Pupil premium strategy statement

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	Maidensbridge Primary
Number of pupils in school	207 (253 including Preschool and Nursery)
Proportion (%) of pupil premium eligible pupils	(7%)15 (not including expanded or EYPP)
Targeted Free School Meals	7
Expanded Frees School Meals	12 (2 remain targeted as Ever 6)
PLAC	4
Service Children	2
EYPP	2 (1 PLAC)
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	01.10.26
Date on which it will be reviewed	01.09.27
Statement authorised by	Mrs K Thomas, Headteacher
Pupil premium lead	Mrs G Morgan, Deputy Headteacher
Governor / Trustee lead	Mr M Jones, lead for pupil premium pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,740
PLAC funding allocation this academic year	£7,980

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	£25,840

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils in our school, irrespective of circumstance and background will achieve well and make good or better progress in all areas of the curriculum in each year of learning at Maidensbridge.

The focus of our Pupil Premium Strategy is to ensure that our most vulnerable pupils have equity as well in equality in school. Our pupil premium children need access to resources to enable them to achieve well and make good progress, as well as always accessing high-quality wave one teaching. This includes ensuring that these children attend school regularly.

Research from the EEF has proven that the best way to close the attainment gap for pupil premium children is high-quality wave one teaching with targeted support and wider strategies used to address identified barriers for learning.

We will carefully identify the challenges and barriers to learning of our pupil premium children and make sure that our strategy reduces these barriers.

To ensure our strategy is successful we will:

- involve the views of our pupils and their parents or carers
- provide staff CPD focusing on curriculum quality, assessment and evidence informed teaching approaches
- regularly review the impact of our strategy and make adaptations if necessary

Challenges

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

Challenge number	Detail of challenge
1	Overall attendance for pupil premium children (16) including service children and PLAC for the year 25-26 was 95.12%. 24-25 was 94.24 % and 23-24 was 93.73%. The school average was 95.65% which is just slightly higher. Attendance monitoring has also shown that 6 pupil premium pupils have a high rate of absence and fall below 95%. This was largely due to family holidays, appointments and illness lates. There were two persistent absentees. This was an improvement on last year which was three.

2	Having our own Preschool has meant that many of the children entering Reception class are school ready. However, there are still some undeveloped oral language skills and vocabulary gaps and underdeveloped physical skills including children's core strength which affects their readiness to write.
3	Overall attainment for our pupil premium pupils was 72% expected in maths and reading and 50% in writing. This was an improvement on last year for reading and maths and a slight dip for writing. The overall school data average was 77% for reading and 76% for maths and 64% for writing. The gap is narrowing in maths and reading but writing continues to be needed to be a focus area. Our end of Key stage data shows that they achieved the expected attainment level or greater depth in all areas and expected or better progress in all areas This academic year there are 5 children with SEND. This equates to 33% and there are 2 (13%) children with an EHCP.
4	Our observations and discussions with families some of our pupil premium children have undeveloped oral language skills and vocabulary gaps.
5	Our observations and discussions with families have indicated that some of our pupil premium children are suffering with greater social and emotional issues.
6	After discussions with our pupil premium children, they are keen to join in the extended life of the school and improve their mental health and wellbeing through accessing clubs and activities with their peers.
7	Our observations and discussions with families have indicated that some of our pupil premium children having more physical barriers to learning.

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
Our Pupil Premium children will have an attendance of 96% or above and will not be persistent absentees.	Attendance monitoring will show the pupil premium attendance at 96% and persistent absenteeism for pupil premium children will have reduced further.
Our reception children will be 'year one ready' by the end of the year.	Pupil premium children will achieve a 'good level of development' on the EYFS framework shown through analysis of EYFS data.

