

# 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mark Street
Pupil premium lead	Mark Street / Rachel Crawley
Governor / Trustee lead	Deborah Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145+£15,780+£700 = £81,625
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£81,625</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most. The funding is allocated to Local Authorities and schools with pupils who are eligible for free school meals (£1515), are looked after (£2630) or have parents in the Armed Forces (£350). Schools must publish information on how they spend the Pupil Premium Grant (PPG)

<i>Our ultimate objectives for our disadvantaged children</i>	<p>Our objective in allocating and using our Pupil Premium Grant is for our disadvantaged children to overcome barriers so that they (like other children) are able to be the best they can be in line with our stated school values:</p> <ul style="list-style-type: none"><li>• <b>Growing as a Child of God</b> – children have an ever-developing sense of their spirituality and place in God’s world and of their beliefs and values.</li><li>• <b>Loving Learning</b> – children demonstrate a love of and enthusiasm for learning. They develop the skills to become lifelong learners.</li><li>• <b>Caring</b> – children become responsible, compassionate citizens with a sense of the positive impact they can have in their world.</li><li>• <b>Achieving</b> – children develop detailed knowledge &amp; skills across the curriculum and, as a result, achieve well.</li><li>• <b>Personal Development</b> – children develop their character, naturally displaying the values of the school in all that they do. They know how to keep physically &amp; mentally healthy. By the time they leave, they are prepared for the challenges they will face in secondary school and beyond in modern Britain.</li></ul> <p>In particular, we aim to:</p> <ul style="list-style-type: none"><li>• raise aspirations</li><li>• offer full access to an enriched curriculum</li><li>• help children to identify (and provide opportunities for them to develop) their talents, interests and abilities</li><li>• identify barriers to learning and wellbeing and support children in overcoming them</li><li>• ensure attainment gaps across the curriculum between disadvantaged and all other pupils are reduced or closed</li></ul>
<i>Our provision</i>	<p>Our pupil premium plan works towards achieving the above objectives through a combination of strategies:</p> <ul style="list-style-type: none"><li>• Further developing the quality of teaching in school through high quality, strategically selected CPD</li></ul>

	<ul style="list-style-type: none"> <li>• Learning support (one to one, small groups and support within and outside of the classroom), providing better adult/pupil ratios and supporting accelerated progress</li> <li>• Pastoral support to ensure that self-esteem is high and social, emotional and behavioural needs are met</li> <li>• Enrichment activities that offer children the opportunity to identify and develop interests and talents and raise aspirations</li> <li>• Access to targeted intervention groups to overcome specific barriers or gaps in learning.</li> </ul>
<i>Our reporting</i>	<ul style="list-style-type: none"> <li>• Pupil Premium is a standing agenda item on two governing body committees</li> <li>• The Pupil Premium lead keeps governors updated to ensure that progress, provision and effectiveness are discussed.</li> <li>• Near the beginning of each year a Statement of Intent will be published detailing the proposed expenditure of the PPG for that academic year</li> <li>• At the end of the year the Statement of Intent will be updated to evaluate how the funding has been used to overcome barriers to learning and close the attainment gap</li> <li>• A sensitive approach will be taken in order for these children not to be identifiable through written, published documentation.</li> </ul>
<i>Our principles</i>	<ul style="list-style-type: none"> <li>• To ensure that provision for teaching and learning meets the needs of all pupils and that funding is used responsibly for the good of the children</li> <li>• To individually identify needs and map provision so that children are all seen as unique, with support meeting their needs appropriately.</li> <li>• To ensure that all pupils receive provision that meets their needs. We recognise that not all disadvantaged pupils will be in receipt of PP funding and support will be allocated to any pupil or group the school identifies as being disadvantaged.</li> <li>• To recognise that not all children who receive free school meals will be socially disadvantaged.</li> <li>• Not all children receiving Pupil Premium will be in receipt of interventions at one time.</li> </ul>

