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	353 (September 2026)
Proportion (%) of pupil premium eligible pupils	28% June 2026 103 pupils 16.1% September 2026 57 pupils
Academic year/years that our current pupil premium strategy plan covers	2026-2027 2027-2028 2028-2029
Date this statement was published	23rd September 2026
Date on which it will be reviewed	July 2027
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	£187,730
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£187,730

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret's Academy, our values of Respect, Responsibility, Kindness and Aspiration underpin everything we do. We believe every child deserves the opportunity to thrive, regardless of their background, circumstances or barriers to learning. Through an inclusive, nurturing and ambitious culture, we are committed to ensuring that disadvantaged pupils achieve highly, participate fully in school life and leave primary school equipped with the knowledge, skills and confidence to succeed in the next stage of their education and beyond.

We are committed to excellent teaching & learning in every classroom, every day. By developing highly skilled practitioners who use evidence-informed, inclusive approaches, we ensure pupils gain the knowledge, skills and character needed for future success. We foster a culture of high expectations, where pupils are encouraged to take responsibility for their learning, show respect for themselves and others, demonstrate kindness within our community, and develop aspirations for their future. This drives excellent progress and high attainment for all, with a sustained focus on closing gaps for disadvantaged pupils.

We recognise that many of our disadvantaged pupils face additional barriers, including speech, language and communication needs, social, emotional and mental health challenges, attendance concerns and wider socio-economic disadvantage. Through early identification, targeted support and strong partnerships with families, we work proactively to remove these barriers and ensure every pupil can thrive. This reflects the significant levels of disadvantage, SEND, speech and language need and family vulnerability identified within School Self Evaluation annually.
Our Pupil Premium strategy follows an evidence-informed, tiered approach aligned with our school improvement priorities:

<u>High-quality teaching</u>
The key driver of improvement, supported through targeted professional development, adaptive teaching and inclusive classroom practice.

<u>Targeted academic support</u>
Evidence-based interventions tailored to identified needs, particularly in communication and language, reading, writing and mathematics.

<u>Wider strategies</u>
Removing barriers to success through attendance support, pastoral care, wellbeing provision, family engagement and enrichment opportunities that broaden experiences and raise aspirations.

By living our values and maintaining unwavering ambition for every child, we aim to ensure that disadvantaged pupils attend well, achieve strongly, develop positive attitudes to learning and make the most of every opportunity available to them.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Speech, language and communication needs
A significant proportion of disadvantaged pupils enter school with delayed language development which impacts reading, writing, vocabulary acquisition, comprehension and curriculum access.
2026 EYFPS outcomes - School CLL 70.7% Torbay CLL 81.6%

</td></tr>
<tr><td>2</td><td>Attainment gaps in writing and mathematics
School assessment and KS2 outcomes identify writing and mathematics as key areas where disadvantaged pupils attain below their peers..</td></tr>
<tr><td>3</td><td>Knowledge gaps and retention
Disrupted early learning experiences / attendance and inconsistent learning behaviours have created gaps in knowledge, vocabulary and retention for some disadvantaged pupils. A high proportion of pupils enter school with delayed listening, understanding, communication, and vocabulary skills, which affects all areas of learning. While progress has been consistently good over the past three years, entry-level statistics for language and communication remain static, highlighting the need for continued targeted support.</td></tr>
<tr><td>4.</td><td>High overlap between disadvantage and SEND
Many disadvantaged pupils also have SEND needs, particularly Speech, Language and Communication Needs, requiring highly adaptive teaching and targeted provision which impacts on pupils SEMH.</td></tr>
<tr><td>5</td><td>Attendance and persistent absence
Attendance for disadvantaged pupils remains below whole-school attendance and persistent absence continues to affect outcomes and engagement
The school recognises that pupils' mental health and well-being have been profoundly affected by national lockdowns, adverse childhood experiences (ACEs), and the wider context of deprivation.
Y1 -Y6 2024-2025 (awaiting 2025-2026 figures)

