

# Pupil Premium Strategy Statement – St Mary Magdalene Primary School 2025-26

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.

## School overview

Detail	Data
School name	St Mary Magdalene Primary School
Number of pupils in school	587
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years (AY 2025-26 to AY 2027-28)
Date this statement was published	13.12.2025
Date on which it will be reviewed	13.12.2026
Statement authorised by	C. Harrison
Pupil premium lead	D. Savva-Brown
Governor / Trustee lead	S Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£294,228.48
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£294,288.48

# Part A: Pupil premium strategy plan

## Statement of intent

### OUR PUPIL PREMIUM STATEMENT OF INTENT

Our vision is that every Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

We use our pupil premium funding to support our pupils, from whatever their starting point, to make the maximum progress they can academically as well as socially and emotionally.

We offer a wide range of strategies to tackle disadvantage and support each individual to achieve the best possible outcomes. In all our work as a Federation we strive to offer equality of opportunity, remove barriers to learning and close any identified gaps in attainment and progress.

Our Federation's Key Principles for our strategy plan are to:

- Focus on quality first teaching for all pupils, irrespective of their background and academic ability.
- Ensure appropriate provision is put in place to support our vulnerable and disadvantaged families so they may access our curriculum offer in full.
- Interrogate our school data to identify attainment gaps in order to formulate our key strategies to address challenges to achievement.
- Offer targeted academic support as well as strategies that address non – academic factors (including attendance, behaviour and social and emotional support).
- Strive to engage all stakeholders to fully participate in the life of our schools and the opportunities they offer in order that each individual pupil can reach their full potential. Endeavour, as best we can, to offer a diverse range of activities that will enhance each pupils' life and cultural experiences.

## Challenges

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

Challenge number	Detail of challenge
1	There is gap in attainment and progress between non-disadvantaged and disadvantaged for the core subjects – we strive to close this gap.
2	Regular attendance is a challenge for some pupils – improve Persistent Absence data.

3	Many disadvantaged children in our school have multiple barriers to learning including SEND/ EAL/ CIN/ CP/ SEMH and lack strong foundations in communication and language, reading, writing and mathematics limiting access the rest of the curriculum.
4	Some pupils from disadvantaged backgrounds have language and communication gaps, including processing difficulties, speech, language and vocabulary, which limit access to the curriculum.
5	Disfluency in maths and reading, affecting confidence, automaticity and ability to apply skills independently.
6	Social, emotional and mental health (SEMH) needs, impacting readiness to learn, engagement and behaviour.
7	Limited access to enrichment and life experiences, reducing cultural capital, understanding of the world and wider development and a good grounding in life skills, general knowledge and to support them to access the curriculum.

## 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	Challenge number
Continued improvement in quality first teaching across all subjects, to improved attainment in reading, writing and maths.	<ul style="list-style-type: none"> <li>Quality first teaching meets the needs of all children and closes in gaps in knowledge.</li> <li>Comparison data for PP and non-PP pupils shows a higher percentage of PP pupils achieving at least the expected standard.</li> <li>All pupils are seen to make expected and better than expected progress in all areas of the primary curriculum.</li> </ul>	1, 3, 4, 5, 6, 7
Improved attendance and punctuality and narrow the gap between PP attendance and non-PP attendance.	<ul style="list-style-type: none"> <li>Gap between PP and non-PP students school attendance is narrowed and all pupil's attendance is at least 97% by the end of the year.</li> <li>All disadvantage pupils attend school regularly and on time.</li> <li>Attendance and punctuality has improved for targeted children in line with all pupils.</li> <li>Persistent Absence is reduced.</li> <li>Pupils with SEND/ SEMH are supported come to school.</li> </ul>	1, 2, 5, 6, 7
All pupils develop firm foundations in communication and language reading, writing and maths and there is no significant gap in achievement between the PP and Non-PP pupils, and they access the rest of the curriculum.	<ul style="list-style-type: none"> <li>Pupils' strong foundations in communication and language, reading, writing and mathematics have increased over time.</li> <li>Little Wandle phonics is embedded. Keep up and catchup groups in phonics are based on rigorous assessment and tracking.</li> <li>T4W is used effectively, and English is taught well with pupils' good vocabulary and oracy skill evident in outcomes.</li> <li>Maths teaching uses C-P-A and AfL effectively and develops mental and written fluency, reasoning and problem solving.</li> <li>High quality, targeted maths interventions take place across the year groups.</li> <li>Reading is a priority for all across the school – Think Alouds being adapted to meet the needs of all learners.</li> <li>PP and disadvantaged pupils are prioritised to read with volunteer reader.</li> <li>Nessy used to support pupils with gaps in learning for reading, spelling and maths.</li> </ul>	1, 3, 4, 5
Improved language, communication and literacy skills and pupils access the whole curriculum.	<ul style="list-style-type: none"> <li>Targeted pupils demonstrate measurable progress in language assessments and classroom communication.</li> <li>Star assessment, Arbor and Tapestry are used effectively to ensure pupils make good progress and gaps are closed</li> <li>Teachers are confident at using AFL and assessment data to plan for learning and targeted interventions.</li> </ul>	1, 3, 4, 5
Pupils are confident in in maths and reading.	<ul style="list-style-type: none"> <li>Pupils have automaticity in maths and reading.</li> <li>Pupils can apply maths and reading skills independently.</li> </ul>	

