



A Learning Community sharing God's Faith, Hope and Love: A place to BECOME

St Margaret's CE VA Junior, Infant and Nursery School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve outcomes for our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	
School name	St Margaret's CE VA Junior, Infant and Nursery School
Number of pupils in school	325 (300 Primary age) September 2025
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Fr Tom Davis
Pupil premium lead	D Whittle
Governor / Trustee lead	I McCoy



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,910
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	£232,910



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Part A: Pupil premium strategy plan

Statement of intent

1. Our aim is for disadvantaged pupils to make at least the same progress as non-disadvantaged pupils at the school and to reach at least the same levels of attainment
2. The strategies used aim to mitigate against the challenges to achievement we have identified among our disadvantaged pupils.
3. The plan is founded on the following key principles and practices:

School leaders focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

The approaches adopted are selected on the basis of strong educational evidence.

The pupil premium strategy is embedded within a broader strategic implementation cycle of trying new approaches, learning what works best for our children and adopting and embedding the practices which are most effective in improving teaching and learning and improving outcomes for all the children in our charge.

Challenges

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

Challenge number	Detail of challenge
1	High levels of socio economic disadvantage and associated historic low levels of aspiration amongst parents, a lack of resources and books in households. 65% of pupils live in the 10% most deprived households , 91% in the most deprived 20% (2025 Index of Multiple Deprivation). Historically the attainment of disadvantaged pupils has been significantly lower than that of their peers.
2	Typically underdeveloped social interaction and oral communication and language skills when children enter school coupled with extensive vocabulary gaps in all subject areas.
3	Disadvantaged pupils' cultural capital (the non-financial social assets like knowledge, skills, behaviors, manners, and education that individuals acquire through their family, social experiences, and environment) is typically underdeveloped.
4	Low levels of access to technology in the home and a decline in parental engagement since the Covid-19 pandemic
5	High level of persistent absence for some disadvantaged pupils
6	High levels of need for social and emotional support (SEND) The school is in Quintile 1 for % of SEND support and EHC and has a high number of families open to social services.

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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
Disadvantaged pupils gain a wide range of experiences which increase their knowledge of the world/ Cultural Capital	Pupil voice shows improvement over time in knowledge and understanding. Long term planning evidences a broad programme of curriculum enrichment opportunities in place across school.
Disadvantaged pupils' level of attainment improves	Statutory assessment data shows the attainment gap between disadvantaged pupils and their peers has narrowed at KS2
Disadvantaged pupils make accelerated progress with their communication and language in the Early Years and KS1	Statutory assessment data shows the attainment gap between disadvantaged pupils and their peers has narrowed in the Early Years and KS1
Disadvantaged pupils receive the social and emotional support necessary for them to succeed academically	Case studies document the social and emotional support provided to pupils has had a positive impact.
Improved attendance of disadvantaged persistent absentees	Persistent absence reduces amongst disadvantaged pupils
Disadvantaged pupils have access to high quality digital learning	Pupils' portfolio of work on Google Drive demonstrates a proficiency in a range of collaboration-friendly tools to communicate and present work, document their learning journey and store and share information.



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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

1. Teaching

Budgeted cost (From PP budget): £ 163,586

Activity/ Cost	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching and support staff in EYFS. 0.5 Teacher 1 TA £67,637	The 'Closing the Attainment Gap' report produced by the EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. 'Preparing for Literacy' (EEF) recommends that high quality adult-child interactions are important and sometimes described as talking with children rather than talking to children. EEF Teaching Assistant interventions +4 EEF Oral language interventions +6 Reducing Class sizes +2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,2, 6



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Additional teaching and support staff in Year 6. 0.5 Teacher 1 TA £67,637	EEF Small group tuition +4 Teaching Assistant interventions +4 Reducing Class sizes +2 Within Class Attainment Grouping +2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping	I
Ongoing investment in phonics approaches: teaching materials and reading books for DfE validated Systematic Synthetic Phonics programme, to ensure stronger phonics teaching for all pupils. £1300	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF Phonics + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	I
Bespoke evidence based professional development programme for teachers £5605	Three-week cycle of PD in place throughout the year which takes into account EEF Guidance to maximise impact. Use of the familiar 'Keep, Develop, Let Go' structure ensures staff are effectively building knowledge and motivation as well as developing techniques and embedding practice. Engages staff in key mechanisms (core building blocks of professional development) including goal setting, providing feedback and action planning.	
Reading and Writing CPD Reading Fluency on going CPD	The 'Improving Literacy at KS2' (EEF) report suggests that writing can be as cognitively demanding as chess for children. Increased emphasis on supported composition and modelling.	I



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Investment in new spelling and handwriting schemes and associated training £2170	EEF Feedback +6 Reading Comprehension Strategies +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Use of digital technologies to further improve learning - providing each child from year two upwards with their own Chromebook has allowed far greater use of digital technologies: digital technology is integrated into normal classroom instruction as well as used to provide supplemental opportunities for learning. £2477 per annum	EEF recommendations for using digital technology are followed: technology is used to increase the quality and quantity of practice children undertake both within and outside the classroom and to improve assessment and feedback - allowing children to progress independently. EEF: Using Digital Technology to Improve learning Evidence Review.pdf EEF Individualised Instruction +4 Feedback +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,4
Specialist teaching in the arts. Artist and poet in residence. £5200	The EEF reports that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum as well as wider benefits including more positive attitudes to learning and increased well-being. This is in addition to the intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts curriculum.	1,3,6