<table>
<tr><th>Pupil group</th><th>Attendance</th><th>National average</th></tr>
<tr><td>All pupils</td><td>94.6%</td><td>94.8%</td></tr>
<tr><td>Pupils with free school meals (FSM)</td><td>93.4%</td><td>92.2%</td></tr>
<tr><td>Pupils with no FSM</td><td>95.1%</td><td>95.8%</td></tr>
<tr><td>Pupils with special educational needs (SEN) support</td><td>92.9%</td><td>92.3%</td></tr>
<tr><td>Pupils with no SEN</td><td>95%</td><td>95.4%</td></tr>
</table></td></tr>
</table>

6	**Social, emotional and mental health needs** Increasing levels of anxiety, emotional regulation difficulties and family vulnerability can impact readiness to learn and classroom engagement.
7	**Limited access to enrichment and cultural capital** Some disadvantaged pupils have fewer opportunities to access wider experiences, extracurricular activities and aspirational opportunities outside school This is closely monitored through pupil voice surveys twice annually and termly reports to Trustees.

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
Disadvantaged pupils develop strong speech, language and communication skills, enabling them to access the curriculum successfully, participate confidently in learning and improve outcomes across reading, writing and mathematics.	EYFS Communication and Language outcomes for disadvantaged pupils improve from 2025-2026 baseline. An increased proportion of disadvantaged pupils achieve age-related expectations in reading and writing. Pupils demonstrate improved vocabulary, comprehension and communication skills through pupil voice, classroom observations and assessment. Communication and language interventions show measurable progress from starting points. Staff consistently implement agreed whole-school oracy and vocabulary approaches.
Attainment gaps between disadvantaged pupils and their peers in writing and mathematics are reduced through high-quality teaching, adaptive practice and targeted intervention.	Attainment of disadvantaged pupils in writing and mathematics improves across all year groups. Internal assessment and statutory outcomes demonstrate accelerated progress for disadvantaged pupils. A greater proportion of disadvantaged pupils achieve age-related expectations and greater depth where appropriate. Teachers use assessment information effectively to identify and address gaps in learning. Disadvantaged pupils demonstrate increased confidence, resilience and independence in writing and mathematics lessons.
Disadvantaged pupils successfully acquire, retain and apply key knowledge and vocabulary across the curriculum, enabling them to achieve well from their starting points.	Assessment information demonstrates improved retention of previously taught knowledge. Retrieval practice and vocabulary approaches are consistently evident across classrooms. Pupil voice shows pupils can articulate what they have learned and remember from previous learning. Curriculum monitoring demonstrates disadvantaged pupils successfully access the full curriculum. Gaps arising from disrupted learning and attendance reduce over time.
Disadvantaged pupils with SEND make strong progress through	SEND and disadvantaged pupils make expected or better progress from their starting points.

consistently adaptive teaching, personalised support and effective partnership working.	Adaptive teaching strategies are consistently embedded across all classrooms. Increased pupil independence is evident through learning walks, pupil voice and SEND reviews. Interventions are monitored rigorously and demonstrate positive impact. Parents and carers report increased confidence in the support provided for their children.
Attendance for disadvantaged pupils improves and persistent absence reduces, ensuring pupils access the full curriculum and achieve their potential.	Attendance for disadvantaged pupils improves from the current baseline. Persistent absence among disadvantaged pupils reduces. The attendance gap between disadvantaged pupils and their peers narrows. Families identified as requiring support engage successfully with attendance and pastoral interventions. Improved attendance contributes to stronger academic outcomes and engagement.
Disadvantaged pupils demonstrate improved emotional wellbeing, resilience and self-regulation, enabling them to engage positively in learning and school life.	Thrive, nurture and wellbeing interventions demonstrate positive impact. Pupils requiring SEMH support show improved attendance, engagement and behaviour. Pupil voice indicates that pupils feel safe, supported and able to access help when needed. Reductions in behaviour incidents for identified disadvantaged pupils. Increased pupil confidence, self-regulation and readiness to learn observed across the school.
Disadvantaged pupils access a broad range of enrichment opportunities that increase aspiration, confidence, engagement and cultural capital	Participation rates in clubs, trips, visits and enrichment activities increase for disadvantaged pupils. All disadvantaged pupils have access to at least one enrichment opportunity during the academic year. Pupil voice demonstrates increased enjoyment, engagement and aspiration. Increased participation in leadership opportunities, Forest School, sporting events and wider curriculum activities. Pupils can articulate future ambitions and demonstrate increased awareness of opportunities beyond their immediate experiences.

