

# Pupil Premium Strategy 2025

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

'Live life in all its fullness' (John 10:10)



## St Margaret's at Hasbury CE Primary School Pupil Premium Strategy

### Statement of Intent

St Margaret's at Hasbury Pupil Premium Strategy

Statement of Intent

Ultimate objectives for disadvantaged pupils

- Secure strong foundational literacy (accurate decoding, GPC automaticity, fluent reading) and confident, coherent writing so pupils are ready for the next stage of education.
- Improve pupils' self-help, resilience and self-regulation so they can engage confidently with challenge and learning, reducing the impact of ACEs and low parental scaffolding.
- Raise motivation, aspiration and cultural capital through purposeful enrichment, careers/aspiration work and family engagement to narrow non-academic gaps in opportunity.
- Close the attainment gap between disadvantaged pupils (Pupil Premium, PP) and peers in reading, writing and maths, and ensure disadvantaged pupils access the full curriculum (including IT provision and the school's rich outdoor resources).

How this strategy works towards those objectives

- We adopt the DfE "Menu of Approaches" three-tier model (High-quality Teaching; Targeted Academic Support; Wider Strategies) and select evidence-based actions from the Education Endowment Foundation (EEF) and associated high-quality guidance to ensure resources are focused on approaches with strongest evidence of impact for disadvantaged pupils [EEF / DfE Menu of Approaches](#).
- We prioritise high-quality, systematic phonics and aligned reading practice to address GPC automaticity and fluency; targeted, small-group and one-to-one support for pupils who need more intensive practice

- Whole-school approaches to social, emotional and self-regulation skills for resilience and readiness to learn.
- Implementation will be monitored through improvement cycles (Assess → Plan → Do → Review), pupil-level progress data, attendance. Interventions will be time-limited, evaluated and adapted for fidelity.

## Key principles

- High-quality classroom teaching is the first strategy — PP spending must improve the teaching that all pupils receive (Tier 1) before adding one-to-one support (Tier 2).  
Interventions must be evidence-based, targeted, regularly evaluated and taught with fidelity by trained staff [EEF guidance on effective implementation].
- Use structured phonics and alignment of reading books to GPC knowledge; measure automaticity (accuracy and speed) and intervene early and intensively where needed [EEF: Phonics].
- Social and emotional learning (SEL) and self-regulation are taught explicitly and integrated across the school day to support pupils with ACEs and low resilience [EEF: Improving Social and Emotional Learning; EEF: Self-regulation].
- Family engagement is essential: targeted parental support and communication improves attendance and learning outcomes for disadvantaged pupils [EEF: Working with Parents to Support Learning].
- Use the school's strengths (outdoor spaces, science & art rooms, close community links) to provide enriching, aspirational experiences accessible to PP pupils.

## Evidence used to shape this strategy (select examples)

- EEF — Phonics (Teaching and Learning Toolkit): systematic synthetic phonics has an extensive evidence base and is particularly effective for lower-attaining and disadvantaged pupils EEF: Phonics. With any reading intervention, it is important to pinpoint the precise difficulties that the reader is experiencing, regardless of age. The effects of one to one phonics teaching tends to be higher (+8months) compared to interventions with

small groups (+4 months), but needs to be offset by the number of pupils who can receive the support.

- EEF — Improving Social and Emotional Learning in Primary Schools: SEL leads to average gains of ~+4 months when well-implemented [EEF: SEL Guidance](#).
- EEF — Self-regulation strategies (Early Years): positive impact for developing persistence and coping with challenge [EEF: Self-regulation strategies](#).
- EEF — Working with Parents to Support Learning: parental engagement interventions can deliver measurable gains and support attendance [EEF: Working with Parents](#).
- Iriss and EEF summaries on ACEs and trauma-informed approaches: trauma/ACE-aware, attachment-informed practice and emotion-coaching approaches are promising to support vulnerable pupils (use as part of wider SEL and targeted pastoral provision) [Iriss: ACEs summary](#).

Metric	Data
School name	St Margarets at Hasbury CE primary school
Pupils in school	193
Proportion of disadvantaged pupils	44 chn – 23%
Pupil premium allocation this academic year	£1,515 = £66, 660
Academic year or years covered by statement	2025- 2026
Publish date	December 2025
Review date	October 2026

Statement authorised by	Sara Shepherd
Pupil premium lead	Sara Shepherd
Governor lead	Jane Price