Teachers have a clear understanding of assessment and plan effectively to narrow any gaps	<ul style="list-style-type: none"> <li>• AFL is used effectively to identify misconceptions and gaps in learning.</li> <li>• Star assessment, Arbor and Tapestry are used effectively to ensure pupils make good progress and gaps are closed.</li> <li>• Teachers are confident at using AFL and assessment data to plan for learning and targeted intervention.</li> <li>• Teachers are using ranked lists to identify pupils who are not at the EXT in R, W and M and providing them with well-considered opportunities to improve attainment in the needed subject/s.</li> <li>• Data shows that gaps have been closed between PP and non-PP pupils.</li> <li>• Data shows that combined KS2 percentage for R, W and M has increased over the year, with a focus on non-PP pupils.</li> </ul>	1, 3, 4, 5
Targeted interventions are effective and ensure gaps in learning are closed.	<ul style="list-style-type: none"> <li>• Pupils' needs are identified promptly, with targeted interventions leading to improved outcomes and reduced need for escalation.</li> <li>• PP pupils benefit from small group interventions</li> <li>• SEND interventions are impactful - PLPs are used effectively to ensure all pupils make progress.</li> <li>• Positive pupil/parent/carer voice surveys.</li> <li>• Targeted Booster groups for Year 6 pupils improve attainment and progress. PP and disadvantaged pupils prioritised.</li> <li>• Nessy intervention sessions improve outcomes for those with learning needs in maths and English.</li> <li>• PP and LAC students receive personalised support to ensure that they make good rates of academic progress and have appropriate pastoral support.</li> </ul>	1, 3, 4, 5, 6
To provide suitable CPD opportunities so staff are equipped to provide quality first teaching and targeted interventions.	<ul style="list-style-type: none"> <li>• Positive staff, pupil and parent voice surveys.</li> <li>• Subject leaders attend network meetings, specialist training eg. PTI.</li> <li>• High quality training on inclusion provided to all staff and they feel equipped to meet the needs of all pupils.</li> <li>• High 'quality first teaching' evident through monitoring and data analysis.</li> <li>• Leaders address underperformance quickly and provide support to improve the teaching offer.</li> </ul>	1, 3, 4, 5, 6
To ensure the most vulnerable and disadvantaged pupils are able to access all the online learning resources including Spelling Shed, Times-tables Rockstars, Nessy, Teams Classroom	<ul style="list-style-type: none"> <li>• All pupils access homework.</li> <li>• There are opportunities for pupils to access online platforms in school eg. during lunch time, breaktime, breakfast club, homework club.</li> <li>• All year 6 pupils are given revision books and materials to support home learning and preparation for SATS.</li> </ul>	1, 3, 4, 5, 7
Pupils access enrichment opportunities developing cultural capital and life experiences and have a good grounding, general life skills and basic knowledge.	<ul style="list-style-type: none"> <li>• All staff know the disadvantaged pupils and ensure they attend trips/visits and experiences between regardless of their disadvantage.</li> <li>• Staff plan a wide range of enriching activities.</li> <li>• Pupils are enabled to engage better with the academic curriculum and wider curriculum of the school.</li> <li>• Equal uptake for extracurricular activities and experiences between PP and non-PP students.</li> <li>• Pupils participate in a wide range of workshops that broaden their experiences.</li> <li>• Positive pupil/parent/carer voice surveys.</li> </ul>	1, 2, 3, 6, 7
Improve attendance and punctuality and close the gap between PP attendance and non-PP attendance.	<ul style="list-style-type: none"> <li>• Gap between PP and non-PP students school attendance narrowed and all pupil's attendance is at least 97% by the end of the year.</li> <li>• All disadvantage pupils attend school regularly and on time.</li> <li>• Persistent Absence is reduced.</li> <li>• Pupils with SEND/ SEMH are supported and attend school every day and have positive pupil voice.</li> </ul>	1, 2, 3, 4, 5, 6, 7
Enable students to have the emotional resilience to succeed in their learning and flourish	<ul style="list-style-type: none"> <li>• Pupils' emotional needs are identified and addressed promptly.</li> <li>• Behaviour Pathway is used consistently across the school.</li> <li>• High quality ELSA sessions provide effective support for pupils with SEMH.</li> <li>• Zones of Regulation is used consistently throughout the school and pupils engage with it.</li> <li>• Mental health champions run effectively.</li> <li>• Pupils benefit from outdoor learning.</li> </ul>	2, 5, 6, 7

- Activities and play at lunchtime and breaktime develop resilience, problem solving, cooperation, patience and communication skills.

