line with the rest of the cohort. Through evidence based research, both teaching and non-teaching staff will show a deeper understanding and application of quality first teaching strategies in all lessons taught. This will have a consistent, positive

	impact on the learning for all children, but particularly for more vulnerable groups of pupils. This will be demonstrated through pupil data, classroom observations and pupil voice.
Well-Being and emotional regulation: To achieve and sustain improved emotional wellbeing and positive attitudes amongst all pupils in our school, particularly our disadvantaged pupils. There will be a strong integral culture across the whole school through the day to day promotion of our key values of 'love' and 'aspiration'	Sustained high levels of well-being and behaviour demonstrated by: • Soft data from pupil surveys, teacher observations and well-being referrals data will demonstrate improved levels of well-being. • Impactful SEND provision for children with SEMH needs as identified in SEND review and observations. • Skills of self-regulation are supported and developed through the increased capacity of support across the school from the expanded pastoral team alongside skills developed from both teaching and non-teaching staff. This will lead to: • Improved emotional regulation skills, enabling greater focus and participation in learning. • Increased attendance, engagement, and attainment in line with non-disadvantaged peers. • Enhanced sense of wellbeing and belonging, fostering readiness to learn. • Targeted SEMH interventions (e.g. ELSA sessions). • Access to pastoral or mentoring support to build emotional resilience and self-regulation strategies • Staff CPD on trauma-informed, ELSA and PACE training. • Parental engagement to reinforce emotional regulation strategies at home.
Enrichment opportunities during outside play will be increased and enhanced: Children will have access to intentionally planned and high quality play opportunities during all lunchtime break times, strategically led by the school's PE subject leader. This will significantly broaden and enhance play opportunities outside of the classroom where personal developments and achievements will be loved, celebrated and promoted by all. Our whole school vision that all children are 'created to shine' will be lived out through this intended outcome.	Pupil voice and observations from lunchtime staff and SLT, will demonstrate increased skills of creativity, problem solving and collaboration between our pupils of all ages. New and enriching provision will ensure that lunch times are more purposeful, inspiring and interactive - focusing on well-being, healthy lifestyle and fostering positive relationships between peers. The intentional, planned play opportunities will be seen as a focus on our commitment to meet the needs of all pupils and raise aspirations for what our children can achieve.

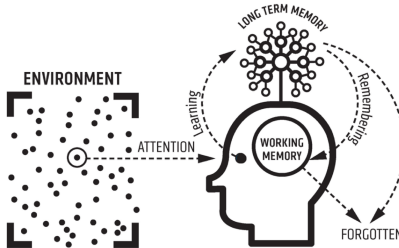
Activity in this academic year - September 2026

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: £48,479.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of 3 experienced and skilled teachers already teaching at St Margaret's to create an extended SLT from September 25. This has created phase leaders for both Key Stage 1 and 2, as well as a leader of teaching and learning across the whole school (who is also the current subject leader of maths). The job descriptions for all 3 roles have a direct link on promoting and enhancing the quality of teaching and learning across the whole school. Great teaching is the most important lever schools have to improve pupil attainment, particularly for disadvantaged children. A school wide approach to developing the effectiveness of teaching will be supported by the appointment of a Teaching & Learning lead and restructure of the SLT to give a focus to Quality First Teaching and a consistent approach to adaptive and effective teaching. A restructure of the SLT to have a team focused approach to inclusion and to ensure this lens is applied to all areas of school leadership and development is also being implemented. The roles of T&L lead, Phase Leaders, Deputy Head, SENCO, and Headteacher all have direct responsibilities for promoting and enhancing the quality of teaching and learning across the whole school.	https://assets.publishing.service.gov.uk/media/5a7e1631e5274a2e8ab45c13/establishing-and-developing-high-performing-leadership-teams.pdf https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://teaching.blog.gov.uk/2024/12/02/focus-five-a-high-impact-low-cost-response-to-disadvantage/	1,2,4
Staff training focusing on theory based learning and key practical aspects of Quality First Teaching with all teachers led by Teaching & Learning lead. A school wide approach to this is essential to ensure consistency across the school is developed. This will be supported by a new T&L policy. LSA staff will receive training on the same areas of QFT as teachers and	'Effective Professional Development' guidance (EEF, 2021). 'Assessing and Monitoring Pupil Progress' guidance (EEF, 2018). 'Special Educational Needs in Mainstream Schools' guidance (EEF, 2020).	1,2, 4

