

Pupil premium strategy statement – St Margaret’s Academy

This statement details our school’s use of pupil premium (and recovery 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	383 (Dec 2025)
Proportion (%) of pupil premium eligible pupils	30.81% Dec 2025)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	19.09.2025 updated Dec
Date on which it will be reviewed	July 2026
Statement authorised by	Trustees
Pupil premium lead	Sophie Essam / Nicole Turner / Nikki O’Dwyer
Governor / Trustee lead	Sara Pike

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,490
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£172,490

Part A: Pupil premium strategy plan

Statement of intent

We want our disadvantaged pupils to be motivated and fully engaged in their learning which will be evidenced by high school attendance, wide scale participation in learning and extra-curricular activities, curiosity and enthusiastic talk about their learning. We want to close the attainment gap for the disadvantaged so that they leave primary school fully equipped for the next phase of their education and beyond.

We will ensure a highly skilled practitioner is in every classroom and leaders will be supporting the team to ensure the highest quality inclusive practice is available to all children at St Margaret's Academy.

We have identified speech and language, and social and emotional skills as well as attendance to be specific barriers to learning. We will address these barriers in the current strategy by allocating resources to developing, key skills and personnel in these areas and providing swift interventions and scaffolded support for identified pupils and their families where required.

We prioritise improving the quality of teaching and curriculum for all pupils by investing in time for experienced teachers and support staff to work alongside external partners. In addition, staff know who their target pupils (PP) are and understand what their needs are, so they can plan learning and support intervention effectively.

Key principles:

1. Provide high quality teaching, especially around speech and language and oracy skills.
2. Maintain our focus on having a high-quality offer for phonics and reading (Nessy, RWInc, Fresh Start, Precision Teaching)
3. Provide interventions where needed (Treehouse / SEND / Thrive / Family Support Worker / The Nest etc....)
4. Planning learning opportunities that engage pupils and enrich their curriculum experiences such as Forest Schools regularly, trips, visits and visitors.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of primary aged school children in Torbay schools have language difficulties (Torbay Council, 2024 – See Locality Model). This level is likely much higher in our school e.g. in 2023, only 5% of the new Reception intake were working at the expected level in 'Comprehension'.
2	Attendance, learning behaviours and conversations with pupils/parents suggest disadvantaged pupils have lower levels of motivation to attend

school and engage in learning. Overall attendance for disadvantaged pupils in 2024-2025 was 93.6% compared to whole school attendance 94.8%. Attendance has improved for disadvantaged and can be clearly highlighted when comparing to 2023-2024 data which was 91.8%.

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Our data shows that disadvantaged pupils consistently find it harder to achieve well in **writing** compared to maths and reading. However data from 2025 indicates that PP pupils compared to non-PP for Reading needs attention. This starts from when they enter school (e.g. in 2023, 0% of pupils were working at the expected level in writing when they started school) and the gap continues (e.g. in the 2024 leavers, 50% of disadvantaged pupils achieved the expected standard in writing compared to 63% in reading).

		2023	2024	2025
Reading	PP	52%	63%	45%
	Non PP	65%	83%	85%
	Gap	13%	20%	40%
Writing	PP	29%	47%	59%
	Non PP	48%	83%	76%
	Gap	19%	36%	17%
Maths	PP	43%	47%	50%
	Non PP	68%	80%	78%
	Gap	25%	33%	28%

Data from 2025 End of KS2 outcomes:

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Disadvantaged pupils are less likely to engage with **extracurricular** activities. For example, despite places in after school clubs being ring-fenced for disadvantaged pupils, over the course of last academic year, there was a steady decline in these children taking up places. This is closely monitored through pupil voice surveys twice annually.

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Given the key importance of **learning to read** (e.g. according to the OECD 2019, those young people who have developed the habit of reading in childhood are more likely to have future academic achievement and wellbeing), it is important we don't lose our focus and momentum in this area. For example, outcomes for disadvantaged pupils fell slightly in phonics in Year 1 and Year 2 in 2024. In 2025 this improved see data below.