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: £50,000

We will continue to prioritise high-quality teaching as the greatest lever for improving outcomes for disadvantaged pupils. Through instructional coaching, adaptive teaching, explicit vocabulary instruction, oracy development, metacognitive strategies, effective feedback and retrieval practice, we will ensure that all pupils, particularly those who are disadvantaged, receive consistently excellent classroom experiences. These approaches are informed by the Education Endowment Foundation research evidence, which identifies oral language (+6 months), feedback (+6 months) and metacognition and self-regulation (+8 months) as some of the most effective strategies for improving outcomes and closing attainment gaps.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school focus on Oracy and Vocabulary Development through structured talk, sentence stems, vocabulary instruction, partner discussion and explicit language teaching.	Oral Language Interventions have a high impact of approximately +6 months progress and are particularly effective for disadvantaged pupils and those with speech and language needs. EEF link	1, 3, 4
Embedding adaptive teaching and scaffolding to support disadvantaged pupils and those with SEND.	EEF guidance highlights that high-quality teaching and effective scaffolding improve access to learning and narrow attainment gaps. Adaptive approaches are particularly important where disadvantage and SEND overlap. EEF Link	2, 3, 4
Embedding high-quality feedback including verbal feedback, live marking and whole-class feedback.TA for each phase / year group.	Feedback remains a high-impact, low-cost strategy with an average impact of +6 months progress. Effective feedback focuses on improvement and self-regulation. Pupil Conferencing to continue linked to Writing. EEF Link	2, 3, 4
Consistent implementation of Pathways to Write and	Explicit vocabulary teaching, oral language and literacy development support disadvantaged pupils to access the wider curriculum. Oral	1, 2, 3

disciplinary literacy approaches across the curriculum.	language and reading comprehension approaches demonstrate strong impact. EEF Link	
Embedding retrieval practice and knowledge recall strategies in all subjects.	Supporting pupils to revisit and retain knowledge strengthens long-term learning and addresses knowledge gaps identified in disadvantaged pupils. This aligns closely with metacognitive and self-regulation approaches. EEF Link	2, 3
Forest Skills CPD for Staff across the school to provide rich curriculum and engaging opportunities for pupils across EYFS/KS1/Y3.	Key benefits research Forest Schools Link	1, 2, 5

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

Budgeted cost: £45,230

Targeted academic support will be used to provide timely, evidence-informed intervention for disadvantaged pupils whose attainment, progress, attendance or additional needs place them at risk of underachievement. Interventions will complement, rather than replace, high-quality classroom teaching and will be carefully selected to address identified barriers to learning. Small group tuition (+4 months), one-to-one tuition (+5 months), phonics (+5 months) and reading comprehension strategies (+7 months) are all identified by the EEF as effective approaches for improving outcomes, particularly for disadvantaged pupils. [educatione...ion.org.uk]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics intervention through Read Write Inc., Fresh Start and Precision Teaching.	Early reading and phonics interventions are highly effective in improving literacy outcomes and closing attainment gaps for disadvantaged pupils. Phonics has an average impact of +5 months. [educatione...ion.org.uk]	1,2, 3, 4
Reading fluency and comprehension interventions, including structured reading support and reciprocal reading approaches.	Reading comprehension strategies have a high impact, averaging +7 months' additional progress. [educatione...ion.org.uk]	1, 2, 3
Delivery of Nessy and targeted literacy interventions to improve	Supports pupils with identified literacy difficulties, enabling improved curriculum access and independence. Related to evidence around phonics, reading comprehension and oral	1, 2, 3, 4

