



Pupil Premium Strategy Statement

This statement details South Marston CE Primary' Academy'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	South Marston CE Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	5% (5/98)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	31/7/26
Statement authorised by	Marie Hendry
Pupil premium lead	Marie Hendry
Governor / Trustee lead	Alison Robb - Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,700
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	£12,700

Part A: Pupil premium strategy plan

Statement of intent

Our Context:

South Marston CE Primary is a smaller than average primary school with 98 pupils serving a semi-rural community on the Swindon and Oxfordshire border – 5% of our pupils receive pupil premium funding, 12% of our pupils are on the SEND register and 3% are identified as EAL.

At South Marston CE Primary, we have high aspirations and ambitions for all of our children and believe that all learners should be able to reach their full potential. The school's Christian ethos of *'Encourage one another and build each other up'*, reflects our commitment to achieving equity and equality for all.

Pupil premium strategy objective:

Whilst we have lower than national average percentage of Pupil Premium, a strategy to ensure that disadvantaged children acquire the necessary knowledge skills and cultural capital to succeed in the next phase of their education and in their general life remains a priority. We strongly believe that every pupil should be able to reach their potential regardless of their starting point, background or challenge. This means that the:

- Performance of disadvantaged pupils is in line with their non-disadvantaged peers nationally
- Attendance of disadvantaged pupils is in line with their non-disadvantaged peers nationally
- Incidents of negative behaviour of disadvantaged pupils is in line with their non-disadvantaged school peers.

Key Principles of our pupil premium strategy:

- To ensure all students who are at risk of or are currently underachieving, benefit from a combination of small group/1:1 support where appropriate
- To provide TA support in class and research informed interventions that further meet the child's needs
- To provide targeted support and provide PP students with the opportunity for focused group work to take place with a continuous input of quality first teaching and learning.
- To carry out robust assessment to understand common challenges and individual's needs and place high quality teaching and learning at the centre of what we do, understanding that this is proven to make the most difference.
- To provide specialist emotional and well-being support
- To provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum both inside and outside of the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Emerging levels of emotional need, which has an impact on the learning in the classroom. A lack of self-esteem, resilience and on occasions, parental engagement for learning affects progress and attainment of our most vulnerable children.
2	A proportion of our Pupil Premium pupils are below age-related expectations in Reading, Writing, Maths and SPAG.
3	Ensuring the training and monitoring of wider staff to ensure use of evidence-based whole-class teaching interventions, alongside planned intervention where appropriate, and to ensure impact is monitored.
4	PP pupils have the same opportunities as their peers in respect of attending enrichment clubs, having instrumental lessons and class or residential visits to ensure full access to the curriculum inside and outside of the classroom as their peers.
5	For some PP pupils working at the expected age-related standard being supported to achieve more than predicted levels of attainment e.g. becoming greater depth in core areas of the curriculum ensuring their full potential is realised and enabling them to flourish.

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
Ensure that pupils' emotional wellbeing is a central priority by providing consistent support and equipping them with practical strategies for emotional regulation. This will enable pupils to maintain focus in lessons, fostering academic progress and promoting their overall emotional and social development.	<p>Emotional Support</p> <ul style="list-style-type: none"> All pupils report feeling emotionally supported through regular wellbeing check-ins and access to pastoral care including through Lighthouse at the Trust. Staff consistently demonstrate empathy, understanding and provide safe spaces for pupils to express feelings. To purchase 'My Happy Mind' as a tool to support all pupils including pupils eligible for the PPG. <p>Wellbeing as a Priority</p> <ul style="list-style-type: none"> Wellbeing is embedded in school policies and daily routines (e.g. mindfulness sessions, wellbeing assemblies, wellbeing champions). Pupils can identify at least one trusted adult they can approach for emotional support. <p>Strategies for Emotional Regulation</p>

