



Pupil Premium Strategy Statement 2025-2026

Review of Outcomes 2024-2025

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	Madginford Primary
Number of pupils in school	588
Proportion (%) of pupil premium eligible pupils	15% (88)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	2025
Date on which it will be reviewed	November 2026
Statement authorised by	A. Woolcombe Headteacher
Pupil premium lead	Y Best Assistant Headteacher
Governor	P. Rana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,820
Recovery premium funding allocation this academic year	0
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	£132,820

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to make good or better progress and to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils within school is closing. Our intent is to identify the challenges that these children face and the ways that these will be addressed, by keeping up to date using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to remove barriers to learning. Many of our Pupil Premium pupils have SEN&D needs with Communication and Language and Social and Emotional and Mental Health needs being increasingly the main challenges, alongside attendance and parental engagement. We want to ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum. We want pupils to develop effective social and communication skills, to develop emotional resilience and to enhance their knowledge and understanding of the world and raise aspirations.

Our main focus is on **High-quality teaching**. All teachers are using adaptive teaching methods and strategies and using formative assessment, within the lesson, to ensure any gaps in learning are addressed and to consolidate to deepen knowledge and understanding. Teachers continually assess and make adjustments within the lesson. These adjustments include; modelling, providing scaffolds, giving out challenges, to ensure that they have an inclusive approach which enables pupils to access the same core learning objectives. These 'in the moment' adjustments to either the content/delivery/structure/support are based on the pupils' understanding. Alongside this, adults deliver pre and post teaching to further support pupils' access to the curriculum. Teaching and interventions also meet the needs of individual needs, based on diagnostic assessment. At Madginford we use Portage and Pixl assessments. We use interventions from the Education Endowment Foundation, EEF to support pupil's specific needs.

We strive to ensure that disadvantaged pupils are supported and challenged in the work that they're given, to act early to intervene at the point need is identified and to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.

The staffing structure continues to include x2 **additional Teachers** in Upper Key Stage 2 to further support strong outcomes for pupils, especially those whose attainment has fallen behind those of their peers.

We have a high focus on supporting all vulnerable groups with their health and wellbeing which is immensely important for them to be successful when accessing the curriculum. To tackle this barrier, we have developed opportunities for a nurture provision, at the beginning of the day and at lunchtime, to support anxious pupils coming in to school and offering a safe space throughout the day. We now have x2 trained senior members of staff who are the Mental

Health Leads for the school. They have been monitoring pupils' well-being and are also delivering the 'Drawing and talking,' intervention.

In term 4, the school will have two therapy dogs to support children's well-being and engagement in their learning.

We have also Invested in maths resources and reading books and a new phonics scheme, Little Wandle, to improve the quality of teaching and learning. We are currently fundraising for our new Reading Library Bus to help motivate and engage pupils in reading a variety of texts and to help foster a love of reading.

Attendance needs to remain a driving focus behind our pupil premium plan based on the current data. Our disadvantaged children still have a lower percentage attendance than our non-disadvantaged and in order to improve the outcomes for our disadvantaged pupils, this needs to remain a high focus. The school works with the Local Authority to ensure we have robust systems and procedures in place; these include letters home, notice to improve letters, issuing penalty notices, monitoring illness through the sickness returns, Offering EBSA support and Early Help and carrying out Home Visits.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that there are communication and language difficulties which include, general oral language skills and vocabulary gaps. These are evident from Reception through to KS2 and in general, are more of a barrier to learning among our disadvantaged pupils than their peers, if they also have SEND.
2	Internal and external (where available) assessments indicate that Reading and Writing and Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils (KS1 and KS2)
3	Our observations and our discussions with parents indicate that the emotional resilience of some of our pupil premium pupils is lower than their peers. This is being monitored through class worry boxes, check-in, pupil voice and learning walks.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to financial hardship, family break-ups/split families, child protection concerns such as domestic abuse. Class Provision Maps and pupil voice indicate a greater need for social and emotional intervention for pupil premium pupils.
5	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has fallen to being between 4.5% lower than for non-disadvantaged pupils.

	Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' rate of progress.
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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
Pupils to achieve national expectations in progress and attainment	<p>Pupils will achieve national average progress scores at KS1 and KS2, Reading, Writing and Maths (0)</p> <p>Pupils at KS1 And KS2 will attain in line with non-disadvantaged pupils/national averages in RWM% (EXS/GDS)</p> <p>Pupils will achieve national average Year 1 phonics %</p> <p>Pupils will achieve GLD at the end of Reception</p>
Reading provision for PP pupils to be exemplary and highly effective	<p>Pupils will achieve strong outcomes from their starting points.</p> <p>Pupil premium pupils will be fostering an enjoyment of reading</p>
Pupil Premium Pupils are ambitious and proud and confident to undertake challenges.	<p>Pupils will be confident to challenge themselves and celebrate all of their achievements.</p>
Pupil Premium pupils are encouraged to be curious and ask questions about their learning	<p>Pupils' will be active participants in their learning and fully engaged.</p>
PP Pupils will develop an awareness and understanding of the connections between discrete subject learning.	<p>Pupils' understanding of how subject knowledge interlinks will develop and will help with retention of skills and concepts.</p>
Improved speech language and communication.	<p>Pupils in Early years will have accessed speech and language link interventions and if necessary will have SALT intervention.</p> <p>Pupils in KS1 and KS2 will have accessed the bought in services of the Speech and Language therapist in school or been referred.</p>
To ensure that wave 1-3 provision for PP pupils who also have SEND is highly effective.	<p>Pupils will achieve strong outcomes from their starting points.</p> <p>Adaptive teaching strategies and high quality interventions will enable pupils to access the curriculum more effectively, address any gaps and enable pupils to 'keep up and catch up'</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by</p> <ul style="list-style-type: none"> the overall attendance for all pupils to be in line or above national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced.

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being in line or above national and the figure among disadvantaged pupils being no lower than non-disadvantaged pupils.
Improved parental engagement	<p>Parents to take part in coffee mornings run by Educational Psychologist/ Nursing Service/EAL advisor</p> <p>Communication via class dojo, newsletters and website will enhance engagement.</p>

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
<p>Robust internal assessment system using PIXL assessment from Y1 to Y6.</p> <p>Support/training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Pixl, phonics screening, GL assessments, White Rose Maths, NFER standardised tests, AR, Sandwell diagnostic assessments</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time for coaching and mentoring and for monitoring.</p> <p>Develop and embed the way we teach reading: Jane Considine approach.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. For example:</p> <ul style="list-style-type: none"> -sentence stacking -pre and post teaching for vocab -Overlearning -book talk <p><u>Improving Literacy in Key Stage 2</u></p> <p><u>Improving Literacy in Key Stage 1</u></p> <p>EEF</p> <p>Jane Considine- The write stuff, Hooked on books.</p> <p>Talk for writing-Pie Corbett</p> <p>Book Talk-Jane Considine.</p>	1
<p>Embedding and effective assessment of a <u>DfE validated</u></p>	<p>Phonics approaches have a strong evidence base that indicates a positive</p>	2

<p><u>Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>We use the scheme Little Wandle.</p> <p>Develop and embed the Little Wandle approach. Ensure new staff are trained</p>	<p>impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Staff CPD throughout the year, using a coaching and mentoring approach to support staff in the teaching of reading, led by the English Leads.</p> <p>Use of Book Talk-Jane Con-sidine.</p>	<p>Studies have shown that targeted coaching—personalized, goal-oriented support that addresses a teacher's specific areas for growth—can improve teacher efficacy, instructional practices, and student achievement (Kraft et al., 2018).²³ Sept 2025</p>	
<p>Staff CPD throughout the year, using a coaching and mentoring approach to support staff in the teaching of reading, led by the Maths Leads.</p> <p>Incorporating White Rose maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u> <u>EEF Maths EY KS1 Summary of Recommendations.pdf</u></p>	2
<p>Development of nurture hub for pupils to access before school and at lunchtimes.</p> <p>Development of :</p> <p>Sensory circuits in KS1 and 2.</p> <p>Social skills groups, Lego therapy, time to talk.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p> <p>The nurture hub supports with the transition from home to school and gives the pupils a calm and settles start to their day.</p>	4,5

