

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 effect that last year's spending of pupil premium had within our school.

To develop this Pupil Premium Strategy statement, we have used the model, and case studies, provided by the Education Endowment Foundation. This has resulted in a clear plan that will impact positively on the lives of all pupils in school. In addition to this plan we will use the additional Government catch up funding for tutoring to accelerate progress further.

https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/

School overview

Detail	Data
School name	St Margaret's Church of England Junior School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2027 (Year 2 of plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Clare Dixon
Pupil premium lead	Tash Rodger
Governor / Trustee lead	Harry Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115,140.00
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	£ 115,140.00



Part A: Pupil premium strategy plan

Statement of intent

The intent of the Pupil Premium Strategy Plan at St Margaret's Church of England Junior School is based on the fundamental principles that every child will live life in all its fullness (John 10:10) and 'let all that you do be done in love' (Corinthians 16:14). This is applicable for all pupils, including those that are disadvantaged. Our aspirations for children eligible for Pupil Premium is the same as all children and this plan focuses on the following key principles.

- *To provide high quality CPD for all teachers, ensuring that the teaching staff have the skills required to make a positive impact on the provision of all children*
- *To raise the attainment and progress of disadvantaged children in reading, writing and mathematics*
- *To provide a stimulating and engaging curriculum, which inspires and motivates disadvantaged pupils.*
- *To improve the behaviour of all children, ensuring that they can learn in a safe and secure environment*
- *Our ultimate aim is to ensure that the attainment gap between disadvantaged and non-disadvantaged pupils narrows, both nationally and within internal school data.*
- *We ensure that teaching and learning opportunities meet the needs of all the Pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed*
- *In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged*
- *We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. This number has increased due to the impact of the Covid-19 pandemic. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
- *Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.*

When making decisions about Pupil Premium spend, it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weaker communication and language skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'

The provision that we are making for our disadvantaged pupils is as follows:

- *Behaviour and nurture support during lunchtimes by providing activities to engage and promote values, therefore enhancing learning.*
- *Funding school trips and residentials. Ensuring that children have first hand learning experiences.*
- *Provide specialist learning software and online programmes*
- *Additional teaching and learning opportunities provided through TAs and/or external agencies*
- *Funding play therapists and counsellors to support children regulate emotions*
- *Use of tutors to aid recovery of learning missed due to Covid-19*
- *1:1 support for certain disadvantaged children*
- *Utilising strengths of staff to act as 'catch up' support across the school*
- *Recruitment and retention of staff to support with pastoral well being.*
- *Reduce class sizes to improve opportunities for effective teaching and accelerating progress*
- *Provide time for teachers to access high quality CPD*
- *Participation in Kent and Medway Maths Hub*
- *Innovate the curriculum to provide breadth and balance for all pupils*
- *Implement Year 5 Mental Health Ambassadors to support well being*

Challenges

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

Challenge number	Detail of challenge

1	Mental Health and Well being
2	Low attainment on entry to Year 3
3	More frequent behaviour difficulties
4	Attendance and punctuality
5	Curriculum design

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 progress in Reading	Achieve national average progress scores in KS2 Reading (0)
Improved progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Improved progress in Maths	Achieve national average progress scores in KS2 Maths (0)
Improved attendance	Ensure attendance is above 95%



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: £ *20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to raise the attainment of reading across the school using Accelerated Reader and high quality Phonics teaching in the lower phase.	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes According to EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. All staff have been trained in the teaching of phonics and we use the Twinkl scheme. For Year 1 of this plan: Lexia to continue to be utilised to support the progress of the bottom 20%, successful implementation will lead to at least 2 months progress according to EEF	2
To embed White Rose Maths across the school to ensure consistency of approach and high quality teaching for all.	Disadvantaged pupil attainment in Maths is above National comparisons. Maths attainment at Key Stage Two is above National comparisons. According to EEF, The impact of mastery learning approaches is an	2, 5

	additional five months progress, on average, over the course of a year. Data in Year 3 of our involvement in the maths hub has showed improvement on previous years, this project will be extended to all teachers in the sustain phase of the TRG and Year 1 of this plan.	
To provide high quality CPD for all teachers, including ECT's, ensuring outstanding teaching for all pupils.	High quality CPD is essential to follow EEF principles. External CPD is cascaded through staff meetings and inset, it is always linked to the School Improvement Plan. For Year 1 of this plan Online CPD programmes have been renewed to support the implementation of high quality teaching and learning, evident in success of data outcomes in 2024-2025. This includes Walkthrus and National College. ECTs meet with their mentor each week and work through their bespoke programme aimed at improving the teaching and learning for all pupils.	2