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 achievement and consistency over time in writing.	Assessments at the end of each year show pupils achieving as well in writing as they do in maths and reading.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall school attendance has returned to pre-pandemic (2019): 96% for all pupils and 94.4% for disadvantaged pupils.
Improved foundations of learning in the prime and specific areas by the time children leave Reception, showing an increased readiness for transition to Year 1.	The percentage of pupils achieving GLD has shown an increased trend over 3 years from a starting point in 2024 of 60% (all pupils). By 2028 at least 75% of pupils will achieve GLD.
Reading skills and comprehension continue to be a key strength of our educational provision at St Margaret's. Through high-quality scaffolding and impactful interventions—such as 1:1 FastTrack Phonics, Nessy, and Fresh Start—we aim to ensure all pupils develop strong foundational literacy skills.	Outcomes in Year 1 and Year 2 phonics screening checks remain consistently well above national averages. Year 6 reading results at both the expected standard and greater depth continue to exceed national benchmarks. The attainment gap between Pupil Premium (PP) and non-Pupil Premium pupils continues to narrow, demonstrating equitable progress and impact of targeted support.

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: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Our Assistant Heads will have release time to work alongside teachers to help improve the quality of teaching and curriculum offered.	Quality First Teaching is what we aspire to all the time. Evidence shows that effective feedback, creating motivated learners and the ability to teach quality reading comprehension is very effective. Feedback EEF , Metacognition and self-regulation EEF , Reading comprehension strategies EEF	2, 3, 5
Continue to ensure Reading for Pleasure is an active part of teaching across the school, building on our 2024 award from the Open University and the Literacy Association.	'Reading for pleasure is the single most important indicator of a child's future success' OECD 2002	1, 2, 5
Teaching of phonics in Reception, Year 1, Year 2 and catch-up for older pupils when required.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF	2, 5
Teaching of reading comprehension to build on phonic decoding	'Reading is the gateway to learning. Pupils who struggle with the basic mechanics can quickly fall behind. Being able to read accurately by age 6 has a strong correlation with future academic success' Getting All Pupils Reading: OFSTED Reading comprehension strategies EEF	1, 5
SEN Focused CPD and Coaching Support with SENDCO for teachers and an additional SEN surgery for teaching assistants to ensure they have the best practice in place to scaffold up SEND identified pupils.	Getting it right for SEND pupils is not only effective for them but also their peers. EEF Blog: Five evidence-based strategies to support... EEF	1, 2, 3, 5
The Foundation Stage curriculum is structured around talk and relationships.	There is strong evidence that oral language interventions are highly effective e.g. Oral language interventions EEF	1, 2, 5
A re-designed curriculum prioritises creativity at every possible opportunity to enhance, engage and motivate learners. This is openly celebrated and shared with the school community.	Getting parents to work in partnership is very effective. Parental engagement EEF	1, 2, 4
Implementation of research informed, successful interventions for self and supported regulation for learning is	Self-regulated learning is essential to helping children learn and make progress Metacognition and self-regulation EEF	2, 3, 4, 5

active across the school. Staff training for Sensory Circuits and outreach support has been accessed to evaluate, implement and review practice regularly.		
Forest Skills CPD for Staff across the school to provide rich curriculum and engaging opportunities for pupils across EYFS/KS1/Y3.	Key benefits research https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/#research-objectives	1, 2, 5

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

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attention Autism (bucket time) interventions built into the Foundation Stage provision.	There is strong evidence that oral language interventions are highly effective e.g. Oral language interventions EEF	1, 2
Teaching assistants in Foundation Stage have allocated disadvantaged pupils for prioritising scaffolding up and key group support.	There is strong evidence that working closely with children to provide feedback is highly effective Feedback EEF	1, 2, 3, 5
Staffing deployed to provide intervention catch up groups for core subjects and key foundations in readiness for Year 1.	Evidence shows that small group interventions can be very effective Peer tutoring EEF	3
EYFS /KS1 Assistant Head is deployed to oversee effective groupings, assessment and teaching of the phonics and key foundations.	Strong evidence for a systematic phonic programme being highly effective Phonics EEF	5
There is a dedicated small team of two S&L specialists to provide intervention catch up.	Speech, language, communication and literacy is an underlying high need across Torbay (statistics from 2023 show that over 50% of primary aged pupils have needs in this area)	1