## 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: £ 105,922.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school development of Oracy Communication and Language.</p> <p>Development of subject leader knowledge.</p> <p>Whole staff CPD.</p>	<p>Developing oracy in schools significantly boosts academic attainment (especially reading), improves social-emotional skills like confidence and empathy, increases career readiness by teaching vital communication skills, and fosters greater equity, particularly for disadvantaged students, by giving all learners a stronger voice and deeper learning. It makes students more engaged, helps them articulate complex ideas, and builds foundational life skills beyond just English class, impacting learning across the entire curriculum</p>	1, 3, 4, 5, 6
<p>Whole School. Continue to embed 'Talk for Writing' pedagogy for planning and teaching English. This will be done through Training, planning support, Subject leader support and professional dialogue</p>	<p>Data shows that T4W Centres, despite serving more challenging areas, attain at a significantly higher standard than the national average.</p> <p>Between 2016 and 2019, there was an improving picture, which led to a 10% difference between Training Centres and the national average for children reaching the expected level in KS2 SATs.</p>	1, 3, 4, 5, 6
<p>Invest in continuation of whole school SSP phonics program.</p> <p>Further embed the Little Wandle Phonics Scheme to develop and improve the teaching of Phonics and development of reading throughout the school, initially focussing training for Teachers and TAs/LSAs in Early Years and Key Stage.</p> <p>Use Support staff lead LW reading sessions across the school.</p> <p>All pupils in YR, Y1 &amp; Y2 read in small, focused group with an adult 3x a week</p> <p>There are LW reading groups for those that still need them in Y3 &amp; Y4.</p>	<p>EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged pupils: EEF Phonics. EEF - Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>The DfE 2021 Reading Framework and 2022 Ofsted curriculum research review: English and Ofsted Subject Report for English include a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all pupils in reading.</p> <p>There is a strong evidence base for the impact of communication and language approaches in EYFS. 'Approaches usually involve early years professionals, who have been trained in the approach, working with a small group of children or individually to develop communication and language skills.' EEF, Early Years Toolkit. <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a></p>	1, 3, 4, 5, 6

To ensure all pupils are able to access all the online learning resources including Spelling Shed, Times-tables Rockstars, Nessy, Teams Classroom.	Online learning platforms allow pupils to practise maths, reading and spelling skills Teachers can monitor pupil engagement and progress using these sites. Activities can be set to match pupils needs and gaps in learning <a href="#">EEF Using Digital Technology to Improve Learning</a>	1, 4, 5
Effective Data Analysis: using Star Assessment, Arbor and Tapestry.	Teachers and support staff use these platforms to assess pupils, analyse data and plan for effective intervention.	1, 3, 4, 5
Development of Continuous Provision in Year 1 to support pupil's smooth transition from EYFS to year 1	The Education Endowment Foundation (EEF) and related research highlight that well-planned, challenging continuous provision in Year 1 effectively bridges the EYFS-KS1 gap, fostering independence, embedding skills (especially maths and literacy through guided play/child-led learning), and boosting engagement, moving beyond simple EYFS repetition to meet National Curriculum demands and improve deep learning for better outcomes. Its impact comes from providing rich, open-ended activities, allowing consolidation, and enabling adults to observe needs, supporting progress in foundational skills like reading fluency and vocabulary.	1, 3, 4, 5, 6

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

Budgeted cost: £ 95,624.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of targeted interventions in small groups for the core subjects in order to close the gap for disadvantaged pupils	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Booster Tuition.	1, 3, 4, 5, 6
Year 6 booster sessions; after school maths x1 a week, and reading session x1 a week In school focus group session x 5 a week. All pupils in Year 6 are provided with revision material to support them to prepare for SATs test.	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Booster Tuition. Revision is guided and supported by class teacher	1, 3, 4, 5, 6
Reading support for disadvantaged pupils: Volunteer readers x1 a week.	Trained reading volunteers provide crucial one-to-one support that significantly boosts children's reading confidence, enjoyment, and attainment, with 99% of schools reporting increased pupil confidence. The sessions improve attitudes toward learning for 97% of children and enhances overall well-being. Volunteers foster positive relationships, helping children overcome reading anxiety and fostering a lifelong love of book	3, 4, 5, 6, 7
Review of quality and impact of SEND Interventions. Identify pupils falling behind or where there is a need. Delivery of high quality SEND interventions.	Bucket therapy, LEGO therapy, Phonics	1, 3, 4, 5, 6

