

Pupil premium strategy statement – St Margaret’s CE Primary School

This statement details our school’s use of pupil premium (and recovery 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	219
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was originally published	October 2025
Date that the first annual review was published.	
Date that the second annual review was published.	
Date on which it will be further reviewed	October 2026
Statement authorised by	Adam Watson (Deputy CEO)
Pupil premium lead	Aly Steele (Head of School)
Governor / Trustee lead	Andy Smith (Chair of Governors)

Funding overview (2025/26)

Detail	Amount
Pupil premium funding allocation this academic year	£33,417.17
Recovery premium funding allocation this academic year	/
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£2658
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>	£46935.92

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Summary Statement (2024–2027)

At St Margaret’s CE Primary School, our vision – *“The roots to grow and the wings to fly”* – underpins our commitment to ensuring that every pupil, regardless of background or barrier, can flourish academically, socially, and emotionally.

Our Pupil Premium strategy is rooted in evidence-based approaches (EEF and DfE guidance) and reflects our school’s specific context. We recognise that many of our disadvantaged pupils also have Special Educational Needs (SEND) 44%, and a significant number have experienced Adverse Childhood Experiences (ACEs). These factors contribute to challenges such as reduced emotional resilience, lower attainment, and persistent absence—including Emotionally Based School Avoidance (EBSA).

Over the next three years, our strategy prioritises:

- High-quality, inclusive teaching and staff development
- Targeted academic support for pupils with the greatest learning gaps
- A strong pastoral and therapeutic offer to support wellbeing and attendance
- Effective engagement with families and external agencies to meet complex needs

Our approach is underpinned by high expectations, a strong Christian ethos, and a belief in the potential of every child. Through early intervention, trauma-informed practice, and close monitoring, we aim to break down barriers, close attainment gaps, and give all children the opportunity to succeed.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of disadvantaged pupils also have Special Educational Needs and Disabilities (SEND) , which impacts their academic progress and access to the full curriculum.
2	Many pupils with Pupil Premium status have experienced ACEs or early trauma , leading to difficulties in emotional regulation, relationships, and behaviour for learning.
3	Persistent absence and EBSA are more prevalent among disadvantaged pupils, leading to disengagement and missed learning.
4	Some disadvantaged pupils present with low levels of literacy and language acquisition , often linked to both SEND and attendance concerns, impacting reading fluency and comprehension.
5	There is a need for stronger, more consistent multi-agency collaboration to support families with complex challenges, including safeguarding and mental health

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
<p>Improved emotional wellbeing and resilience in PP pupils, particularly those with ACEs</p>	<p>Year 1: Implement universal SEL strategies and begin ELSA/play therapy support; establish baseline using SDQ/Boxall.</p> <p>Year 2: Reduction in internal referrals for dysregulation; improved SDQ/Boxall scores for targeted pupils.</p> <p>Year 3: Embedded regulation strategies; sustained improvement in emotional wellbeing and pupil engagement across cohorts.</p>
<p>Narrowing of Attainment Gaps for Pupil Premium Children with SEND</p>	<p>Year 1: Baseline established; SEND PP provision maps created; consistent interventions in place.</p> <p>Year 2: Measurable improvement in progress from starting points; targeted support reviewed and refined.</p> <p>Year 3: Majority of SEND PP pupils making expected or better progress; narrowed gap in reading/writing/maths.</p>
<p>Improved attendance and reduction in EBSA</p>	<p>Year 1: Identify EBSA risk pupils and implement support plans; introduce attendance mentoring.</p> <p>Year 2: Reduction in PA among targeted pupils; successful part-time to full-time transitions for EBSA cases.</p> <p>Year 3: Whole-school PA below national average; EBSA cases significantly reduced and sustainably reintegrated.</p>

<p>Home-school partnerships seek to increase the positive outcomes of the involvement of outside agencies.</p>	<p>Year 1: Establish core team of lead professionals; early help processes embedded.</p> <p>Year 2: Timely and appropriate referrals evidenced; improved outcomes in family support case studies.</p> <p>Year 3: Strong agency partnerships sustained; families report improved collaboration and outcomes.</p>
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Activity in this academic year (2025/26)

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: £7328.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in trauma-informed practice, adaptive teaching, and metacognition	<p>Staff are more able to meet the complex needs in class, support self-directed learning</p> <p>EEF: Effective Professional Development, Metacognition</p>	1,2 & 5
Strengthen feedback and formative assessment practices	<p>Improved pupil progress through responsive teaching and clarity of next steps</p> <p>EEF: Feedback; Diagnostic Assessment</p>	
Inclusive curriculum planning and instructional coaching	<p>Increased access and engagement for all learners; reduced within school variation</p> <p>EEF: SEN in Mainstream Schools</p>	

