

Pupil premium strategy statement – St. Margaret’s-at-Cliffe 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	St. Margaret’s-at-Cliffe
Proportion (%) of pupil premium eligible pupils	12.2% (18)
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)	2025-2028 (2025/26)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Craig Ward
Pupil premium lead	Craig Ward
Governor / Trustee lead	Cormac Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,892.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£23,892.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils (pupil premium)

- Ensure every disadvantaged pupil (pupil premium) achieves age-related expectations, particularly in early reading (phonics), writing and mathematics and makes strong sustained progress so they leave St. Margaret's well prepared for secondary education and life.
- Eliminate gaps in basic skills (decoding, fluency, vocabulary, mathematical foundations and composition) that limit access to the full curriculum.
- Secure pupils' emotional, social and behavioural readiness to learn so academic interventions can be effective.
- Provide inclusive, evidence-based support targeted where greatest need exists (including where pupils have SEND or arrive as casual entrants).

How this strategy works towards those objectives

- We adopt the DfE's recommended "Menu of Approaches" (three-tier model) and base choices on high-quality evidence (principally Education Endowment Foundation guidance and trials). Interventions are organised as:
 - Tier 1: High-quality teaching: strengthen whole-class curriculum, improve diagnostic assessment and CPD (so that classroom teaching narrows gaps).
 - Tier 2: Targeted academic support: targeted small-group tuition, structured phonics, reading comprehension and maths catch-up precisely aligned to school curriculum and assessments.
 - Tier 3: Wider strategies - SEMH support, attendance/engagement work and family engagement to remove non-academic barriers.
- Resources are targeted to pupils who are pupil premium first, then to those whose progress data show the greatest gaps (and where SEND diagnosis shows additional need). Interventions are time-bound, monitored and evaluated against explicit success criteria.

Key principles of the strategy

1. Evidence-led choices: use high-quality, UK-focused evidence (EEF guidance/reviews and evaluated programmes) to select approaches known to benefit disadvantaged pupils (citations given throughout) — e.g., systematic phonics, small-group/one-to-one tuition, metacognition and SEL.
 - Example evidence: systematic phonics: positive impact (+5 months on average) and particularly effective for low-attaining/disadvantaged pupils ([EEF – Phonics](#)).

- One-to-one tuition: high impact (+5 months) when well-linked to class teaching ([EEF – One to one tuition](#)).
 - Small-group tuition: moderate impact (+4 months) and cost-effective where organised in small ratios ([EEF – Small group tuition](#)).
 - Metacognition/self-regulation: high impact (+8 months) and low cost when embedded in teaching ([EEF – Metacognition & Self-regulation](#)).
2. Diagnostic-first: assess precisely (phonics checks, diagnostic reading, maths gap analysis) so interventions target the root cause (decoding vs comprehension; number sense vs procedural gaps).
 3. Curriculum alignment: intervention content is explicitly linked to class sequences (prevents fragmentation and speeds reintegration).
 4. High-quality implementation: staff training, coaching and fidelity monitoring underpin each approach (see EEF implementation guidance cited in activity evidence).
 5. Timed & monitored: interventions operate on defined blocks (e.g., 8–12 weeks) with pre/post measures, attendance and engagement tracked; outcomes reported to governors.
 6. Whole-school culture: maintain high expectations and inclusive ethos - apply reasonable adjustments for SEND and mixed-year classes in a 1FE village context.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils show weaker phonics and early decoding skills than peers (e.g., current phonics check: 67% of PP met threshold vs 96% whole cohort). This hinders reading fluency and later comprehension.
2	COVID-era and other disruption (high mobility from this group) have produced significant curriculum knowledge gaps in many disadvantaged pupils - greatest impact in mathematics and writing - with some cohorts showing lower in-year progress compared with peers. Targeted catch-up is required.
3	A notable proportion of disadvantaged pupils are also on the SEND register (19% of PP). Some PP pupils arrived as casual entrants or with pre-existing gaps; these combined vulnerabilities require tailored, SEND-aware interventions and close monitoring.