Our Pupil Premium children will make good or better progress from their last statutory starting points.	School data will show the pupil premium children have made good or better progress in reading, writing and maths and will be closing the gap further. This will be triangulated with books and pupil voice.
Our Pupil Premium children will make good or better progress from their last statutory starting point in phonics.	School data will show the pupil premium children have made good or better progress in reading.
Our Pupil Premium children's emotional health and wellbeing will be supported in class using nurture strategies identified in our relationships policy and through targeted nurture and Elsa sessions if appropriate.	Pupil voice will highlight that Pupil Premium children feel emotionally supported in school. For those children who attend nurture sessions the BOXALL profile will show improved SEMH. For those children attending individual ELSA sessions, sessions will address the emotional needs of pupils. ELSA programs are short term and set clear measurable goals.
Our Pupil Premium children will feel fully included in life at Maidensbridge and will access a range of opportunities through varied experiences and extra-curricular activities.	Pupil voice will highlight that pupil premium children have enjoyed their extra-curricular experiences and that they feel part of the school community. Analysis of attendance at extended school activities, will show that all pupil premium pupils attend at least one club and an increased participation overall.
Our Pupil Premium children will have access to relevant tutoring or other appropriate accelerated learning strategies.	End year data for 2025-2026 will show that pupils have closed the attainment gap. Data will show that pupil premium children have made good or better progress from their starting points.

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
Century Learning CENTURY | Online Learning | English, Maths and Science	Research shows that children's long-term learning is built through a progression of knowledge and skills and many opportunities to bounce back and remember previous learning. CenturyTech is a computer programme that allows children to work through their own learning pathway at age-appropriate expectations for reading, writing and maths. The artificial intelligence will bounce back previous learning as well as adjust questions to get easier or harder. This also supports remote learning if necessary.	3
Quality wave one teaching	Research from the EEF shows that quality wave one teaching is the most effective tool to accelerate progress for pupil premium children. An investment in highly trained teachers with the most recent training in pedagogy allowing teachers to close gaps when they arise for pupil premium children through quality feedback in lessons. StepLab is used to provide high-quality, evidence-informed teaching resources that support effective Wave 1 classroom practice. By enhancing lesson delivery, strengthening teacher subject knowledge, and offering scaffolded learning opportunities, StepLab helps ensure all pupils, including disadvantaged pupils, access consistently strong teaching. This contributes to narrowing attainment gaps through high-quality first teaching rather than reliance on additional interventions. Feedback | EEF (educationendowmentfoundation.org.uk)	3

OPAL play	The OPAL program offers a range of benefits that contribute to the overall development and well-being of children. The key advantages of OPAL play include: Improved Learning Social and Emotional Development Physical Activity Mental Health Environmental Awareness https://outdoorplayandlearning.org.uk/evidence/benefits/	5, 6 and 7
Phonics Development Days to analyse data and effectiveness of tutoring and daily phonics sessions.	Phonics | EEF (educationendowmentfoundation.org.uk) Read Write Inc has been approved by the DFE as an effective resource for the teaching of phonics Choosing a phonics teaching programme - GOV.UK (www.gov.uk) We continue to fund consultant and development days to ensure the integrity of the programme and to ensure our staff continue to learn best practice for phonics, resulting in children achieving.	3
Accelerated Reader	Reading is the basis of all learning. Children who cannot read well by the end of primary school will struggle through secondary and achieve less well at GCSE level. Accelerated reader provides wider reading, challenge, accuracy checking and extensive reports for staff to be able to assess the children's reading ability and progress.	3
TT Rockstar's	Knowing the times tables supports mathematical learning and understanding and those children who have a strong grasp of them are more confident when learning new concepts. Times table Rockstar's helps pupils improve their recall speed of times tables and boosts times table confidence.	3

SALT support Wellcomm	A member of the SALT team will assess identified pupils' speech, language and communication skills and develop a plan. Teaching assistants will receive training from the SALT specialist to deliver the program in school. Further Wellcomm training will be attended by staff. WellComm is used to identify and address speech, language and communication needs at the earliest opportunity. Through targeted screening and intervention, WellComm supports pupils in developing the language skills needed to access the curriculum, engage in learning and communicate effectively. This helps remove barriers to learning for disadvantaged pupils and contributes to improved attainment, confidence and classroom participation.	4
Believe to Achieve	Believe to Achieve is a creative community charity working with children and young people. They provide school-based workshops and programmes. Pupil premium children will have opportunities to access counselling services in school to support their mental health. https://www.b2a.org.uk/	5