opportunities for LSAs to work in small groups to hone practice will be supported by the T&L lead.	Tom Sherington- Model of Learning 	
Planned CPD follow up individual staff meetings devoted to key elements of QFT that are specific to the current, identified needs of our school - explicit instruction, chunking, learning intentions, retrieval.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,4
Planned CPD training for all support staff across the school which will be in line with the themes of training teachers will have had linked to QFT. Training led by Teaching and Learning lead, SENCO and Deputy Headteacher. Deployment of LSA staff carefully considered to meet cohort needs.	'Making Best Use of Teaching Assistants guidance' (EEF, 2021). 'Deployment of Teaching Assistants- summary of recommendations' (EEF, 2025). 'SEND Code of Practice' (DfE 2015) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4
Termly year group pupil progress meetings led by Deputy Headteacher. These meetings will focus specifically on the progress and attainment of a targeted group of pupils to meet Age Related Expectations in a particular core subject area. The learning needs of the group of children selected are specific to the identified year group needs and the core subject area will be different across the school.	Pupil Progress Meetings in Action	1,2,4
NCETM Curriculum Prioritisation materials were introduced from Y1-Y5 last academic year. This year, EYFS are using Mastering Number as their stand-alone maths session and Year 6 are using the CP materials to inform their planning. This enables teachers to plan and deliver learning in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigour of all aspects of the maths to facilitate deep thinking. The small steps are connected and concepts are built. This leads to generalisation of the maths, and the ability to apply it to multiple contexts and solve	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/#Notes	1,4

problems. EYFS and KS1 staff are due to attend further training in Mastering Number from Autumn 2026.		
Change in role and job description of an existing full time experienced teacher (PE subject leader) to cover PPA across the whole school (from years 1-6) for 3 days per week over a fortnightly rolling programme. This is working alongside and leading an experienced HLTA who teaches in the parallel class during PPA and has a really strong passion and skill for art. This enables all children in Key Stage 1 and 2 to be taught from subject specialists in PE and art, helping to enrich curriculum opportunities and developing an aspirational mind-set for the children, particularly those from disadvantaged backgrounds.	https://educationendowmentfoundation.org.uk/news/new-eef-trials-announced-including-focus-on-send https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2, 4

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

Budgeted cost: £5,619.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths intervention- Mastering Number KS1/ KS2, led by NCETM trained LSA These sessions will be held x3 a week for 15 minutes. Using the data/reports on Sonar (whole school assessment tool), the weekly fluency scores (Big Maths, Beat That) and the identified Pupil Progress children, children have been identified due to gaps in their fluency understanding. Two Support Staff are attending x4 whole day sessions hosted by the NCETM. This programme is designed to improve the subject knowledge and pedagogical knowledge for all practitioners supporting the learning of primary maths. It supports primary teaching assistants who are supporting maths to develop specialist knowledge for teaching maths, and to develop distinct pedagogical	https://www.ncetm.org.uk/features/how-mastering-number-supports-eal-and-disadvantaged-pupils/ https://www.ncetm.org.uk/features/taking-the-ceiling-off-learning-with-mastering-number/ https://assets.publishing.service.gov.uk/media/699d88183e672177d0bc7562/English_Hubs_Programme_phonics_impact_evaluation_2019_to_2025.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,4

decision-making, which will impact on their practice when supporting maths. Additional LSA intervention for identified children requiring additional phonics work will be supported through Year 1 and Year 2 as well children entering KS2 who did not make the standard by the end of Year 2.		
Careful deployment of additional LSAs in targeted year groups (following careful analysis of assessment data) to support 'diminishing the gap' in targeted subject areas according to specific needs of year group. This will include support for children requiring Speech and Language Therapy, additional Phonics tuition, and focused interventions supported by the SENCO such as Lexia.	'Assessing and Monitoring Pupil Progress' guidance (EEF, 2018). 'Special Educational Needs in Mainstream Schools' guidance (EEF, 2020). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4

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

Budgeted cost: £24,350.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Pastoral support member of staff for 8 hours a week to support the well-being and SEMH needs of identified pupils across the school working under the strategic direction of the Child and Family Pastoral /Designated Safeguard Leader. ELSA training for this member of staff will enable high quality well-being support for pupils that evidence shows has a positive impact on self-efficacy, engagement, resilience.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://theses.ncl.ac.uk/jspui/handle/10443/3117 https://eric.ed.gov/?id=EJ1244874	1,2,4
Introduction and set up of a nurture room (Calm Room). This is to be used specifically to support any pupil across the whole school who may be emotionally dysregulated or need some time away from class with an adult before they are able to access learning in class with peers. The Calm room is also accessible for identified	https://researchbriefings.files.parliament.uk/documents/POST-PN-0739/POST-PN-0739.pdf	1,2,4