## 1. Challenges

Challenge	Detail of challenge
<b>1</b>	Slow GPC automaticity and weak transcription/handwriting → writing lacks cohesion and fluency. Phonics and matched reading practice inconsistent at point of need; some pupils do not read books that precisely match GPC knowledge.
<b>2</b>	Disadvantaged pupils struggle to apply known facts consistently when solving word problems. This is due to lack of fluency and automaticity of multiplication facts, number facts. There are errors in strategy selection and limited use of worked examples/scaffolded approaches
<b>3</b>	Low motivation, aspiration and wider cultural capital for some PP pupils (including hard-to-reach families such as Yemeni families), limiting engagement with enrichment, attendance and longer-term ambitions.
<b>4</b>	Low resilience / self-help: a subset of PP pupils (many of whom have ACEs or limited parental scaffolding) show low perseverance when faced with challenge, high anxiety about failure, and need structured support to develop self-regulation and resilience.
<b>5</b>	Intersecting vulnerabilities: many PP non-attainers are also SEND (including increasing ASD & social-emotional needs) or have low attendance/limited parental support — requiring coordinated, individualised approaches.

## 2. Intended Outcomes

Intended Outcome	Success Criteria
<p>Improved GPC automaticity, reading fluency and writing cohesion for targeted PP pupils (Challenge 1)</p>	<p>- 85% of KS1 PP pupils reach the expected standard for phonics screening/phonics assessments by the end of Year 2. Reading accuracy &amp; oral reading fluency measures show an increase in words per minute and accuracy over the year. Writing moderation shows improved transcription automaticity and coherence: increased independent writing stamina and higher percentage meeting age-related expectations in KS1 writing outcomes. (Evidence: EEF Phonics; EEF literacy guidance.) 75% of PP at ARE or above in writing. An increase of 35% (37.5% previously)</p>
<p>Disadvantaged pupils demonstrate improved ability to apply known arithmetic facts to solve problems (Challenge 2)</p>	<p>By end of academic year: 88% of pupils will make expected progress in maths.</p>
<p>Raise aspiration, enrichment participation and parental engagement (Challenge 3)</p>	<p>PP uptake in extra-curricular clubs (currently 30%) trips and music lessons grows to parity with non-PP peers within the year.</p>
<p>Pupils develop measurable self-regulation and resilience (Challenge 4)</p>	<p>70% of targeted PP pupils show improvement on school SEL/self-regulation baseline measures.</p>

	Increased engagement in learning tasks observed in lesson monitoring and teacher assessment. (Evidence base: EEF SEL; EEF Self-regulation.)
Tailored, coordinated support for PP pupils with SEND and/or attendance barriers (Challenge 5)	Multi-agency / SEND pupil plans and graduated support are in place for 100% of PP pupils identified as SEND or with persistent absence; review cycle demonstrates progress against targets. Clear tracking shows improved attainment for PP+SEND pupils in targeted interventions. (Evidence: EEF Menu of Approaches; EEF attendance rapid evidence assessment.)

### 3. 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)

#### A. Teaching (Tier 1 — High-Quality Teaching).

Activity	Evidence that supports this approach	Challen
1. Whole-school review and re-implementation of a validated SSP (systematic synthetic phonics) programme; ensure fidelity, daily rigorous lessons, and ongoing assessment. Provide phonics CPD for all EY/KS1 staff and TAs and	Strong EEF evidence for systematic phonics: positive impact (~+5 months), particularly effective for disadvantaged and low-attaining pupils. Guidance emphasises systematic approach, staff training, regular assessment and matching	1

<p>half-termly moderation of phonics teaching.</p>	<p>books to GPC knowledge [EEF: Phonics].</p>	
<p>2. Ensure reading texts/home-reading books are precisely matched to pupils' GPC knowledge (phased book bands mapped to phonics phases). Introduce paired reading / repeated reading routines to increase automaticity and prosody.</p>	<p>EEF highlights need to match reading practice to GPCs and use repeated practice / fluency strategies; DfE Reading Framework stresses exposure to matched texts and fluency practice [EEF: Phonics]; [DfE Reading Framework — referenced via literacy guidance].</p>	1
<p>3. Whole-school writing strategy: explicit teaching of transcription (handwriting, spelling linked to GPCs), sentence construction and planning/review cycles; curriculum time for oracy and vocabulary development; CPD for teachers on the Simple View of Writing and automaticity.</p>	<p>Literacy guidance and EEF literacy reports emphasise transcription automaticity as foundation for fluent composition; building vocabulary/oracy supports composition [EEF literacy guidance &amp; Reading Framework].</p>	1
<p>4. Maths lesson to incorporate problems directly relating to known facts. Combine fluency practice with contextual problem-solving. Pupils should first know the facts automatically</p>	<p>EEF-funded trial Mathematics. The Cambridge thesis and the BSRLM-study show that in English primary school contexts, many children may leave Year 6 without strong calculation fluency — which supports the importance of focusing on building fluency for disadvantaged pupils.</p>	2
<p>5. Professional development programme (peer coaching, lesson</p>	<p>DfE/EEF Menu and Effective Professional Development guidance:</p>	2, 4