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early morning maths tuition	Small group early morning maths tuition to develop confidence and arithmetic skills will be offered to pupils in Year 5 and 6.	3
Get Moving Sessions	Children who would benefit from the Get Moving and programme will be involved Get Moving sessions. These interventions will be delivered in a daily session in the school day.	3 and 7
RML Phonics 1:1 tutoring during breakfast sessions	Phonics | EEF (educationendowmentfoundation.org.uk)	3

and throughout the day.	Choosing a phonics teaching programme - GOV.UK (www.gov.uk) Children will be identified from the Ruth Miskin assessments and will have access to 1:1 tutoring throughout the school day.	
Century Tech	CENTURY | Online Learning | English, Maths and Science Children will be set nuggets to complete at home based on gaps in their learning from assessments and teacher assessment. Information collected will tell the teacher if this element of learning has been secured before moving on. This can also be used for pre-teaching to assess gaps before a unit is being taught to ensure the wave one teaching is effective.	3
Language Interventions	/oral-language-interventions Wellcomm Preschool and Reception staff will use baseline information and Wellcomm assessments to identify children who would benefit from the Wellcomm programme. This will then be delivered through wave one teaching or small group interventions. Year One, Year Two and Key Stage 2 staff will screen any new starters and deliver interventions as identified.	4
SALT programs	Programs devised by the SALT team will be delivered in school by trained teaching assistants.	4
Early Intervention	Physical Development Support Reception staff will use baseline information to identify children who would benefit from the Get Moving and programme. Our handwriting scheme 'Letter-Join' will also help skills which will also support children's readiness to write.	7
Nurture and ELSA sessions	Nurture sessions to improve SEMH needs. ELSA provision will support individual children with their emotional literacy. Tailored intervention programs will	5

	address the emotional needs of students.	

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

Budgeted cost: £2,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring weekly. Certificates and rewards for improved attendance.	Research shows that consistent good attendance at school will ensure gaps in learning do not widen. Attendance will be monitored regularly by the attendance officer. Letters are to be sent to those with low attendance about the importance of attendance. Parents will also be invited into school to attend informal meetings to discuss barriers and support. Rewards and certificates are given out termly for 100% attendance.	1
Funded after school clubs to support engagement in a variety of activities.	A variety of after school clubs will be funded for our pupil premium children to encourage engagement with the community and extending learning and activity after school.	5, 6 and 7
Funded music lessons.	Music tuition offered by DPA will be funded for our pupil premium children to encourage wider experience of the arts.	5 and 6
Funded Forest school sessions	Forest school sessions will be provided by a trained forest schools leader.	5 and 7
Funded residentials	Funding to help support the cost of school residentials for our pupil premium children to encourage engagement and extending learning and activity beyond school.	5, 6 and 7
Exposure to career opportunities	Our careers curriculum will encourage our pupil premium	3 and 5

	children to have high aspirations for the future.	
Nurture Provision	Our Pupil Premium children's emotional health and wellbeing will be supported through nurture and Elsa sessions and support.	5
OPAL play	Our Pupil Premium children's emotional health and wellbeing and physical development will be supported through the OPAL play program.	5 and 7
Sycamore Centre Support	Our Pupil Premium children's emotional health and wellbeing will be supported Sycamore Outreach support.	5
Transport to sporting events and opportunities	Our Pupil Premium children's emotional health and wellbeing and physical development will be supported through opportunities to attend sporting events and competitions.	5, 6 and 7

Total budgeted cost: £25,840

EYPP Funding

Identified barriers

- Delays in communication and language development.
- Limited vocabulary and confidence when communicating with adults and peers.
- Additional support to develop early number skills, mathematical vocabulary and confidence when engaging in mathematical activities.
- Opportunities to develop communication and language, confidence, emotional wellbeing, resilience and physical development through hands-on, experiential learning.

Planned support

- High-quality interactions and targeted language modelling throughout the day.
- Small-group communication and language activities.
- Wellcomm assessments and tailored programme.

Regular parent communication and sharing of strategies to support language development at home.

- Engagement with the Maths Champions programme. Adults will model mathematical language and encourage mathematical thinking during everyday routines and provision.
- Forest school activities will encourage communication, problem-solving, teamwork, risk assessment, physical development and independence. Skilled adults will support language development through discussion, questioning and modelling vocabulary linked to the environment and experiences.

Intended Outcomes

- Improved listening, attention and understanding skills.
- Increased use of vocabulary and confidence in speaking.
- Accelerated progress towards age-related expectations in communication and language.
- Improved readiness for transitions

- Improved confidence when participating in mathematical activities.
- Children demonstrate progress.
- Development of resilience, perseverance and independence.
- Improved gross motor skills and physical coordination.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Overall attendance for PP children is now 95.12%. This was just slightly below target, an increase on the previous year.