children during all lunchtimes, led by a LSA who has specific skill and interest in supporting more vulnerable pupils.	https://www.elsa-support.co.uk/why-does-my-child-need-elsa-support/	
The introduction of subject leader for PE to additionally be responsible for significantly enhancing the opportunities that all children have for enrichment activities at lunchtimes. This has included a restructuring of organisation for pupils at lunchtimes (2 sittings) and the children having access to a much wider range of play opportunities to develop their social skills, as well as skills in taking managed risks, problem solving and creativity. CPD opportunities led by PE leader for MMS staff to develop strategies to support and enhance their quality interactions with children to enhance overall enrichment	https://my.chartered.college/research-hub/the-importance-of-play-based-learning-beyond-eyfs/ EEF Toolkit: 'Physical Activity' EEF Guidance Report: 'Improving Behaviour in Schools' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity OPAL - Outdoor Play and Learning	2,3,4
		2,3,4
Carefully planned inclusion focused sessions/interventions, specifically using the outdoor learning environment explicitly for children with SEND or from disadvantaged backgrounds. These will be centred around: *Forest school sessions delivered through an external provider after school weekly. *Forest schools sessions delivered within the school day by Forest School leaders. *Therapeutic sessions delivered 3 times a week within the school day by a LSA which is focused around the care and nurture of school chickens.	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ https://www.ntu.ac.uk/about-us/news/news-articles/2021/03/study-investigating-the-roles-of-animals-in-educational-settings-to-enhance-learning-and-wellbeing	1,2,3,4
Through the use of an outside sports provider, to intentionally provide dedicated time for all children to access sport, three days a week during lunchtimes. This will include opportunities for targeted groups of pupils including more inactive pupils, girls and disadvantaged groups to encourage positive behaviours, healthy lifestyles and increased life aspirations. To give our children the opportunity to try new sports, develop new and existing skills within a supportive coaching environment. This enables our children to partake in organised sport, with directed activities within an encouraging, enthusiastic environment. To build sustainable skills and learn how to	https://assets.publishing.service.gov.uk/media/5a7c725bed915d6969f44ed3/Evidence_on_physical_education_and_sport_in_schools.pdf	2,3,4

manage competitive situations with kindness, teamwork and resilience.		
To financially enable and support children from disadvantaged backgrounds to access extra curriculum activities, to ensure that they have access to the same level and breadth of enrichment opportunities as their peers. Examples of this may include financial support with music lessons, swimming, art club, trips and school residential.	https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4

Total budgeted cost: £78,450.00

Part B: Review of the previous academic year

Review of the academic year 2025/2026.

Understanding our data:

Numbers of pupils eligible for Pupil Premium vary across cohorts and in small cohorts (such as Reception 2026) account for a very small number of children.

Analysis of the Pupil Premium cohort highlights the extent of layered disadvantage within the school. While 55 pupils are eligible for Pupil Premium funding, 69.1% have at least one further vulnerability and 40% experience three or more additional risk factors. The prevalence of multiple vulnerabilities suggests that educational outcomes for many Pupil Premium pupils are influenced by a combination of social, emotional, safeguarding, attendance, and learning needs. This reinforces the importance of a multi-agency, targeted approach to support, and indicates that Pupil Premium funding is being directed towards a cohort with considerable levels of complex need beyond financial disadvantage alone. The data also suggest that a relatively small but significant group of pupils (14%) face very high levels of vulnerability, requiring intensive and personalised intervention.

Our vulnerabilities matrix includes data on SEN, EAL, Looked After/Previously Looked after, SGO, Early Help/Child in Need/Child Protection, Attendance (PA), Young Carers, External Well-being provision.

Activity in this academic year	Impact notes - July 2026
Teaching (for example, CPD, recruitment and retention)	- A new structure to SLT has enhanced the strategic view on inclusion with a particular focus on the effectiveness of teaching through the design and implementation of a new Teaching & Learning policy with a clear focus on Quality First Teaching. - Structures for monitoring and coaching to ensure the consistent application of this are planned for the academic year 2026/2027 as highlighted in our SDP. - Staff CPD has had a focus on 4 identified areas of the QFT framework which has also dovetailed with LSA training to ensure a consistent approach is applied. The impact of training has been seen in learning walks and in staff feedback through our end of year survey. Further refinement to maximise impact through alongside coaching is planned for the 2026 2027 academic year. - Further development of the NCETM Maths Mastery approach has supported Early Years and Year 6 in developing their practice. Early Years and KS1 staff are booked in for NCETM training through Sussex Maths Hub for the year 2026/2027. - Structures to support fluency and retrieval in maths have been introduced by the maths leader, and consistent application of this is now evident across classes. An improvement in Y4 MTC data shows early indicators of impact - although further targeted support for SEN and PP children is required. Big Maths Beat That data shows a positive trend in improved scores each week. - CPD has been strengthened for the teaching of maths through lesson studies, access to online video library, and clarity over teaching approaches through policy documents and support.