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

Budgeted cost: £7630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions in reading, phonics, and writing	<p>Narrow gaps in early literacy and fluency; improved outcomes in KS1/KS2</p> <p>EEF: Phonics, reading comprehension strategies</p>	
Targeted maths fluency and reasoning support	<p>Boost maths confidence and attainment; increased readiness for whole class input</p> <p>EEF: Small group tuition</p>	
SLCN, SEMH and cognition-based targeted groups	<p>Improve language and emotional readiness for learning; promote verbal resilience</p> <p>EEF: Oral language interventions</p>	

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

Budgeted cost: £15,532

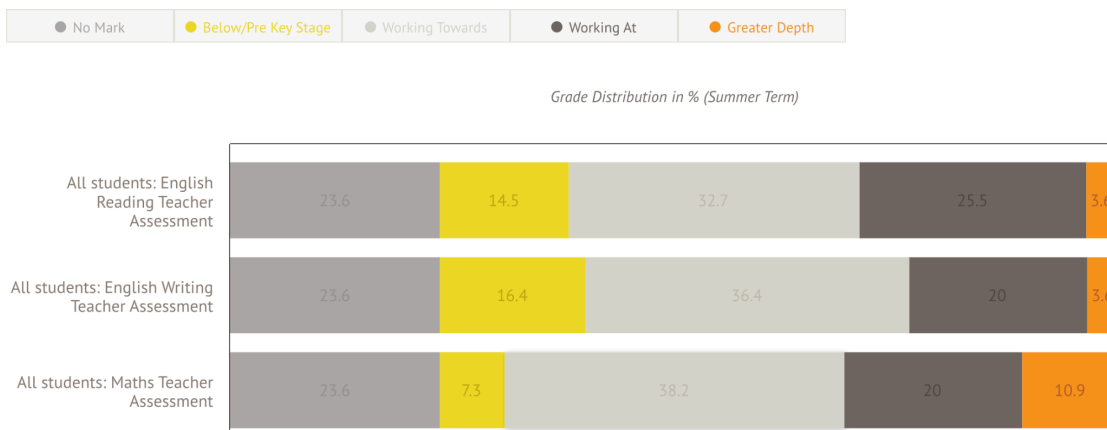
Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance mentoring, EBSA planning and family liaison	Improved PA rates, successful re-engagement and stronger home-school partnerships EEF: Attendance interventions; parental Engagement	
ELSA support, play therapy, and key adult mentoring	Improved emotional regulation and engagement, classroom focus and wellbeing outcomes EEF: Social and Emotional Learning, Behaviour Interventions	
Strengthened family partnerships and external agency work	Families feel supported, early identification of complex needs (Introduction of Trust Family Support Worker) EEF: Parental engagement	

Total budgeted cost: £30,490.83

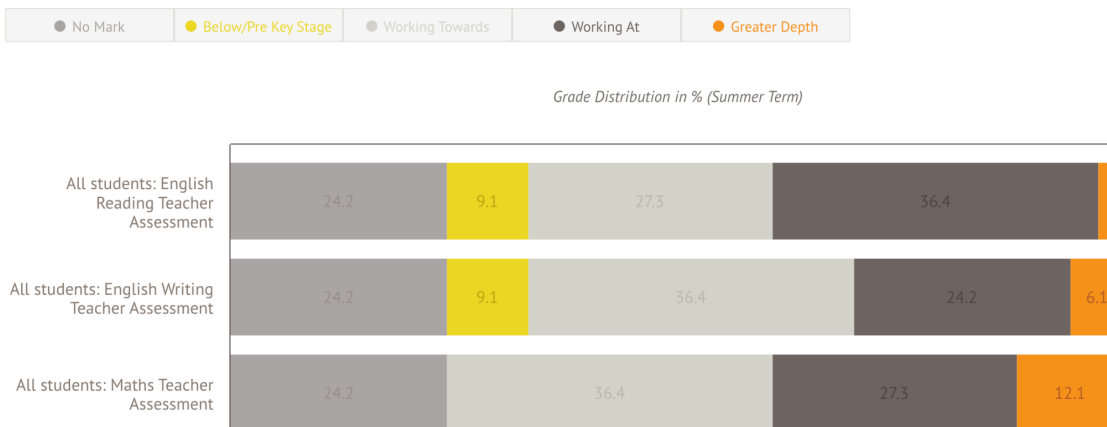
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment of disadvantaged pupils (Years 1-6) Summer 2023



Attainment of non-SEND disadvantaged pupils (Years 1-6) Summer 2022



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