SEND – Targeted CPD for all teaching and support staff to support planning for Pupils with SEND	High quality SEND training to ensure good provision both in class and for interventions.	1, 3, 4, 5, 6
---	--	---------------

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

Budgeted cost: £ 92,681.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained and developed Emotional Literacy Support Assistant (ELSA). Pupils with SEMH access ELSA sessions to support their emotional wellbeing. SS member attends supervision and additional training.	Grahams law (2010) – children who had received ELSA support held higher confidence in their ability to regulate their emotions. Goleman (1995) – a child’s success in school is not based solely on intelligence, but on emotional and social characteristics developed early in life Russell and Mann (2011) – teachers identified a significant improvement in children’s emotional literacy post ELSA.	1, 2, 6, 7
Embed Zones of Regulation so that it is used consistently throughout school. Continue to train staff and pupils to use ZoR language and strategies.	Using <a href="#">The Zones of Regulation</a> in schools significantly boosts students' emotional literacy, self-regulation, and social skills, leading to better behaviour, increased empathy, improved focus for learning	1, 2, 6, 7
Mental Health Champions Continue to embed work.	Research by the Education Endowment Foundation (EEF) suggests that school-based mental health programs show promising impacts on student well-being and behaviour, with some positive effects on health outcomes and reduced externalizing behaviours. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a>	1, 2, 6, 7
Continue to promote and improve Universal breakfast club so all pupils have the opportunity to attend to improve, behaviour, attendance and academic achievement	The UK Department for Education’s (DfE) Universal Breakfast Club initiative aims to provide free breakfast clubs in all state primary schools by 2026, with an £80m investment, expecting significant positive impacts like <b>improved behaviour, attendance, and academic attainment</b> , especially in reading, writing, and maths for younger pupils, while also easing financial burdens on families and supporting working parents	1, 2, 6, 7
To use school-based Sports coach to support lunchtime behaviour through structured play. Train support staff to support lunchtime activities.	<u>Playwork Foundation</u> Research shows that play, especially guided or structured play led by trained adults ("playleaders"), significantly boosts children's social, emotional, cognitive, and physical development, improving skills like empathy, problem-solving, executive function, language, and resilience. "Playwork helps children to build self-esteem and confidence, to socialise with a diverse group of children they would not otherwise do."	3, 4, 6, 7
Home-School Link Worker (HSLW) to support PP families	HSLW to support our families when a need arises either through safeguarding concerns, attendance concerns or general concerns.  In school and external food bank support given to families in need. Uniform and clothing provided to support families in need.  Home school link worker to support parents in a range of activities; accessing benefits; back to work; secondary school applications; understanding school life and curriculum; mental health support; engaging in other professional services/ professionals.	1, 2, 6, 7

Continue to improve attendance and punctuality through close monitoring of attendance and engaging and supporting parents.	Individual and whole school attendance prizes Subsidise breakfast club places for Pupil Premium children who are regularly late to school. HSLW calls parents of absent children daily, meet with Attendance Advisor and support families on Fast track. Close the gap between the percentage of attendance of PP pupils at 93% and all school pupils at 96% so that both percentages are over 97%.	2, 6
Food Parcels and financial support programmes to support vulnerable families during the Christmas, Easter and Summer holiday periods	This is available and used for all PP families and vulnerable families who need support with food where needed to support the families during the holidays when the children do not have access to school meals.	6
Counselling support from Grenville Counselling for PP and vulnerable pupils and parents.	Counsellor supports our pupils to ensure there are no barriers to our most vulnerable pupils learning, well-being and pastoral needs.	6
Ensure there is a wide range of trips (including residential) workshops and experiences for all children across the school.	Support to ensure all pupils have the opportunity to go on school journey or take part in trips and workshops	6, 7
Extend Parental Engagement Initiatives to support parents and carers	Parents invited to Celebration Collective Worship, and Class Collective Worship during each term, as well as church services for Christmas and Easter and Harvest.  Parent workshops – to inform and support parents	6, 7

## Total budgeted cost: £ 294,922.25

Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

--

## 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
Talk for Writing	Jamie Thomas Consulting
Counselling Programme	Granville Consultancy

