Pupil premium strategy statement – St Margaret's Church of England Academy

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	169
Proportion (%) of pupil premium eligible pupils	21.3%
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)**	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C. Marshall – Head Teacher
Pupil premium lead	C. Marshall – Head Teacher
Governor / Trustee lead	Charlotte Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540
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*	£54,540

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret's C of E Academy our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and develop a love of learning. The aim of our pupil premium strategy is to support disadvantaged pupils to achieve well and make good progress, whatever their starting point.

We always consider the challenges faced by our most vulnerable pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that the attainment and progress of all our pupils will be sustained, whether disadvantaged or non-disadvantaged.

Our strategy is also integral to wider school plans for education recovery, through targeted support, which is personalised and delivered by staff, with the appropriate expertise to help make rapid improvement.

St Margaret's approach will be responsive to common challenges and individual needs, these will be identified and reviewed during termly pupil progress meetings.

To ensure our approaches are effective we will:

- Ensure all pupils are challenged in the work they are given.
- Identify needs and provide early intervention.
- Adopt a whole school approach where all staff take responsibility for all pupil's outcomes and have high expectations.

Challenges

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

Challenge number	Detail of challenge
1	Many of our vulnerable children fall into more than one category. This is especially true for SEMH needs for children and their families.

2	Underachievement due to previous gaps in knowledge for reading, writing, phonics and maths.
3	Our attendance data shows that attendance among disadvantaged pupils is often lower than for non-disadvantaged pupils.
4	Monitoring of parental support for reading shows that many disadvantaged pupils are not encouraged and supported to the same extent as their peers. This impacts on their self-esteem and aspirations.
5	Low-income families, single parent families and those impacted by rise in the cost of living. Parents find it difficult to pay for enrichment opportunities for their children, both in and out of school. This can mean that their life experiences are limited in comparison with their peers.

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
To achieve sustained improvement in the wellbeing (SEMH) of all pupils in our school, particularly our disadvantaged pupils.	Children have their needs met through a range of strategies and personalised support in order for them to be ready to learn and make progress. Develop the Pastoral Lead role which will support children's mental health and wellbeing. Undertake training for an ELSA. Children have the tools needed to support and regulate themselves, including implementing the Zones of Regulations across the school. Adults are well trained and able to implement a range of strategies effectively. Pupil voice surveys indicate that disadvantaged pupils feel happy and safe at school.
Ensure that all teaching is effective and enables pupils to make strong progress across reading, writing and maths.	Disadvantaged children access a full curriculum. Any gaps are addressed and identified so that children make good progress within their learning. Targeted interventions are research based and have impact in closing the gaps. Data shows an improvement in progress and attainment in Reading, Writing and Maths. Progress is good or better for disadvantaged pupils so that the gap is reduced between PPG and Non-PPG.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The attendance gap between disadvantaged pupils and their peers being reduced/eradicated. The number of pupils who are persistently absent is reduced/eradicated.
Improved self-esteem and aspirations among disadvantaged pupils	Improved engagement with reading at home and with parents. Parents will be aware of and supportive of aspirations, through engagement and support from the school. Conversations with children show improved self-esteem and higher aspirations. Use of PSHE curriculum and worship Develop initiatives including career week to develop children's aspirations further.
Improved engagement with enrichment activities by disadvantaged pupils.	Improved attendance at school clubs and other extra-curricular activities. Conversations with children demonstrate wider life experiences. Disadvantaged pupils are encouraged to participate in all enrichment opportunities school has to offer. Wider experiences to be planned for 3 times a year for every year group. Disadvantaged pupils to have opportunity to access these enrichment activities.