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	EEF Arts participation + 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Specialist Music Tuition Years 2-6 £11560	As above https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,3,6
Total actual cost £163,586		

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

Budgeted cost (From PP budget) : £ 13,336

Activity/ Cost	Evidence that supports this approach	Challenge number(s) addressed
EY intervention programmes • Nufield Early Language Intervention • WellComm • Mastering Number • Investment in books and resources for families using ORIM framework (Opportunities, Recognition, Interaction, and Modelling) • Tales Toolkit • Investment in continuous provision areas which support communication and language development £5200	Early intervention is known to close the attainment gap between disadvantaged children and their peers. Interventions adopted have been robustly evaluated - for example a randomised controlled trial provides strong evidence for the effectiveness of the NELI programme. Children made on average an additional three months' progress in language and the result had a very high security rating - 5 out of 5 on the EEF padlock scale. EEF Communication and Language approaches +7 Early Literacy Approaches +4 Early Numeracy approaches +7 Oral Language Interventions +5; Phonics +5 Teaching Assistant interventions +4 Parental engagement +5 Homework +5 https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches	1,2,4

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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Small group tuition Year 6 £1086	EEF Small group tuition +4 1:1 tuition +5 Feedback +6 Teaching Assistant interventions +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	I
Digital learning licenses Lexia/LBQ/Letterjoin/SuperSonicSpelling/Arithmagicians/TTRS/Charanga/Maths Shed/ Lyfta/Pobble/White Rose/Grammarsaurus/MathsCircle/Tales Toolkit/Picture News/Education Shed/Historical association/Scarf/GLAssessment/Primary Languages/Widgit/Oddizi £7050	All pupils year 2-6 are supplied with their own Chromebook. Google GSuite for Education tools. Digital technology is used to provide supplemental opportunities for learning. EEF recommendations for using digital technology are followed: technology is used to increase the quality and quantity of practice children undertake both within and outside the classroom and to improve assessment and feedback - allowing children to progress independently. EEF:Using Digital Technology to Improve learning Evidence Review.pdf EEF Feedback +6 Homework +5 Individualised Instruction +4 Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence and fluency will improve through independent practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	I,4



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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Total actual cost £13,336		

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

Budgeted cost (From PP budget): £ 55,988

Activity/Actual Cost	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and counselling. £51,824	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. Full time pastoral support as well as 0.2 counselling sessions are provided. When behaviour needs cannot be met at an universal or targeted level and the school has followed the graduated approach, specialist advice and services are sought. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Enriching the curriculum through visits and visitors/Extra curricular activities £13,450	To build cultural capital, pupils not only need knowledge, they also need experiences, values and language. The EEF reports that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum as well as wider benefits including more positive attitudes to learning and increased well-being. This is in addition to the intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating curriculum.	1,3
School vision 'A Place to BECOME' -	EEF reports that the potential impact of metacognitive and self-regulation approaches is high. One of the key issues learned in the Closing the Attainment	1,3,6



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Home Learning Journals/ Reward System £3000	Gap report produced by the EEF, is that essential life skills (character) are important in determining life chances. EEF Metacognition and Self Regulation +8 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Attendance Education Welfare Service buy in 0.1 FTE Attendance Officer £7271	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance over 95%. Both the Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of the year. DfE Framework for securing full attendance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Provide Breakfast for all pupils - National School Breakfast Programme £1700	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	1,5
Total actual cost £ 77,245		

Total budgeted cost (from PP Budget) : £232,910



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Review of outcomes:

School Performance Summary 2016-25

Early identification of communication and language challenges in The Early Years and the effective implementation of programmes such as WellComm and use of the ORIM framework has meant that all pupils' (including disadvantaged) attainment has improved in key learning goals.

The gap between the attainment of disadvantaged pupils and non-disadvantaged at the end of KS2 is diminishing in all performance measures over time.

All pupils have benefited from an extensive programme of curriculum enrichment throughout the academic year.

24/25 Enrichment



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Externally provided programmes

Programme	Provider
Learning By Questions	LEB Partnership
TT Rockstars	TT Rockstars
Lexia Core 5 Reading	Lexia UK
LetterJoin	Green and Tempest
Lyfta learning platform	Lyfta Education
SuperSonicSpelling	SuperSonicPhonicFriends
MathsShed	EducationShed Ltd
Arithmagicians	Arithmagicians Ltd
Charanga	Charanga Ltd
Pobble 365	Pobble Education Ltd
White Rose	WhiteRose Education Ltd
TTRS	Maths Circle Ltd
Tales Toolkit	Tales Toolkit Ltd
Grammarsaurus	Grammasaurus Ltd
Picture News	Picture News Ltd
GL assessment primary	Rennaisance
Primary Languages	Primary Languages Network Ltd



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Widgit	Widget Software Ltd
Oddizi	Little Travel Bug Ltd
Scarf	Coram Life Education Ltd



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