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
Rapid improvement in phonics/decoding for disadvantaged pupils	<ul style="list-style-type: none"> Percentage of pupil premium pupils meeting the Phonics Screening Check increases from 67% to at least 90% (working towards parity with whole cohort). Individual target: all PP pupils below expected decoding standard receive a minimum of 3 months additional progress over intervention block (EEF effect sizes guidance) and show measurable gains on entry/exit assessments. Evidence-based progress monitoring every 6 weeks. (EEF – Phonics)
Shrink attainment gaps in maths and writing caused by knowledge loss	<ul style="list-style-type: none"> Disadvantaged pupils working below age-related expectations make accelerated progress (average ≥ 3 steps progress per internal monitoring period; match or exceed peer rates where not SEND). Class-level gaps in end-of-year attainment reduce so that % of PP at expected in Year 2/3/4 in maths and writing approaches cohort averages (school targets to specify precise percentage points per year group). (EEF – Small group tuition; EEF – One to one tuition)
SEND-aware and timely support so PP with SEND make sustained progress	<ul style="list-style-type: none"> Every PP pupil on SEND register has an active, reviewed provision plan with clear small-step targets; termly reviews show progress against targets and adjustments to interventions; by year end >75% of PP+SEND pupils make at least expected progress against their personalised targets. (EEF – Metacognition & Self-regulation)
Improved engagement, attendance and wellbeing to enable learning	<ul style="list-style-type: none"> Attendance for pupil premium pupils remains at least in line with whole-school attendance; persistent absence among PP falls year-on-year; engagement indicators (participation in reading at home, club attendance, punctuality) increase. SEL indicators improve as measured by school pastoral metrics and termly behaviour/engagement records. (EEF – Social and emotional learning; EEF – Attendance evidence brief)

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 (for example, CPD, recruitment and retention)

Budgeted cost: £11500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Systematic synthetic phonics programme (daily, sequenced phonics lessons; training for all EY/KS1 staff + targeted KS2 catch-up phonics routines). Investment in quality SSP resources and half-termly fidelity checks.</p>	<p>Systematic phonics has a strong evidence base and is effective at improving early reading and is particularly helpful for disadvantaged pupils (average +5 months); EEF recommends systematic approaches, matched assessment and training for staff (EEF – Phonics). Also implement screening/brief diagnostic checks 4–6 weekly (EEF guidance).</p>	<p>1</p>
<p>CPD programme for teachers and TAs on diagnostic assessment and targeted feedback (including use of hinge questions, formative checks and knowledge organisers for mixed-year classes). Coaching cycle for teaching staff with instructional coaching and modelled lessons.</p>	<p>EEF emphasises improving teaching quality as the highest-leverage use of resources; metacognition/self-regulation training for teachers is high-impact (+8 months) and improves learners’ ability to plan/monitor learning (EEF – Metacognition & Self-regulation). Implementation guidance: a School’s Guide to Implementation (EEF).</p>	<p>2, 3</p>
<p>Curriculum sequencing refinement for mixed-year classes (explicit knowledge mapping so teachers can make links between prior and current learning and use cumulative retrieval practice). Provide subject leader time for sequence development and moderation.</p>	<p>EEF and Ofsted commentary stress curriculum clarity, sequencing and systematic checks to ensure mastery and retrieval; retrieval practice and carefully sequenced curriculum reduce forgotten learning and support catch-up (EEF implementation resources). See EEF guidance on curriculum implementation and literacy guidance (phonics + comprehension).</p>	<p>2</p>
<p>Metacognition embedded across curriculum: short, subject-specific routines to teach planning/monitoring/evaluation (worked examples, think-alouds, exit reflections) and staff training session + monitoring.</p>	<p>Metacognition/self-regulation approaches are high-impact and low-cost; explicit modelling and embedding in curriculum lessons are recommended to support disadvantaged pupils to become independent learners (EEF – Metacognition & Self-regulation).</p>	<p>2, 3</p>
<p>Deployment review and professional development for TAs to deliver structured small-group phonics and</p>	<p>EEF: interventions delivered by trained TAs can be effective but require training and structured programmes; delivery by trained staff with clear structure</p>	<p>1, 2, 3</p>