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

Budgeted cost: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller classes in Year 5 and 6 to allow for more focused teaching.	Smaller class sizes enable teachers to establish deeper connections with each individual. This closeness leads to a greater understanding of students' strengths, weaknesses, and personal interests. It also makes students more comfortable seeking help and guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Daily reading for all pupils who are not making expected progress	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Adults in KS1 and KS2 to provide a blend of mentoring and small group tuition. A significant proportion of the pupils who receive focus teaching will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Staff training on behaviour management/ de-escalation strategies/ emotion coaching, to support behaviour across the school. Access CPD from PINS project	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,4

<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance 2024</u> advice.</p> <p>This will involve release time for staff to build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.</p> <p>Appointment of an attendance officer to support improved attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3, 4, 5</p>
<p>The training and implementation of x2 therapy dogs in school to work with pupils who have Emotional Based school avoidance anxiety and this impacts severely on attendance. These pupils will have persistent/severe absence</p>	<p>Key Benefits Identified in Research</p> <ul style="list-style-type: none"> • Emotional & Mental Health: Lower stress/cortisol levels, reduced anxiety, improved mood, increased happiness, better self-esteem. • Social Skills: Enhanced empathy, improved peer/teacher relationships, better communication, "social catalyst" effect. • Behavioural Improvements: Decreased aggression/disciplinary referrals, increased responsibility, better emotional regulation, fewer negative behaviours. • Cognitive/Academic Gains: Improved motivation, attention, concentration, and positive attitudes towards learning, aiding literacy development. 	<p>2,3,4,5</p>

Externally provided programmes

Programme	Provider
PINS project	Kent

Part B: Review of previous year, 2024-2025

EYFS GLD

Whole cohort GLD 72.3% National: 68.3%

Pupil Premium 100% met GLD

Year 1 Phonics check.

Whole cohort 59.3% National: 79.9%

Pupil Premium 50% passed screening.

Year 2 Phonic retakes

Whole cohort 80.8% National: 50.1%

Pupil Premium 66.7% passed screening.

Year 2 SATS

Assessment data is based on the SATS scores and PIXL data.

Non- Pupil Premium Pupils

Subject/ level	Below Expected	At Expected	Above Expected
Reading	20%	31%	48%
Writing	19%	71%	9%
Maths	29%	40%	30%

Pupil Premium Pupils

Subject/ level	Below Expected	At Expected	Above Expected
Reading	25%	58%	17%
Writing	33%	67%	%
Maths	50%	50%	%

There are a higher number of PP pupils who are at expected for reading but not for above.

In writing PP pupils are more in line with non- PP pupils for expected.

In maths, non- PP pupils are out performing PP pupils.

Year 6 SATS

	2025				
	School		Kent		National**
	All	FSM	All	FSM	All
R/W/M % Expected Standard+	61.1	63.2	60.8	41.7	62.1
R/W/M % Higher Standard	13.7	0.0	9.3	2.6	8.3
Reading % Expected Standard+	67.4	73.7	74.7	59.5	75.0
Reading % High Score (110+)	29.5	26.3	34.7	19.1	33.3
Writing % Expected Standard+	78.9	78.9	72.5	56.0	72.2
Writing % Greater Depth	24.2	10.5	15.0	5.8	12.7
GPS % Expected Standard+	74.7	68.4	68.7	51.3	72.6
GPS % High Score (110+)	27.4	21.1	24.8	12.4	29.4
Maths % Expected Standard+	74.7	68.4	71.3	54.1	74.1
Maths % High Score (110+)	33.7	26.3	24.6	11.8	26.2

PP pupils out perform non PP pupils in combined at expected but none of our disadvantaged pupils achieved combined at higher standard

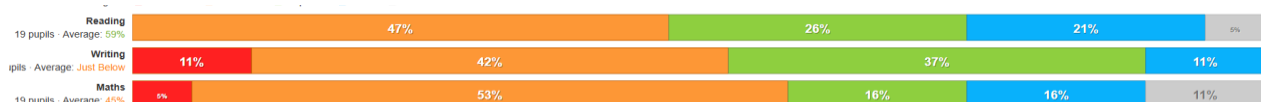
PP pupils out perform non PP pupils in reading at expected and are slightly below for high score.