## Challenges

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

Challenge number	Detail of challenge
<b>Barriers to Learning for Pupil Premium Children</b> At St Mary & St Margaret's we have identified, on an individual level, a range of barriers to learning for our Pupil Premium children. Each of our Pupil Premium children is considered individually and a range of needs have been identified. These include:	
1	<b>Language and communication skills</b> – children's baseline on entry to school is often below national average and they need support and focussed intervention in terms of planned activities and focussed teaching. Appropriate teaching and intervention opportunities are planned.
2	<b>Aspiration</b> – some children from disadvantaged backgrounds come from families where aspiration is low. For this reason, we seek to give children opportunities to develop their personal aspirations, e.g. through attendance and participation at aspirational events and venues (e.g. musical, sporting etc.).
3	<b>Cultural capital</b> – some children come from homes where they have limited opportunities to build cultural capital. We seek to address this by exposing children to a range of opportunities and experiences across the curriculum such as events, visits and visitors, as well as through providing significant opportunities to build knowledge and skills, e.g. as musicians, readers, writers, dramatists etc.
4	<b>Personal, social skills</b> – some children from disadvantaged backgrounds, whose parents might have had a bad experience of school, sometimes struggle to engage with school as a result of minimal parental support and engagement. For some children this can result in difficult relationships with school, authority and their peers in terms of following rules and expectations. A lack of an intrinsic value system impacts on a child's ability to interact with others. Children will sometimes have concerns around poverty that will impact on their personal ability and readiness to learn. A child's motivation may have other priorities that lie outside of learning in the classroom. We seek to address these issues through building non-threatening home/school relationships (e.g. through our Community and Family Mentors), Breakfast Club etc.
5	<b>Parental engagement</b> – occasionally parents struggle to build a quality relationship with school; this can have a negative impact on a child's ability to engage. Lack of aspiration from parents might lead to demotivation to learning. Again, such issues are addressed through the provision of Community and Family Mentors, parent workshops, our 'open door' policy etc.
6	<b>Gaps in learning / low attainment</b> – data shows that disadvantaged pupils often perform less well than non-disadvantaged pupils. Any gaps in learning can be self-perpetuating as children struggle to relate new learning to secure

	prior learning. There is therefore a need to support children in 'filling in' gaps in learning.
7	<p>Other, more generic, barriers include:</p> <ul style="list-style-type: none"> <li>a) Attendance</li> <li>b) Punctuality</li> <li>c) Attachment difficulties</li> <li>d) Special Educational Needs</li> <li>e) Physical difficulties</li> <li>f) English as an additional language</li> <li>g) Early childhood neglect and lack of experiences</li> <li>h) Trauma</li> <li>i) Neglect</li> <li>j) Young carers</li> <li>k) Loss and bereavement</li> <li>l) Mental health issues</li> <li>m) Medical diagnoses</li> <li>n) Parental substance and alcohol misuse</li> <li>o) Domestic violence</li> <li>p) External influences, including use of social media</li> </ul>

## 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
The attainment gap between disadvantaged and other pupils is reduced	<ul style="list-style-type: none"> <li>• Reading and maths school-held data demonstrates a gap of less than 10% for pupils working at expected level</li> <li>• End of KS2 Reading and Maths data shows gap in scaled scores between disadvantaged and non-disadvantaged of less than half the national gap (currently 4 points nationally).</li> <li>• Foundation subject data demonstrates that percentage of disadvantaged pupils working at expected level is comparable to percentage of non-disadvantaged pupils working at expected level</li> </ul>

Disadvantaged pupils attend school regularly	<ul style="list-style-type: none"> <li>Attendance for disadvantaged children is 95% or above</li> </ul>
Disadvantaged (and other) pupils develop broader and higher aspirations through a range of opportunities that they might not otherwise receive	<ul style="list-style-type: none"> <li>All KS2 pupils, including disadvantaged pupils, will have learned to play at least one (and for many children more than one) musical instrument.</li> <li>At least 70% of disadvantaged KS2 pupils will be learning to play an instrument at any one time.</li> <li>The percentage of disadvantaged KS2 pupils accessing further peripatetic instrumental lessons and playing in the school orchestra will be in line with non-disadvantaged children in school.</li> <li>The percentage of disadvantaged children who have experienced a residential school trip will be in line with non-disadvantaged pupils.</li> <li>The percentage of disadvantaged children who have experienced an 'aspirational event' (e.g. concert at a major venue, major sports event etc.) will be in line with non-disadvantaged pupils.</li> <li>The percentage of disadvantaged children representing the school in sports events is in line with non-disadvantaged pupils.</li> </ul>
Children demonstrate increased confidence, self-esteem and positive mental health and are able to use a range of self-regulation strategies when facing challenging situations	<ul style="list-style-type: none"> <li>Behaviour rarely disrupts learning</li> <li>Pupils report feeling happy, safe and well supported in school</li> <li>Disadvantaged pupils participate confidently in events</li> </ul>

