Pupil Premium Strategy Statement – South Marston CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	106 (excluding Pre School)
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026–27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher/LGB/Trust
Pupil premium lead	Marie Hendry
Governor / Trustee lead	Alison Robb - Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14808
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*	£14808

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Pupil Premium Strategy is founded on the belief that all pupils can achieve highly when barriers to learning are identified early and addressed through consistently high-quality teaching, effective pastoral support and full participation in school life. Although 5% of pupils are formally identified as disadvantaged, our school serves a wider group of families who are 'just about managing' and experience financial insecurity, unstable employment and rising living costs. Many families sit just above the threshold for statutory support and may not be fully represented within national deprivation measures, despite facing pressures that can affect pupils' attendance, wellbeing, confidence and readiness to learn. In this context, disadvantage can be hidden, fluctuating and varied in how it presents across pupils and families. For this reason and having such small numbers we are opening our provision wider to capture more children who are experiencing disadvantage in our school.

School assessment information, attendance analysis, pastoral records, pupil voice and our Learners Experiencing Disadvantage (LED) mapping tool indicate that barriers for disadvantaged pupils are most commonly linked to reading fluency and comprehension in Key Stage two, vocabulary development in early years, emotional wellbeing and resilience and reduced access to enrichment opportunities. These barriers can limit pupils' independence, resilience and access to the full curriculum if not addressed systematically and consistently.

Our strategy therefore prioritises high-quality teaching as the greatest lever for improving outcomes, alongside carefully targeted academic and pastoral support where required. The approach is aligned closely with school development priorities (see 2026/27 SDP) and informed by evidence-based practice, including the Education Endowment Foundation (EEF) tiered model. Through strong classroom practice, timely intervention, effective attendance systems and meaningful inclusion in the wider life of the school, we aim to secure sustained improvements in achievement, participation and long-term outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Reading assessments and pupil conferencing indicate that disadvantaged pupils in KS2 often read accurately but lack fluency, stamina and prosody, limiting comprehension and curriculum access across subjects.
2	Internal assessment and lesson visits indicate disadvantaged pupils are less confident in areas such as Maths and Writing and further support and intervention is necessary.
3	Staff observations and pupils voice show a need for wellbeing support and resources to promote resilience. Wider pupil and family support is also necessary for some families.
4	Participation data shows disadvantaged pupils are underrepresented in leadership, music, clubs, performances and enrichment opportunities, limiting confidence, belonging and wider cultural capital.

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 reading fluency and comprehension for disadvantaged pupils	By July 2027, the proportion of disadvantaged pupils meeting age-related expectations in reading will increase from 67% to at least 83%. Reading fluency assessments and pupil conferencing will demonstrate improved stamina, prosody and confidence.
Improved confidence and outcomes in Maths and Writing	The proportion of disadvantaged pupils achieving age-related expectations in Maths and Writing will increase from 67% to at least 83%. Lesson visits and pupil voice will show improved participation in mathematical discussion and reasoning.
To support pupil's wellbeing and mental health to build coping strategies and resilience.	Pupils will be able to identify and use appropriate strategies to manage worries, anxiety and periods of emotional dysregulation. Pastoral records, pupil voice and staff observations will show improved resilience, readiness to learn and ability to seek support appropriately.

Increased participation in enrichment and wider opportunities	Participation rates for disadvantaged pupils in clubs, music, leadership and enrichment activities will increase from 86% to 100%. Pupil voice will demonstrate improved belonging and engagement.

Activity in this academic year

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

Teaching

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured reading fluency approaches implemented across KS2 including repeated reading, teacher modelling and vocabulary instruction	Reading diagnostics and fluency assessments indicate disadvantaged pupils require greater support with fluency and comprehension. See SPD 2026/27.	1
Professional development and instructional coaching focused on adaptive teaching, modelling, retrieval, vocabulary and effective scaffolding for disadvantaged pupils	High-quality teaching is the most important school-level factor in improving outcomes for disadvantaged pupils. Professional development is most effective when it is sustained, focused on classroom practice and supported through implementation and follow-up. See SDP 2026/27 and EEF guidance on effective professional development.	1, 2
Curriculum review to ensure disadvantaged pupils access high-quality texts, scaffolds and vocabulary instruction across subjects	Leaders identified curriculum accessibility as a barrier for some disadvantaged pupils.	1

Implementation Indicators

- 100% of teachers engage in planned instructional coaching/professional development cycles linked to agreed school priorities, with impact checked through learning walks, pupil work and pupil voice.
- Learning walks and work scrutiny show consistent use of modelling, retrieval, vocabulary instruction and appropriate scaffolding for disadvantaged pupils.
- Reading fluency approaches implemented consistently across KS2 classrooms.