reading, spelling and vocabulary development	language development. [educatione...ion.org.uk], [educatione...ion.org.uk]	
Small-group mathematics interventions focused on fluency, number sense, reasoning and problem-solving. (Shine Interventions)	Small group tuition demonstrates an average impact of +4 months when targeted to identified gaps in learning. [educatione...ion.org.uk]	2, 3
Precision teaching programmes addressing individual gaps in literacy and numeracy.	Enables highly targeted support based on specific pupil needs and barriers to learning. [educatione...ion.org.uk]	2 ,3, 4
Speech and language interventions delivered through targeted programmes and specialist support. (LEGs / SALT)	Oral language interventions have an average impact of +6 months and are particularly beneficial for pupils with Speech, Language and Communication Needs. [educatione...ion.org.uk]	1, 3, 4
SEND intervention programmes delivered through SENDCo direction, including communication, cognition and learning support.	Many disadvantaged pupils have overlapping SEND needs requiring additional targeted provision and personalised intervention. SEF 2026.	1, 4, 6
Structured pre-teaching and overlearning opportunities for identified disadvantaged pupils.	Supports pupils to access new learning, reduce cognitive overload and retain key curriculum knowledge. [educatione...ion.org.uk], [educatione...ion.org.uk]	2, 3, 4
Pupil progress meetings and half-termly tracking of disadvantaged pupils to identify and respond rapidly to emerging needs	Regular assessment and responsive intervention improve the likelihood that support is allocated effectively and barriers are addressed promptly. [educatione...ion.org.uk] SEF 2026.	1, 3, 4, 6

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

Budgeted cost: £92,500

Wider strategies are essential in addressing the non-academic barriers that prevent disadvantaged pupils from achieving their full potential. At St Margaret's Academy, many disadvantaged pupils experience challenges linked to attendance, social and emotional wellbeing, family vulnerability, SEND, mental health needs, and limited access to enrichment opportunities. The following approaches aim to remove these barriers and improve pupils' readiness to learn, engagement and long-term outcomes. Evidence from the EEF highlights the importance of parental engagement (+4 months), social and emotional learning (+3 months), behaviour interventions (+3 months) and wider pastoral support in improving outcomes for disadvantaged pupils. [educatione...ion.org.uk]

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 Regular monitoring and early intervention help address barriers to attendance before they become entrenched. Improved attendance increases access to learning and reduces attainment gaps.	5, 6
Parental engagement activities, workshops and communication systems to strengthen home-school partnerships.	Parental engagement approaches demonstrate an average impact of +4 months and are particularly important for disadvantaged pupils. EEF Link The DfE guidance shows the necessity of this Working together to improve school attendance - GOV.UK	5, 6
Access to Forest School, outdoor learning and Reach Outdoors experiences.	Outdoor learning supports confidence, resilience, wellbeing, communication skills and engagement in school life. '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, 6, 7
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 Strong home-school relationships improve engagement, attendance and pupil wellbeing, particularly for disadvantaged pupils facing socio-economic challenges.	5, 6
Thrive, nurture and SEMH interventions delivered through the Nest, Cabin and support bases.	Social and Emotional Learning approaches demonstrate positive impacts on behaviour, wellbeing and attainment. EEF Link	4, 5, 6
Funding to ensure disadvantaged pupils can access educational	Removing financial barriers enables participation, increases cultural capital and broadens aspirations.	7

visits, residentials, clubs and wider enrichment opportunities.		

Total budgeted cost: £ 187,730

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

What worked well:

During 2025-2026, disadvantaged pupils benefited from the school's highly inclusive approach, strong pastoral provision and targeted intervention programmes. Despite significant levels of deprivation, SEND and speech and language needs, pupils were well supported to engage with learning and school life.

Attendance improved significantly, with whole-school attendance rising to 94.8%, in line with national figures. Attendance for disadvantaged pupils reached 93.7%, above the national disadvantaged attendance figure of 92.4%. Persistent absence reduced from 18.9% (2022-23) to 13.8% (2024-25).

Phonics and early reading remained strengths, with targeted interventions including Read Write Inc., Fresh Start, Nessy and Precision Teaching supporting disadvantaged pupils to improve reading fluency, confidence and curriculum access. Staff identified phonics outcomes as a particular area of success.

Communication and language development continued to be a priority, particularly in EYFS where pupils entered school with below-average language skills. Early identification, targeted interventions and language-rich approaches such as Drawing Club supported progress in vocabulary and communication. EYFS Communication and Language outcomes reached 70.7%, providing a foundation for future improvement.

Strong SEND and inclusion provision enabled disadvantaged pupils with additional needs to access learning successfully. The school supported 121 pupils with SEND, including 29 pupils with EHCPs, through adaptive teaching, specialist provision, visual communication systems and personalised support.