	Oral language interventions EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £125,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Have a designated attendance officer for one day / week, closely monitoring attendance, engaging with families and problem solving with a designated attendance lead from the local authority.	The DfE guidance shows the necessity of this Working together to improve school attendance - GOV.UK	2, 4
Through ongoing communication and survey analysis of stakeholders we identify barriers and implement actions to address concerns and monitor progress.	The DfE guidance shows the necessity of this Working together to improve school attendance - GOV.UK	1, 2, 4
There is a weekly Forest School / Forest Skills Sessions for pupils across EYFS/KS1 & Year 3 pupils to develop team building, social skills and purposeful activity.	‘Young children construct their knowledge best through active, engaged, meaningful experiences that provide interaction with their environments and others’ Harris Helm et al. (2005) Key benefits research https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/#research-objectives	1, 2, 4
A strong pastoral team to work closely with families includes a f/t pastoral specialist, a 2-day Family Support Worker, led by a f/t SENDO	Getting parents to work in partnership is very effective. Parental engagement EEF	1, 2

Total budgeted cost: £ 185,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

What worked well:

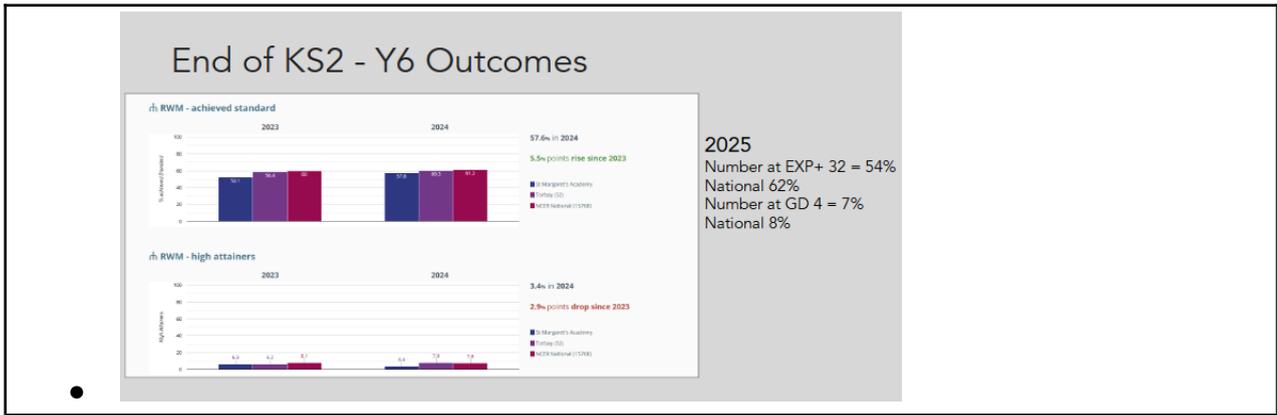
- Phonic outcomes have improved and now are above Torbay and National



- Outcomes in the Year 4 Multiplication Tables Check were slightly above national.
- 2025 average score was 21.1 which is higher than the national average last year in 2024 (20.6) and higher than the school's average last year in 2024 (20.5)
- Writing has risen by almost 20% this academic year 50% - 69% at ARE
- After a dip last year a large push on GPS this year has seen us 2% above national at Expected.
- Attendance was higher than national School 94.8% compared to National 93.1%.
- The gap between the percentage of pupils that achieved the Expected Standard against non-disadvantage is closing in Writing and Maths. Writing gap in 2024 was 36% and in 2025 17%. In Maths 2024 33% and 2025 28%.

What didn't work so well:

- A high level of complex needs over 3 years contributed to the challenges staff faced when ensuring pupils achieved a Good Level of Development by the end of Foundation Stage.
- Outcomes in Reading across the school have declined slightly and will be a focus for staff and leadership monitoring 2025-2026. .
- At the end of Year 6, combined outcomes were less than national.



Externally provided programmes

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

Programme	Provider

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
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.