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: £30,000

Staffing for 1:1 support and LSA support as detailed in next section.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on behaviour policy and zones of regulation	Staff who can read situations quickly and are able to tailor their response to the immediate needs of the children will be able to diffuse situations quickly. This is a very child focussed approach which will reduce the incidents of dysregulation and ensure children are on task and learning.	1, 2, 3
Teachers have the opportunity to visit other settings or attend Trust CPD	Giving staff the opportunity to visit other settings will improve practice across the key stages and give teachers the opportunity to increase their leadership capacity, which will impact on the engagement of all children but especially those hard to engage disadvantaged children.	2, 4, 5
National College	All staff have access to this CPD for training for all teaching and learning elements.	1, 2, 4
Wellbeing LSA	Children see Wellbeing LSA to support emotional wellbeing, working 1:1 or in small groups.	1, 2
Mental Health Lead Wellbeing	Staff to attend CPD to support children with mental health concerns. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The continued use of this approach should lead to improved academic performance, attitudes, behaviour and relationships with peers.	1, 2, 3
Curriculum Subject Knowledge and moderation	Teachers attend regular CPD from the Trust, and English Hub to support effective teaching and leadership	1, 2
Pupil progress monitoring for disadvantaged pupils.	Detailed monitoring of disadvantaged pupils enables us to ensure	1, 2, 3, 4

Termly meetings to analyse data and review effectiveness of targeted support.	interventions are effective and where an intervention is not supporting pupil progress, timely changes can be made. Detailed meetings about wider aspects of education for a child are important to ensure they are able to fulfil their potential. This is discussed within the Pupil Progress Meetings each term.	

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

Budgeted cost: £*20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of targeted support to accelerate progress, with the use of support staff	Teaching assistants can provide a large positive impact on learner outcomes https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1, 2
LSA delivering targeted interventions to individuals and small groups	LSA interventions targeted at pupils that require additional support helps previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Our LSA structure means that these staff members are not assigned to a class but work across year groups to deliver interventions and other targeted support.	1, 2, 4
Adult support for SEMH	Targeted interventions and universal approaches have positive overall effects. By having the ability to nurture specific children/groups of children, the school can reduce disruption and provide tailor made support where and when needed.	1, 2, 3
Five-minute boxes	1 to 1 sessions to support with addressing gaps in learning. These are used across the school to support children in securing their knowledge in mathematical fundamentals.	1, 2, 4

Use of Teaching resources and online platforms	The purchase of Ark for Maths, Kapow for Foundation subjects and TTRS to develop Maths Maths strategies. These are to support learning and attainment in all year groups, as well as to address closing the gap with mathematical learning.	2, 4, 5
Little Wandle SEND and Little Wandle catch up	These are delivered by trained LSAs. It is taught in small groups daily to address gaps in Phonics and Reading.	1, 2, 4

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

Budgeted cost: £4540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult support for SEMH	Targeted interventions and universal approaches have positive overall effects. By having the ability to nurture specific children/groups of children, the school can reduce disruption and provide tailor made support where and when needed. Training of ELSA to further support children's own mental health and wellbeing.	1, 2, 3
Enrichment activities, including the school trips or clubs.	The residential visit enables the children to access outdoor adventurous activity which is not possible on the school site, building confidence and self-esteem.	5, 3, 4
Attendance monitoring, action planning, individual support	Poor attendance creates gaps in learning and can affect the ability to form effective relationships.	1, 3, 5
Wider opportunities/cultural capital	Ensuring all children have access to the same curriculum and cultural experience as their peers.	1, 2
Healthy eating (snacks)	Ensuring all children have access to fruit at breaktimes	1
My Hidden Chimp	To support with mindfulness and calming strategies. To develop self-confidence.	1, 5

Audit tools to identify and address needs	To identify needs, tools and resources to support individuals for SEMH and attainment	1, 3

Total budgeted cost: £54,540

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Some positive progress for disadvantaged pupils in reading progress (2023 above national disadvantaged). *FSM6 attendance 86.3% vs 92.3%. PA high for all groups, especially FSM6 and SEN.* *Disadvantage gaps continue to be quite significant. Disadvantaged: RWM 15% vs 47% national; gap -54pp.*

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
Ark Maths Mastery	Ark Maths Master
TTRS (Times tables) and Numbots	Maths Circle Ltd
National College (CPD)	National College
Kapow	Kapow
Jigsaw (PSHE)	Jigsaw
Lexia	LexiaUK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)