	<ul style="list-style-type: none"> • Pupils can articulate and apply strategies for managing emotions (e.g., breathing techniques, positive self-talk, grounding exercises). • Classroom observations show pupils using these strategies independently or with minimal prompting. <p>Impact on Learning and Progress</p> <ul style="list-style-type: none"> • Pupils demonstrate improved focus and engagement in lessons, evidenced by teacher feedback and reduced behavioural incidents. • Academic progress data shows positive trends for pupils who previously struggled due to emotional challenges. <p>Social and Emotional Flourishing</p> <ul style="list-style-type: none"> • Pupils participate actively in group work and social activities, showing confidence and resilience. • Surveys or pupil voice activities indicate increased feelings of belonging and self-worth.
Disadvantaged pupils sustain or improve upon the attainment levels achieved at the end of their previous year and key stage. Those already meeting age-related expectations are provided with opportunities to exceed their predicted targets and achieve greater depth.	<p>End-of-summer 2026 data demonstrates that disadvantaged pupils have made at least expected progress compared to the previous summer's attainment.</p> <p>A proportion of disadvantaged pupils show evidence of accelerated progress, exceeding expected rates of improvement.</p> <p>Intervention analysis confirms that targeted support has had a measurable positive impact on disadvantaged pupils' learning and contributed to accelerated progress.</p>
Pupils will receive timely, targeted interventions that address their individual needs and identified gaps in learning. The effectiveness of these interventions will be regularly monitored by the SENCO and senior leadership team.	Interventions will aim to build pupils' confidence and demonstrate impact through progress data and evidence of improvement from their starting points.

<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum and PP pupils will be able to access the same opportunities as non-PP pupils both inside and outside of the classroom.</p>	<p>Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which inspire and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. PP children to be able to attend clubs, class visits including residential ones as well as instrumental lessons etc where possible.</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide the PP students with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning.</p> <p>To provide Phonics intervention for those not on track to achieve Y1 & Y2 Phonics screening check in Summer 2025.</p> <p>Work with the Ramsbury Reading Hub to continue to support and enhance progress in the delivery of Phonics as well as ongoing fidelity to the scheme and a commitment to staff training and coaching.</p> <p>To prioritise the work on Spelling and Writing to ensure pupils are making at least expected if not better progress in these areas.</p>	<ul style="list-style-type: none"> • The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. • Within class attainment grouping has a positive impact, on average, of 2 months additional progress. • 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 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. <p>EEF</p>	2 & 3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. This could be an area personal to the child e.g. Phonics, Spelling. EEF	2, 3, 5

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide emotional and wellbeing support including through the Lighthouse where appropriate and 'My Happy Mind' for all pupils. <i>£4000</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 5
To ensure access to an enriched curriculum, e.g. financial support with trips, visits, instrumental lessons and additional resources for instance. <i>£500</i>	Participation in the arts has an impact of 3+ months EEF	4, 5

Total budgeted cost: £12,700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our spend for 2024/25 was used to provide Quality First Teaching through focussed CPD, small group intervention support and ELSA support in terms of supervision and time with our ELSA trained member of staff. PP students were provided with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning. As a result of this, standards in books have risen with the relevant year group curriculum being covered and progress being seen through monitoring e.g. progress meetings, learning walks and book scrutiny. Summer 2025 data below shows that pupils accessing the PPG did well at the end of Key Stage 1 compared to pupils in Key Stage 2 in the core subjects.

Pupils eligible for the PPG were encouraged to take up opportunities such as extra-curricular clubs and support with costs such as class visits and residential visits supported pupils and families too. Where needed, families were supported by the purchase of hot school meals or school uniform for a period of time.

Performance Measures – July 2025

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 (3)	All (20)	KS2	PP (2)	All (15)
Maths	100% (3/3)	85% (17/20)	Maths	40% (2/5)	60% (9/15)

Reading:

KS1	PP (1)	All (20)	KS2	PP (2)	All (15)
Reading	100% (3/3)	90% (18/20)	Reading	40% (2/5)	60% (9/15)

Writing:

KS1	PP (1)	All (20)	KS2	PP (2)	All (15)
Writing	100% (3/3)	85% (17/20)	Reading	60% (3/5)	67% (10/15)

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
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A