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

Budgeted cost: £ 39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase capacity of adults in every year group to ensure a favourable staff to pupil ratio, resulting in positive progress gains	Progress in bottom 20% nationally, reducing class sizes and increasing interventions can accelerate progress between 2 – 4 months in a year, according to EEF.	2, 5
Develop writing opportunities across the curriculum	In 2024 we had Greater Depth writers for the first time in 3 years, which is a legacy from Covid. Embedded writing across the curriculum will engage and motivate children to write more. Implementation of	2, 5

	Cornerstones curriculum to support this, evident in our successful writing outcomes this year..	
To upskill support staff with appropriate approaches and pedagogy to teaching interventions	EEF indicates that successful teaching assistant interventions can lead to additional progress of 4 months in a year. Online CPD programme, such as Walkthrus and National College renewed to support this.	2, 5
To ensure staff have appropriate CPD to deliver new White Rose scheme	TRG through Kent and Medway Maths hubs has had a positive impact on attainment locally. Working with staff from other schools will support our teachers improve Maths Mastery teaching and therefore progress. Mentoring for new Maths lead to support the sustained implementation of this scheme.	2, 5

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

Budgeted cost: £85,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide support for children in regulating their behaviour. Development, and staffing, of Nurture learning environment	A greater frequency of behaviour incidents involve Pupil Premium children. Targeted behaviour interventions and universal approaches have positive overall impact of 4 months, according to EEF. Behaviour interventions such as zones of regulation or 5 point scale can reduce disruption in lessons and impact positively on attainment.	1, 3
Implement programme of Mental Health and well-being support	Social and Emotional interventions can lead to accelerated progress of 3 months in an academic year. Parent survey indicates that children have been affected by the 2 lockdowns	1

	and have lower self-esteem and increased anxiety	
Improve attendance of disadvantaged pupils	Attendance of Pupil Premium children improved to 93.1% in 2023-2024, an increase of 1.2% on previous year. Attendance of 90% or below provides less than 50% chance of achieving national expectations. Having a member of staff that supports with attendance, liaises with families and implements social and emotional interventions is integral to improving attendance and has had an impact in 2023-2024	1, 4
To enhance pupils' cultural capital by providing a breadth of experiences	We are moving into the 4th year of our new curriculum, having experienced success in pupil outcomes after Year 1, 2 and 3. A balanced and carefully sequenced curriculum ensures that the children gain the knowledge required to meet the expected standards, leading to achievement. This has been enhanced by the purchase and subsequent renewal of Cornerstones A broad curriculum, which includes the Arts can lead to accelerated progress of 3 months in an academic year. According to EEF a successful Summer School programme can lead to accelerated progress of 3 months in a year. Implemented Lyfta programme to enhance curriculum further.	1, 5

Total budgeted cost: £144,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes, including recovery premium spend

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome
To continue to raise the attainment of reading across the school using Accelerated Reader and high quality Phonics teaching in the lower phase.	KS2 data is above 2023-2024 and above National in all subjects. Accelerated Reader has given teachers regular updates on pupil's reading progress via quizzing meaning that they can take more prompt action on any children who have fallen behind. Lexia has been used effectively to improve disadvantage pupil attainment.
Develop writing opportunities across the curriculum	Writing outcomes have improved and are above National comparisons.
To embed White Rose Maths across the school to ensure consistency of approach and high quality teaching for all.	Maths data has improved across the school due to the consistent approach of Mastery and focus on Mental Arithmetic. It continues to be above National and above 2023-2024 data
To provide high quality CPD for all teachers, including 3 ECT's, ensuring outstanding teaching for all pupils.	Teaching and Learning has improved, teachers have had more CPD and opportunities to engage in research. Ofsted highlighted good teaching and learning and support for all staff, particularly ECTs
To improve levels of attendance of disadvantaged pupils	Levels of attendance still poorer than non PP pupils. Increasing holiday requests due to costs of school holidays has had an adverse impact. Attendance has improved on previous academic year. Attendance policy has been reviewed to have stronger expectations of families. Ofsted stated that as a school we are doing all we can to improve attendance, which is above National, including persistent absenteeism, which highlights the strength of our work.

To enhance pupils' cultural capital by providing a breadth of experiences	All year 6 children were offered the opportunity to attend the Isle of Wight residentials. Enrichment activities, such as trips, have been funded. These have provided Pupil Premium children with experiences that they would not usually have. The Lyfta programme has been successful in giving children a global awareness
To provide support for children in regulating their behaviour	Behaviour interventions and resources implemented for children improved attendance and avoided exclusions. Medway Trauma Informed Project has led to increased staff awareness and understanding of trauma, behaviour policy and home school agreement have also been updated.
Implement programme of Mental Health and well-being support	A huge emphasis has been placed on pupil well-being this year. Pupils have been supported via Counsellors, and NHS Mental Health nurses as well as talk time/support given by school ELSA. Emotional well being team have supported children, drawing and talking has also been implemented. Focus on trauma informed practice this year has improved relationships, we have completed the Medway Trauma informed project

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rockstars	TT Rockstars
Lexia Core 5 Reading	Lexia Core 5