<p>study and instructional coaching) focused on: effective questioning, checking for understanding and live assessment to identify misconceptions during lessons (address Ofsted comment about assessment in lessons). Provide release time/cover for teacher coaching cycles.</p>	<p>sustained PD, coaching/mentoring and feedback raise teacher effectiveness and thus pupil outcomes [DfE Menu of Approaches / EEF Effective PD]. (See Menu document for PD recommendations.) [Pupil-Premium-resource-evidence-brief]</p>	
<p>6. Curriculum audit &amp; IT provision review: map digital skills across subjects. Invest in diagnostic assessment software (supported by teacher training) to target literacy and numeracy gaps.</p>	<p>DfE Menu recommends technology where it addresses specific barriers and supports diagnostic assessment; EEF guidance on using digital technology stresses pedagogy-led use [Pupil-Premium-resource-evidence-brief].</p>	2, 4
<p>7. Embed SEL and self-regulation routines in day-to-day teaching: teach explicit SEL lessons and integrate strategies such as Plan–Do–Review, emotion vocabulary and emotion coaching across the school; staff CPD on SEL integration.</p>	<p>EEF SEL guidance recommends explicit SEL teaching integrated into everyday practice and shows average gains of ~+4 months; EEF self-regulation evidence supports explicit teaching of self-monitoring and planning strategies <a href="#">EEF: SEL Guidance</a> ; <a href="#">EEF: Self-regulation strategies</a>.</p>	1

## B. Targeted Academic Support

Activity	Evidence that supports this approach	Challe
----------	--------------------------------------	--------

<p>1. Small-group, structured phonics catch-up interventions (4–5x per week, 15–20 mins) for identified PP pupils delivered by trained TAs/teachers using SSP materials; regular assessment and weekly fidelity checks.</p>	<p>EEF: Small-group and one-to-one phonics interventions show positive effects; targeted phonics over 4–5 sessions per week up to 14 weeks is a common effective structure [EEF: Phonics; EEF: Small group tuition].</p>	<p>1, 4</p>
<p>2. Precision Teaching and reading fluency programmes for pupils who need automaticity (timed practice, frequent measurement of accuracy and rate; short daily sessions).</p>	<p>Precision practice and repeated reading support fluency and automaticity; EEF highlights fluency strategies as part of improving reading [EEF: Phonics &amp; fluency guidance within EEF literature].</p>	<p>1, 4</p>
<p>3. Evidence based small group tuition for disadvantaged pupils focusing on arithmetic fluency and structured problem solving. Sessions run 2-3 times per week. Targeted selection using assessment data and PP status</p>	<p>EEF: Targeted tuition (one-to-one and small group) is effective when linked to classroom teaching; NTP guidance &amp; EEF “Making a Difference with Effective Tutoring” signpost good practice [EEF: Small group tuition].</p>	<p>2, 4</p>
<p>5. Targeted SEND adjustments integrated with PP support (APDR cycles): bespoke small-group interventions, scheduled specialist TA time, and access to assistive technology (dictation, text-to-speech) where required.</p>	<p>EEF guidance for SEND in mainstream schools recommends explicit instruction, scaffolding, and targeted use of technology; MMU/EEF resources emphasise the need for matched interventions and trained staff [DfE/EEF Menu docs].</p>	
<p>6. Peer tutoring/paired reading (age-appropriate paired reading structures) to increase practice opportunities and build confidence.</p>	<p>EEF: Peer tutoring can be effective as a low-cost approach when structured and monitored [EEF</p>	<p>2, 3</p>

	Teaching and Learning Toolkit: Peer tutoring/Small group tuition].	
--	--	--

### C. Wider Strategies

Activity	Evidence that supports this approach	Challenge
<p>Monitoring &amp; evaluation: termly Pupil Premium review meetings (SLT, SENDCo, Pastoral Lead, governor oversight); use rapid cycles and outcome measures (attendance, phonics checks, reading fluency rates, writing moderation, SEL measures).</p>	<p>DfE/EEF recommend rigorous diagnosis, monitoring and evaluation (Assess → Plan → Do → Review) and governor challenge under Pupil Premium guidance [DfE Menu].</p>	all
<p>Enrichment &amp; aspiration programme utilising school sites (woodland, science/art rooms, outdoor classroom): subsidised trips, targeted music lessons, after-school clubs and seasonal enrichment weeks with clear PP access. Use local links to provide role models and visits. Swimming lesson</p>	<p>DfE/EEF Menu: extra-curricular activities can increase engagement (evidence mixed) but are important for cultural capital; EEF recommends monitoring how enrichment translates to outcomes [DfE Menu &amp; EEF sections on extracurricular activities].</p>	3



LIVING LIFE IN ALL ITS FULLNESS