In writing PP pupils are in line but fall below non PP pupils in GPS and Maths at expected and high scores.

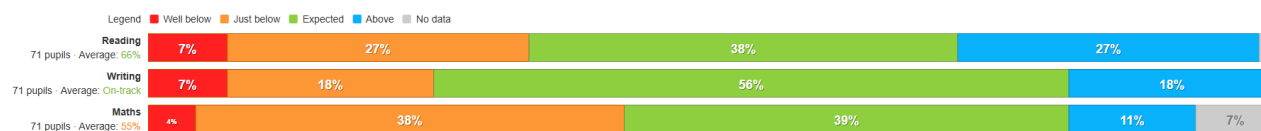
Year 3- 5 Attainment

Year 3

Pupil Premium



Non -Pupil Premium



Pupil premium pupils are falling below their peers in reading and writing at expected and higher standard, except in Maths where they are outperforming non disadvantaged pupils at higher standard

Year 4

Pupil Premium



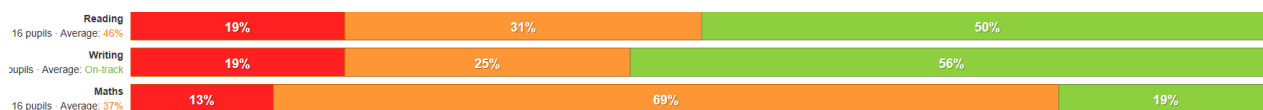
Non-Pupil Premium



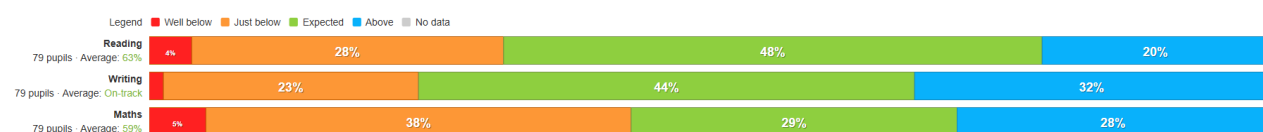
Disadvantaged pupils are outperforming non disadvantaged pupils in reading and maths, at expected level

Year 5

Pupil Premium



Non-Pupil Premium



Disadvantaged pupils are out performing those who are not disadvantaged in reading, writing at expected standard. However, a higher proportion pupil premium pupils are not achieving at a higher standard in reading, writing or maths.

Actions:

Current Year 1: Embed new Phonics scheme.

Current Year 2. High quality phonic interventions to allow catch -up for PP pupils. Ensure that the provision for PP pupils with SEND is tailored to their needs and allows for good progress to be made from their starting points.

Current Year 3: Focus for Year 3 is Maths and challenge in all subjects.

Current Year 4: Writing focus for disadvantaged pupils. Ensure that pupil premium pupils are challenged and have opportunities to deepen their learning in reading and maths.

Current Year 5: Smaller class size. Focus on challenge for non- PP pupils in Reading and Maths.

Current Year 6: Smaller class size. Focus on challenge in reading, writing and maths for disadvantaged pupils

Attendance: Absence rates

Whole School	National
5.8%	5.5%
Pupil Premium	National
12.8%	

2024-2025

Attendance percentage disadvantaged

School 88.9%

Attendance percentage non disadvantaged

School 94.5%

National 95.3%

Local Authority 95.1%

Attendance for disadvantaged pupils is not in line with their peers; it is significantly below national.

Action plan in place to address absence for PP pupils.