reading support, with routine coaching from reading lead.	increases impact (EEF – Phonics ; EEF – Small group tuition).	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in a new, high-quality curriculum to ensure all pupils, particularly those eligible for PP, have access to well-sequenced, knowledge-rich learning. The curriculum will support consistent teaching, reduce gaps in prior knowledge, and ensure disadvantaged pupils are not dependent on individual teacher variation. Staff will receive accompanying training and resources to ensure effective implementation across the school.	Disadvantaged pupils are more likely to experience gaps in learning due to reduced access to high-quality educational resources and prior knowledge. A carefully sequenced curriculum helps pupils build knowledge over time and supports long-term retention, which is particularly beneficial for pupils from disadvantaged backgrounds. High-quality curriculum materials also reduce teacher workload, allowing teachers to focus on responsive teaching and targeted support. (EEF Pupil Premium Guide , EEF Teaching and Learning Toolkit (High-quality teaching))	2,3
Targeted reading comprehension interventions for pupils whose decoding is adequate but comprehension or vocabulary is weak (reciprocal reading, guided comprehension strategies), delivered in small groups and embedded in wider reading curriculum.	Reading comprehension approaches are effective (+4 months) and particularly useful for older/struggling readers; EEF guidance recommends explicit strategy instruction and small-group practice ([EEF – Teaching & Learning Toolkit reading strands]; see phonics guidance and reading resources).	1, 2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen pastoral and SEMH provision: ELSA-style targeted SEMH support, nurture-informed approaches for pupils with anxiety or engagement barriers; staff training on SEL and referral pathways to specialist services.	Social and emotional learning (SEL) interventions show moderate impact (+3 months) for academic outcomes and important wellbeing benefits; embedding SEL into school routine with staff PD increases effectiveness (EEF – Social and emotional learning).	3, 2
Attendance and engagement actions: targeted attendance support for families of PP pupils at risk of persistent absence - responsive family support, swift first-day contact, attendance plans and flexible school-based solutions (e.g., transport or before school drop-off club where necessary).	EEF evidence brief on attendance emphasises responsive, tailored interventions and parental engagement; attendance is a strong predictor of pupil progress and closing disadvantage requires tackling absence (EEF – Evidence brief on improving attendance).	2, 3
Enrichment & school experience support: subsidised educational visits (including Year 6 residential), music or sports clubs and funded resources/uniforms for PP pupils to remove participation barriers; maintain school's strong community links.	Wider activities improve personal development and engagement; EEF recommends wider strategies to remove barriers to learning and increase engagement as part of the Pupil Premium tiered approach; enriched curriculum supports personal development and motivation. ([EEF – Guide to the Pupil Premium / SEL guidance]).	2, 3