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	- 2 LSAs have been trained in NCETM Sussex Maths Hub - then deployed to work with children identified through school's vulnerability matrix - End of unit 'ready to progress' assessments in maths have been introduced to help identify learning gaps and trends across the school. - Phonics interventions in Year 1 to support identified children had a positive impact on the percentage of children passing the Year 1 Phonics Screening test. Using the Phonics Tracker data, specific children were targeted for English Hub daily intervention. All children made progress, one specific child went from scoring 3 to 21 so didn't pass PSC but made significant progress. Out of the children who were targeted (17), 9 went onto pass the check. - Deployment of additional teacher to support teaching of Maths and English in Year 6 enabled children to receive higher levels of support and provision. Although end of KS2 data did not demonstrate the outcomes we had hoped for, internal data demonstrates children made progress from their starting points.
Wider strategies (for example, related to attendance, behaviour, wellbeing)	- The staffing restructure has increased capacity to support children's pastoral needs through the creation of phase leaders, and extending our pastoral team with the recruitment of a pastoral assistant. 44% of pupils who received 1:1 pastoral support sessions this year were pupils eligible for Pupil Premium and 32% received enhanced transition support. - 44 enrichment opportunities across the school were provided this year that children engaged with to support personal development, real world experiences, and identified curriculum links. - Lunch time provision enables all children to access an enriching programme of activities including sports coaching, forest school, crafts, den building, construction, and free play. Access to these opportunities at lunch time reduces a barrier to some for accessing after school provision. This supports pupil well being and has led to improved behaviour both at lunch time and during the afternoon sessions. - A broad range of extra-curricular clubs is on offer. The summer term saw 133 children participate in these with 41 children (31%) eligible for PP. Analysis shows that children attend a variety of the clubs on offer and have also had opportunities to represent the school in different sports.
Summary	The 2025/26 Pupil Premium strategy has strengthened the school's ability to support disadvantaged pupils through improved Quality First Teaching, targeted interventions, and enhanced pastoral provision. Staff training, curriculum developments in mathematics, and the introduction of more robust assessment processes have improved the identification of needs and supported pupil progress, particularly in phonics and maths. Increased pastoral capacity and access to a wide range of enrichment opportunities have helped reduce barriers to learning, wellbeing, and participation for vulnerable pupils. Whilst attainment outcomes for some cohorts remain below expectations, there is clear evidence of improved provision, positive engagement, and progress from starting points, providing a strong foundation for further improvement in 2026/27.

Attainment data for end of Key Stage 2 (July 2026):

2026 attainment	All Children	PP	Notes
End of KS2 Reading	67% 2025 77%	61% 2025 67%	25% of Year 6 cohort PP 20% of the cohort SEN 51% on the vulnerability matrix <i>15% children in Y6 2025 cohort were eligible for Pupil Premium 12% children in Y6 2025 cohort were on the SEN register</i>
End of KS2 Writing	69% 2025 87%	44% 2025 92%	
End of KS2 Maths	58% 2025 69%	39% 2025 67%	
Early Years GLD	82% 2025 74%	50%	<5% of the cohort PP 13% of the cohort SEN 36% on the vulnerability matrix
Year 1 Phonics	81% 2025 84%	55%	12% of the cohort PP (7 children) 16% of the cohort SEN 43% on the vulnerability matrix 88% of those who took the assessment passed
Y4 MTC	33% full marks 64% 21 or above	11% full marks 22% scored 21 or above	14% of the cohort PP (9 children) 19% of the cohort SEN 39% on the vulnerability matrix

Externally provided programmes

Names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexia	Lexia
Maths-Mastering Number KS1/ KS2	NCETM
Monster Phonics	Monster Phonics Ltd
Zones of Regulation	Leah Kuypers
Bucket Time	Attention Autism
Times Table Rockstars	TT Rockstars

Tapestry	Tapestry
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Glossary

EYFS- Early Years Foundation Stage

SEND- Special Educational Needs and Disabilities

KS1 and 2- Key Stage One and Two

NCETM- National Centre for Excellence in the Teaching of Mathematics

ELSA- Emotional Literacy Support Assistant

SEMH- Social, Emotional, Mental Health

SLT- Senior Leadership Team

CPD- Continuing Professional Development

QFT- Quality First Teaching

LSA- Learning Support Assistant

PPA- Planning, preparation and assessment

LSA- Learning Support Assistant

MMS- Midday Meal Supervisors

PACE- Playfulness, Acceptance, Curiosity, Empathy

PA - Persistent Absence

SGO - Special Guardianship Order

EAL - English as an Additional Language