## 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: £18,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training/coaching to support staff in continued implementation and embedding of Little Wandle Phonics and reading programme	<ul style="list-style-type: none"> <li>Phonics (High impact EEF)</li> <li>Reading comprehension strategies (Very high impact EEF)</li> </ul>	1, 5, 6
Training to improve the impact of support staff and teachers	<ul style="list-style-type: none"> <li>Impact of 'quality first' teaching on all pupils and in particular disadvantaged pupils</li> <li>Improved teaching skills of staff who work closely with disadvantaged children</li> <li>Improving attainment across the curriculum</li> </ul>	1, 6
Additional staff to support implementation of Little Wandle reading groups in Rec, Y1, Y2 & Y3	<ul style="list-style-type: none"> <li>Phonics (High impact EEF)</li> <li>Reading comprehension strategies (Very high impact EEF)</li> </ul>	1, 5, 6
High quality curriculum materials (e.g. White Rose Maths subscription, Little Wandle online subscription)	<ul style="list-style-type: none"> <li>Phonics (High impact EEF)</li> <li>Reading comprehension strategies (Very high impact EEF)</li> <li>School-held maths data from NTS tests since adopting WRM</li> </ul>	1, 5, 6

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

Budgeted cost: £ 34,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Academic Mentoring sessions – small group and one-to-one tutoring in mathematics	<ul style="list-style-type: none"> <li>• Small Group Tuition (EEF Moderate impact, low cost)</li> <li>• One-to-One Tutoring (EEF High impact, moderate cost)</li> </ul>	6
Phonics small group focussed interventions	<ul style="list-style-type: none"> <li>• Phonics (EEF High impact)</li> </ul>	6
One-to-one and small group English interventions including cost of materials and staffing	<ul style="list-style-type: none"> <li>• Small Group Tuition (EEF Moderate impact, low cost)</li> <li>• One-to-One Tutoring (EEF High impact, moderate cost)</li> <li>• Reading Comprehension Strategies (EEF Very high impact)</li> </ul>	1, 6
Teaching assistant interventions – including in-class support and structured interventions as appropriate	<ul style="list-style-type: none"> <li>• Teaching Assistant Interventions (EEF moderate impact)</li> </ul>	1, 4, 6
Subscriptions to online learning platforms for maths & English	<ul style="list-style-type: none"> <li>• Using technology to provide feedback (EEF Digital Technology Guidance)</li> </ul>	5, 6

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

Budgeted cost: £ 28,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing, running and resourcing of Breakfast Club	<p>The aims and impact of Breakfast Club are many and varied, but include the following:</p> <ul style="list-style-type: none"> <li>• <i>A settled, healthy start to the school day</i></li> <li>• <i>Improved punctuality and attendance</i></li> <li>• <i>Building of social skills</i></li> <li>• <i>Nurture / building of self-esteem</i></li> <li>• <i>Supporting development of reading, spelling, maths and other learning</i></li> </ul>	1, 4, 6, 7(all areas as appropriate)
Musical activities and support:	Arts participation (moderate impact EEF) – ‘improved outcomes have been identified in English, mathematics and science’	2, 3, 5, 6

<ul style="list-style-type: none"> <li>• Contribution towards cost of Year 4 weekly whole class brass lessons leading to performances in school and at Warwick Arts Centre</li> <li>• Year 5 participation in Young Voices concert at Genting Arena</li> <li>• Subsidising peripatetic instrumental music lessons</li> <li>• Free lunchtime choirs for KS1 and KS2</li> <li>• Support for hiring of musical instruments for peripatetic lessons</li> <li>• Contribution towards staffing of free in-school orchestra</li> </ul>	<p>Aspiration interventions (limited research currently EEF)</p> <p>Our aims:</p> <ul style="list-style-type: none"> <li>• <i>Ensuring all pupils have opportunity to learn (and continue to learn) a musical instrument and to develop singing skills regardless of background</i></li> <li>• <i>Raising children's aspirations through performances at premier venues and through opportunities to see more advanced groups and professional musicians</i></li> <li>• <i>Developing pupils' self-esteem and self-belief</i></li> <li>• <i>Many other documented benefits, such as improving brain function, developing social skills, supporting mental health etc.</i></li> </ul>	
Attendance package from Central School Attendance & Welfare Service Ltd	Research demonstrating positive impact of good attendance on learning	7abi
Funding for Child & Family Mentors to work with individuals and families	<p>Parental engagement (EEF moderate impact)</p> <p>Social and emotional learning (EEF moderate impact)</p> <p>Self-regulation</p> <p>Developing self-esteem</p>	2, 5, 7ab
Subsidising the cost of residential (and other) trips and other items where needed	<ul style="list-style-type: none"> <li>• <i>Ensuring access to enriching learning experiences for disadvantaged pupils</i></li> <li>• <i>Building self-esteem</i></li> </ul>	2, 3, 4

