

Pupil premium strategy statement

St Margaret's CEVAP School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	420
Proportion (%) of pupil premium eligible pupils	23%
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	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	
Pupil premium leads	Mrs Kelly Brown
Governor / Trustee lead	David Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,700
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£142,700

Part A: Pupil premium strategy plan

Statement of intent

At St Margarets our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At St Margarets our pupil premium children make up 23 % of our school (95 out of 412), which is a substantial number of pupils. Each and every one of them is precious to us and love by God. Some of our identified disadvantaged pupils have additional vulnerabilities which pose further barriers to achievement, including SEN (24 out of 95 and 9 of them have EHCP's) English as an additional language (multilingual pupils) is another area within our school that creates barriers (36 out of 95) pupils are both EAL and Pupil Premium 37%

We intend for all our pupils from a disadvantaged background to leave St Margarets as confident individuals who are the best person they can possible be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will be emotionally ready for the next stage within their learning.

High quality teaching is at the heart of our approach, with a focus on areas in which our disadvantages children most need support. Our staff have a full and clear overview of the needs of their pupils and ultimately act responsively to the needs within their classroom with leaders holding a whole school view to drive our intended outcomes forward.

Our approach will be responsive to the common challenges and individual needs rooted in robust diagnostic assessments

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to identify needs and intervene at the point it is identified.
- Adopt a whole school approach, where all staff are aware and take responsibility for the disadvantaged children's outcomes within their class and hold high expectations of what can be achieved.
- Allow disadvantaged pupils to access real life experiences out of the classroom to narrow the gap between them and their peers.
- Have the ability to access sporting/musical and arts opportunities to enrich the cultural capital offer.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that disadvantaged pupils have a greater difficulty with reading comprehension skills and writing across the year groups and curriculum.
2	From recent assessment data it has been identified that disadvantaged pupils are not achieving greater depth standards in writing across the school with only 5% of disadvantaged pupils in Year 6 achieving during their final assessments.
3	It has been identified that attendance within our disadvantaged pupils is currently at 95.4% which is only just above national.
4	We have an increasing level of children with high needs (SEMH, personal intimate care needs and behaviour) that requires additional adults, space and facilities to cater for the needs of these children.
5	We have identified that 37% of our disadvantaged children are also EAL. Communication between home and school continues to be a barrier.
6.	Observations and discussions with pupils indicate that many disadvantaged pupils lack access to enriched opportunities. This limits their experiences and aspirations and can prove to be a stumbling block when accessing information within the curriculum. Wider curriculum opportunities for disadvantaged children including sporting, musical and cultural.

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
Improved English progress among disadvantaged pupils in greater depth and expected standards at Year 6.	KS2 reading and writing outcomes in 2026/27 show that more disadvantaged children have met the expected standard and greater number than 5 % achieve greater depth.
Improved attendance	Disadvantaged children can thrive in school, and their attendance is raised.
Narrow the gap in Reading, Writing and maths attainment and progress across the school.	Our internal and external data represents an increased level of progress within our disadvantaged groups
Creating rich and purposeful experiences for our children so that their aspirations and life outcomes are increased.	Wider curriculum opportunities for disadvantaged children including sporting, musical and cultural experiences that they can draw on when access the curriculum and allow them to aspire to achieve their life goals.

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: £ 37,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD organised to target and address whole school priorities for Writing. Leaders meeting county assessment officer and completed CPD on effective teaching of writing. Working with Curriculum lead to deliver CPD to whole staff.	It has been addressed that quality CPD that promotes high quality teaching is pivotal to improving children's outcomes, especially disadvantaged children https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2
Staffing reflects the level of need in specific classes, with staff employed as necessary and deployed to where the need was for PP children.	Evidence suggests that TA's offering targeted one to one or small group intervention and support has a high impact on the progress, outcomes and aspirations of children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4
Employment of a Romanian liaison officer and support assistance. > Communication with parents > pre teaching > gap analysis teaching.	Communication with parents in their own language is the best communication and impacts attendance, progress and ultimately attainment.	5,2
CPD training from Belscroft for full staff and senior leaders for specific behaviours. New behaviour policy to be written and delivered to staff.	Clear direction and strategies to assist with behaviour within the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,4

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

Budgeted cost: £ 83,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted booster group sessions held on a daily basis in Key stage one for pupil premium children identified. This has been based on our school assessment system where gap analysis has taken place and the need identified. Maths and writing groups in Key stage 2 delivered by trained teacher with the use of Harbeton.	Small group interventions by a qualified teacher allows for the best https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1,2
Booster group teacher employed for 3 mornings a week in Year 6 to accelerate the progress of pupils that had been identified as working towards the expected standard for PP children.	Small group teaching of the current year curriculum by a qualified teacher allows for the best outcomes https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1,2
Private S&L teacher and NHS S&L teachers with follow up work led by SEN TA's for PP children	Children who are given targeted work and activities to do at home and school allows children to make accelerated progress. Oral language interventions can have a positive impact on pupils language development and skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5
The roll out and training of staff and then trained teacher to take 3 sessions a week for children across key stage 2 on Number Stack for PP children	Targeted interventions and assessments allow children to work at the level where they make progress. https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf	1,2,3
Bespoke SEMH Classroom set up - Otters class for 2 PP children > SALT sessions	Children are calm, settled and not dysregulated. Their needs are catered for on an individual basis.	4

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

Budgeted cost: £35,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deposits paid for children for their residential school trip and other enrichment trips and activities.</p>	<p>More opportunities to develop a child's cultural capital increases their aspirations and experiences. Children have reported to have experienced activities they had never done before and gained interest to pursue these in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	6
<p>Forest school lead practitioner - 2 days a week</p> <p>Targeted small group intervention</p> <p>Rolled out to every class for half a term each</p>	<p>Through discussions with children and parents we can see the impact within the classroom, the ability to regulate themselves and engage in learning activities.</p> <ul style="list-style-type: none"> ○ Confidence – this was developed by the children having the freedom, time and space to learn and demonstrate independence. ○ Social skills – children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. ○ Communication – language development was prompted by the children's sensory experiences. ○ Motivation and concentration – the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time. ○ Physical skills – these improvements were characterised by the development of physical stamina and gross and fine motor skills. ○ Knowledge and understanding – the children developed an interest in the natural surroundings and respect for the environment. <p>The two themes concerning wider impacts were:</p> <ul style="list-style-type: none"> ○ New perspectives – Forest School gave teachers a new understanding of the children as they observed them in a different setting. ○ Ripple effects – children took their experiences home and talked about them to friends and family, which sometimes led to families visiting woodlands more frequently. <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	6
<p>FSW and inclusion manager offer support to families to improve wellbeing and school readiness</p> <p>> Play therapy x 10 children</p> <p>Suffolk young carers</p>	<p>There is a lot of evidence associated with childhood social and emotional skills with improved outcomes at school and later in life. This will impact attendance, academic performance and behaviour with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3

<p>Inclusion manager completed home visits and works with parents to raise attendance not only with persistent absence and all under 97%</p>	<p>It is proven that high attendance within schools is one of the</p> <p>https://www.gov.uk/government/publications/the-impact-of-school-absence-on-lifetime-earnings</p> <p>https://www.gov.uk/government/publications/link-between-attendance-and-attainment</p>	<p>3</p>
<p>Peripatetic music lessons paid for.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>6</p>

Total budgeted cost: £142,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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