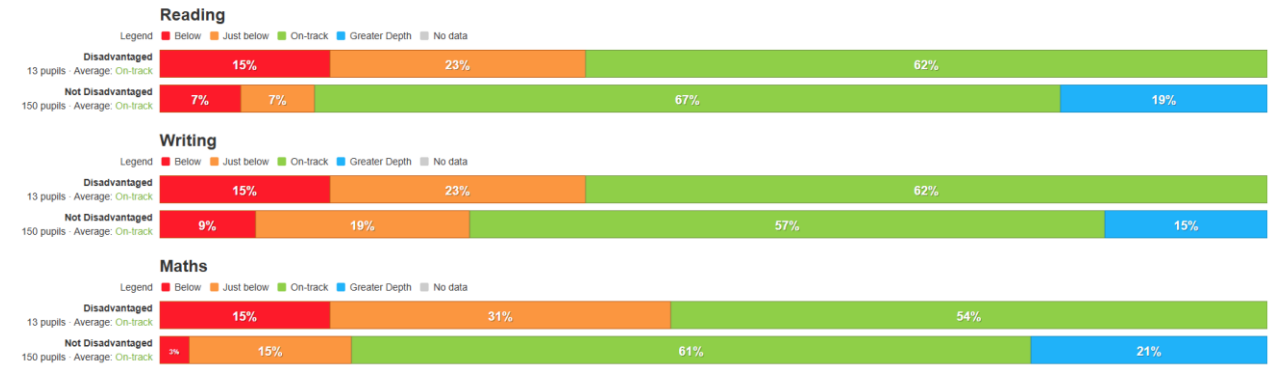
Total budgeted cost: £23,892

Part B: Review of the previous academic year

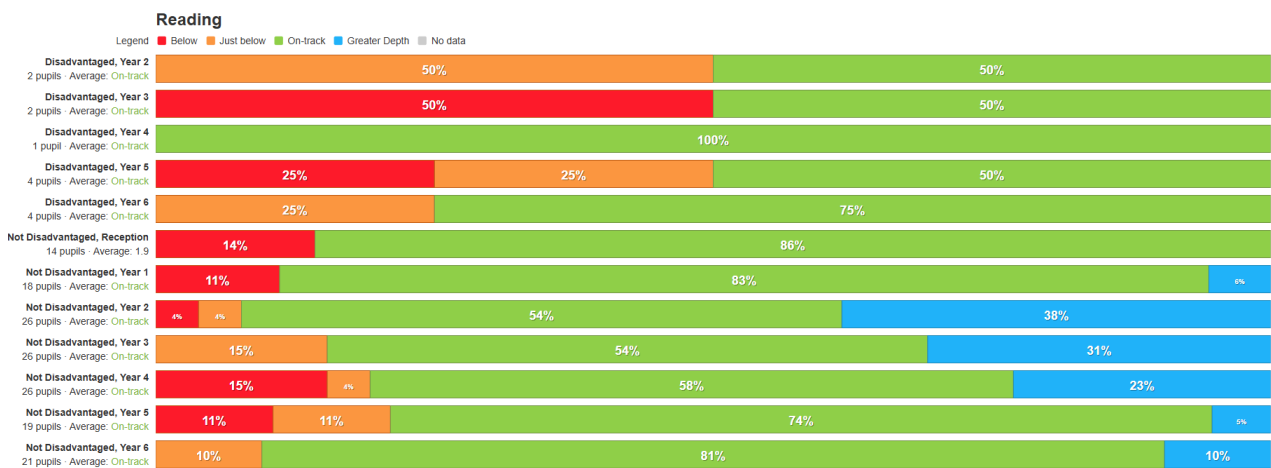
Outcomes for disadvantaged pupils

Attainment:

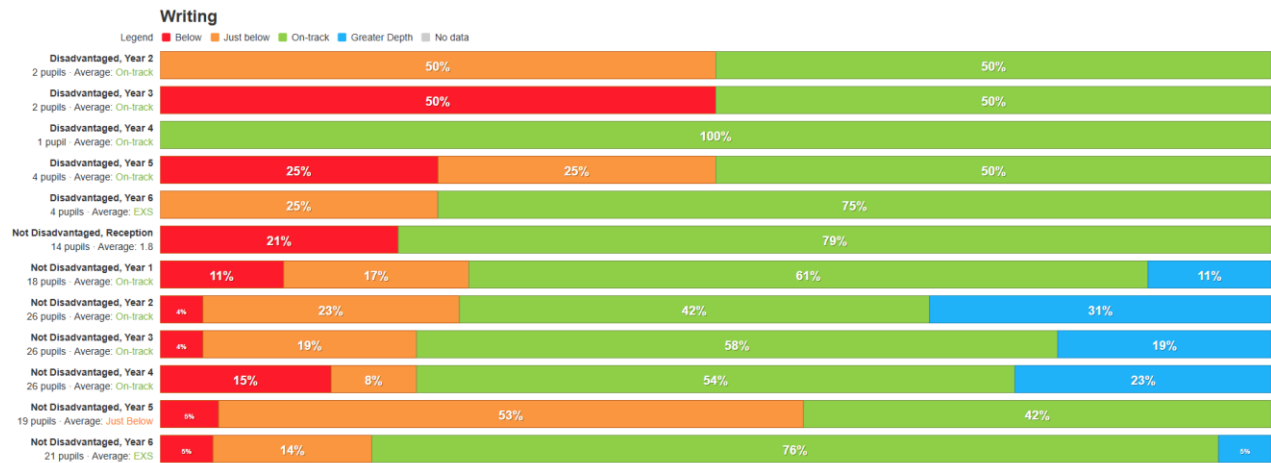
Whole school overview:



Reading:

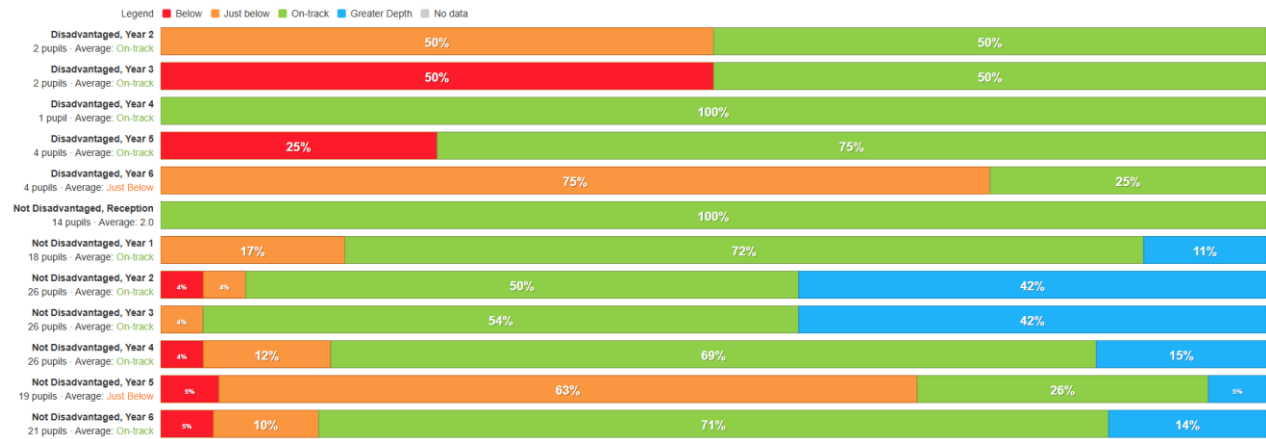


Writing:



Maths:

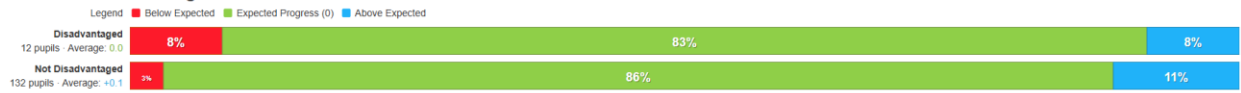
Maths



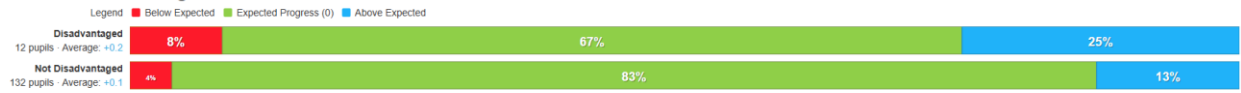
Progress:

Whole school overview:

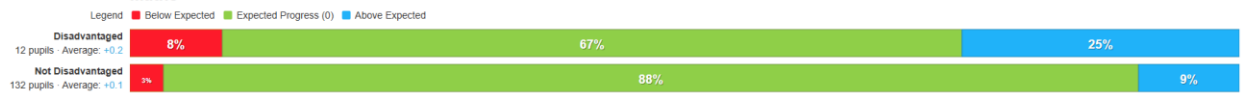
Reading



Writing

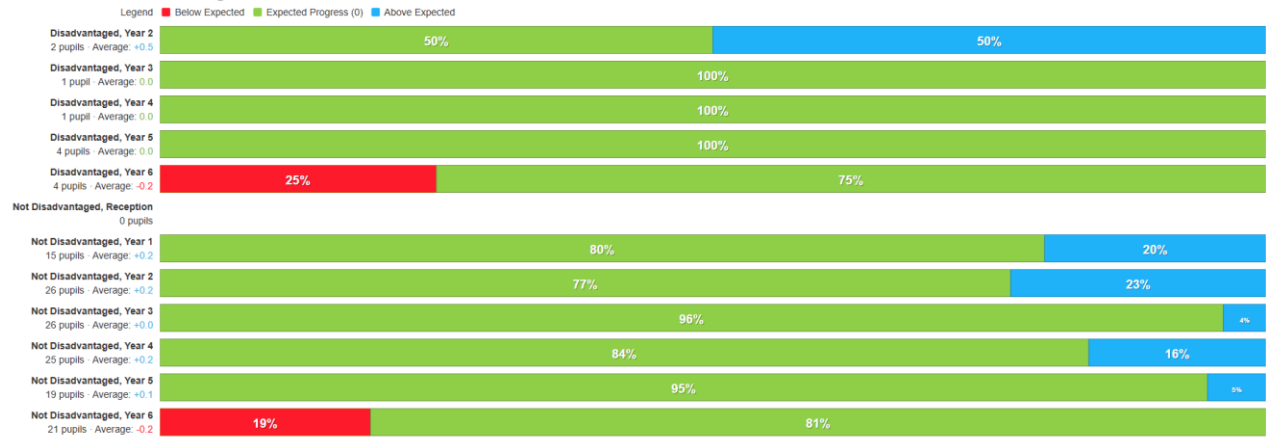


Maths



Reading:

Reading



Writing:



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