**Total budgeted cost: £ 81,625**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attendance

Overall attendance of disadvantaged pupils was 94% for the academic year 2024-25.

#### Y1 Phonics Screen

For 10 out of the past 11 years, our disadvantaged pupils have consistently performed in line with or above national figures for all pupils:

Year	School Disadvantaged	National All Pupils
2025	86%	80%
2024	80%	81%
2023	44%	79%
2022	86%	75%
2021 (collected in Nov 2021 due to COVID-19)	75%	Not known
2020 (collected in Nov 2020 – first term of Y2 due to COVID-19 in Summer Term)	100%	Not known
2019	100%	82%
2018	100%	83%
2017	100%	81%
2016	80%	81%
2015	80%	77%

2014	75%	74%
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This is due to a carefully structured phonics programme from entry in Nursery (or Reception). Intervention has been well targeted and frequent, identified through Pupil Progress Meetings and Pupil Premium Pupil Progress Meetings.

### Early Years Foundation Stage Profile

	<b>Pupil Premium St Mary &amp; St Margaret's</b>	<b>All pupils St Mary &amp; St Margaret's</b>	<b>All pupils nationally</b>
<b>% pupils achieving Good Level of Development</b>	100%	73%	68%
<b>Foundation Stage Profile average points score</b>	34.0	32.7	31.1 (2024 data)

The percentage of disadvantaged (pupil premium) pupils achieving a Good Level of Development (GLD) is above the percentage for all Reception pupils at St Mary & St Margaret's and above the percentage for all Reception pupils nationally. Disadvantaged pupils at St Mary & St Margaret's also scored a higher average points score than all Reception pupils nationally.

### KS2 SATs – Year 6 – 2025

	<b>Pupil Premium St Mary &amp; St Margaret's</b>	<b>All pupils St Mary &amp; St Margaret's</b>	<b>All pupils nationally</b>
<b>Reading, Writing &amp; Maths Combined</b>	75%	73%	62%

<b>Expected Standard+</b>			
<b>Reading Expected Standard+</b>	75%	73%	75%
<b>Writing Expected Standard+</b>	75%	83%	72%
<b>Maths Expected Standard+</b>	100%	87%	74%
<b>Grammar, Punctuation &amp; Spelling Expected Standard+</b>	100%	87%	73%

For the third year running, the percentage of disadvantaged (pupil premium) pupils achieving the expected standard or higher in each of KS2 Reading, Writing, Maths and Reading/Writing/Maths combined is in line with or higher than all pupils nationally, demonstrating the very positive impact of the interventions and other actions put in place throughout the children's time in school.

### KS2 SATs – Year 6 - 2024

	Disadvantaged Pupils (School)	Disadvantaged Pupils (National)	All Pupils (National)
Reading (Exp+)	83%	62%	74%
Reading (High)	50%	18%	29%
Writing (Exp+)	83%	55%	72%
Writing (GD)	17%	6%	13%
Maths (Exp+)	100%	60%	73%
Maths (High)	50%	13%	24%
Reading, Writing & Maths Combined	83%	43%	61%
Grammar, Punctuation & Spelling (Exp+)	83%	55%	72%
Grammar, Punctuation & Spelling (High)	50%	20%	32%

In 2024 Key Stage 2 statutory assessments, the proportion of disadvantaged pupils at our school achieving both the expected standard and high/greater depth exceeded the proportion of both disadvantaged pupils nationally and all pupils nationally.

### **Other**

All disadvantaged pupils in Years 4 and 6 took part in brass or woodwind lessons – all were provided with an instrument for the year (which they were able to take home to practise) and were able to experience playing in an ensemble. All children in Year 3 took part in recorder lessons.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
White Rose Maths	White Rose
Little Wandle Letters & Sounds	Collins