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured reading fluency intervention for disadvantaged pupils below age-related expectations	Targeted fluency teaching is supported by evidence on reading comprehension and structured reading approaches, especially when it is closely linked to classroom teaching and pupils' identified needs. EEF Teaching and Learning Toolkit: Reading comprehension strategies.	1
Small-group maths tutoring focused on reasoning and problem-solving	Internal assessment identified gaps in mathematical confidence and application.	2
Targeted writing support using precise assessment of need, modelling, guided practice and timely feedback	Targeted support will address identified gaps in writing while remaining closely linked to classroom teaching. EEF evidence indicates that feedback and well-targeted small-group tuition can support progress when matched carefully to pupils' needs.	2
Pre-teaching and responsive small-group support for vocabulary, comprehension and curriculum access where assessment identifies a need	EEF evidence indicates positive effects from oral language approaches and small-group tuition, particularly when support is diagnostic, targeted and connected to normal classroom learning.	1, 2

Implementation Indicators

- Progress of targeted pupils is reviewed at least every six weeks, with provision adapted in response to assessment.
- Assessment information demonstrates that targeted pupils are closing identified gaps and making strong progress from their individual starting points.
- Pupil voice indicates increased confidence and engagement.

Wider strategies

Budgeted cost: £3808

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pastoral and wellbeing support, including regular check-ins, emotional regulation work and access to trusted adults. To procure ELSA training for a member of the team in order to provide ELSA support for pupils.	Social and emotional approaches can support pupils' ability to manage emotions, build positive relationships and engage with learning. Provision will be matched to identified individual need and reviewed for impact.	3
Early identification and support for families experiencing financial or wider disadvantage, including practical help to remove barriers to attendance, participation and readiness to learn	The school's LED mapping, attendance information and pastoral records show that disadvantage can be hidden and change over time. Proactive family engagement enables barriers to be identified early and support to be coordinated.	3, 4
Subsidised enrichment, music tuition and educational visits with proactive recruitment of disadvantaged pupils	Participation analysis shows disadvantaged pupils are less likely to engage in wider opportunities without targeted encouragement.	4
Termly monitoring of disadvantaged pupils' attendance, participation, wellbeing and access to leadership roles, with individual action where barriers are identified	Regular monitoring allows leaders to evaluate whether provision is reaching the intended pupils and to respond quickly where attendance, belonging or participation remains a concern.	3, 4

Implementation Indicators

- Attendance, wellbeing and enrichment participation for disadvantaged pupils are tracked termly and barriers are addressed promptly.
- Pupil voice shows improved belonging, confidence, resilience and engagement in the wider life of the school.
- A member of staff completes accredited ELSA training and establishes a structured ELSA programme within school, providing regular, timetabled emotional literacy support to identified pupils.

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils **(Example uses this year's targets to demonstrate analysis and impact.)**

Our spend for 2025/26 was used to provide targeted academic support, high-quality teaching, pastoral support, and access to enrichment opportunities for pupils eligible for Pupil Premium. Funding was allocated to ensure pupils received quality first teaching, small-group and 1:1 interventions, phonics support, emotional wellbeing support through The Lighthouse and financial assistance to enable full participation in trips, visits, clubs and wider curriculum experiences.

Due to the very small number of Pupil Premium pupils in each end of key stage cohort, percentages should be treated with caution. However, the data indicates that the KS1 Pupil Premium pupil achieved age-related expectations in Reading, Writing and Maths (100%). At KS2, the single Pupil Premium pupil did not achieve the expected standard in Reading, Writing or Maths. The school's focus remains on ensuring disadvantaged pupils receive timely and effective support to make strong progress from their individual starting points, alongside continued investment in wellbeing, attendance, engagement and enrichment opportunities.

<u>Performance Measures – July 2026</u>

To reach age-appropriate standards each year at the end of each Key stage in Maths, Reading and Writing. To ensure that all children are making expected progress from their starting points.

Maths:

KS1	PP (1)	All (15)	**KS2**	PP (1)	All (16)
Maths	100% (1/1)	93% (14/15)	**Maths**	0% (1)	81% (13/16)

Reading:

KS1	PP (1)	All (15)	**KS2**	PP (1)	All (16)
Reading	100% (1/1)	86% (13/15)	**Reading**	0% (1)	88% (14/16)

Writing:

KS1	PP (1)	All (15)	**KS2**	PP (1)	All (16)
Writing	100% (1/1)	73% (11/15)	**Reading**	0% (1)	81% (13/16)

Externally provided programmes

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

Programme	Provider
None / school to update if applicable	N/A
None / school to update if applicable	N/A

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Where appropriate, pastoral support designed to support the social and emotional needs of service pupils was implemented through time to talk and regular check ins.
The impact of that spending on service pupil premium eligible pupils
When needed, further pastoral support meant that pupils had a dedicated adult to talk to as well as staff within their class. Thus ensuring any unmet well being needs were identified quickly and support implemented.

Further information (optional)

The strategy will be reviewed termly through pupil progress meetings, attendance and pastoral monitoring, learning walks, work scrutiny and pupil voice. Given the very small number of pupils formally eligible for Pupil Premium, leaders will avoid relying on percentages alone and will triangulate quantitative information with individual pupil-level evidence. The school will also use its LED mapping to identify pupils experiencing wider or changing disadvantage so that appropriate universal and targeted support can be offered without diluting the focus of Pupil Premium funding on eligible pupils.