Two pupil premium pupils have a high rate of persistent absence. This was largely due to appointments and sickness and a FAP child.

There was one pupil premium pupil in Reception 25-26 who achieved a good level of development. There is one pupil premium child in Reception cohort 26-27.

Data

Internal data includes all pp and service children.

Internal assessments for 2025/26 showed that:

Reading

86% made expected progress.

Reception (1 child) 100% achieved the expected standard.

Year 1 (1 child) 0% achieved expected standard

Less than expected progress from their last statutory starting point. (EYFS)

Year 2 (3 children) 67% achieved expected standard or greater depth. One child has an EHCP.

All children made expected progress their last statutory starting point. (EYFS)

Year 3 (3 children) 67% achieved expected standard or greater depth. One child has an EHCP.

All children made expected progress from their last statutory starting point.

Year 4 (2 children) 50% achieved expected standard

One child made less and one child made better than expected progress from their last statutory starting point.

Year 5 (2 children) 100% achieved expected standard

Both children made expected or better progress from their last statutory starting point

Year 6 (2 children) 100% achieved expected standard or greater depth.

Both children made expected or better progress from their last statutory starting point.

Writing

86% made expected progress.

Reception (1 child) 100% achieved the expected standard.

Year 1 (1 child) 0% achieved expected standard.

Did not make expected progress from their last statutory starting point.

Year 2 (3 children) 33% achieved the expected standard. One child has an EHCP.

All children made expected progress from their last statutory starting point.

Year 3 (3 children) 67% achieved expected standard. One child has an EHCP.

All children made expected progress from their last statutory starting point.

Year 4 (2 children) 0% achieved expected standard

One child made better than expected progress, and one made less than expected progress from their last statutory starting point.

Year 5 (2 children) 50% achieved expected standard.

Both children made expected progress from their last statutory starting point.

Year 6 (2 children) 100% achieved expected standard

Both made expected or better progress from their last statutory starting point.

<u>Maths</u>

93% made expected progress.

Reception (1 child) 100% achieved the expected standard.

Year 1 (1 child) 100% achieved expected standard

Expected progress from their last starting point.

Year 2 (3 children) 66% achieved expected standard. One child has an EHCP.

All children made expected progress from their last statutory starting point.

Year 3 (3 children) 66% achieved expected standard. One child has an EHCP

All children made expected or better progress from their last statutory starting point.

Year 4 (2 children) 50% achieved expected standard

One child made less than expected progress, and one made better than expected progress from their last starting point.

Year 5 (2 children) 50% achieved expected standard

Both children made expected progress from their last statutory starting point.

Year 6 (2 children) 100% achieved expected standard

Both made expected or better progress from their last statutory starting point.

Next year, individual pupils who did not make the expected progress in specific areas will be targeted further via interventions. These pupils have been highlighted to their new class teachers via pupil progress meetings.

For children who have attended, they have enjoyed their extra-curricular experiences and feel part of the school community.

71% (10 pupils) have attended an after-school club. This was an improvement from 50% last year.

57% (8 pupils) have attended 2 or more after school clubs. This was an improvement on 25% last year.

7% (1 pupil) received support with the residential costs and several pupils received financial support with school trips.

Children have also had the opportunity to attend choir events, maths championships, anti-bullying ambassador training, sporting events and a dance festival.

100% of age-appropriate children accessed Century Learning.

100% of age-appropriate children accessed TT Rockstars.

85% (11 pupils) benefited from intervention programmes in school including Get Moving, early morning maths,1:1 phonics tuition, handwriting and word fluency, Third Space Maths and Elsa or Nurture.

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

Further information

We have formulated our pupil premium strategy through conversations with children, analysis of previous data and trends. We have also read and reflected on the research and guidance from the EEF toolkit and used programmes with proven success such as Read Write Inc, Century, ELSA, OPAL and Wellcomm to ensure both SEMH and academic progress for our children. We have planned for this strategy to be for this academic year due to the ever-changing situation of education for children and the changing context of our school. We have a small amount of pupil premium children, and we want to ensure that the spending is as personalised as possible and addresses the needs of the current children in school. Therefore, we will review this annually as new children join us and needs change for our pupil premium children.