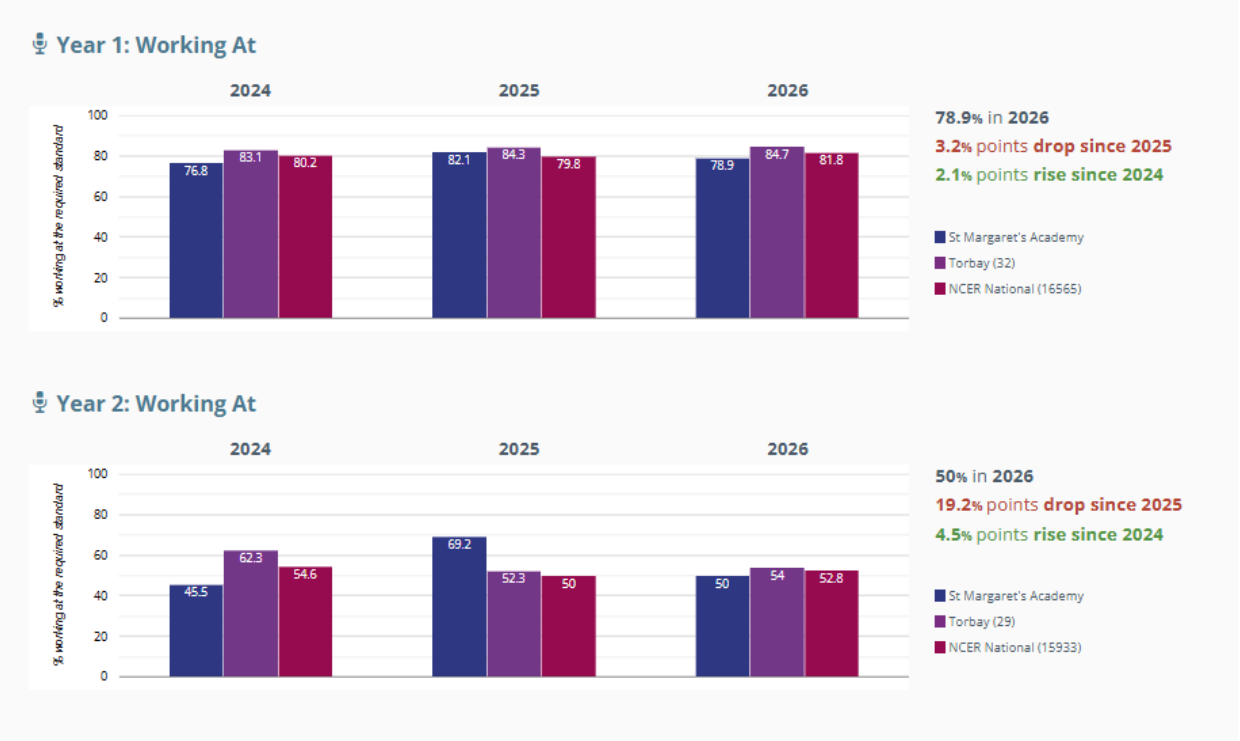
Writing engagement improved following the introduction and embedding of Pathways to Write. Staff reported increased pupil motivation, resilience and participation in writing activities across the school.

Wellbeing and pastoral support had a positive impact. Thrive, Treehouse, Forest School, nurture provision and family support services helped pupils develop confidence, resilience and readiness to learn. External review evidence highlighted the school's "exemplary team around the child" and strong relational culture. Challenge Partners June 2026.

Enrichment opportunities successfully broadened experiences and aspirations. Forest School, sporting events, educational visits, leadership opportunities and wider curriculum activities increased engagement, belonging and participation for disadvantaged pupils.

Overall, the most successful aspects of the strategy were improved attendance, strong pastoral and inclusion support, effective phonics provision, targeted intervention, communication and language development, and increased engagement through enrichment opportunities, providing a strong platform for further improvement in attainment during 2026-2027

Phonic outcomes are broadly inline with Torbay and National



- Strong starts from foundation in Phonics
- Regular assessments informing targeted teaching - Phonic groups.
- Quality of teaching - access to regular CPD via virtual classroom (coaching)
- Outcomes in the Year 4 Multiplication Tables Check were inline with national and 30% of pupils achieved full marks 25/25. 2026 average score was (20.5) which was only 0.5 away from the national average.
  The gap between the percentage of pupils that achieved the Expected Standard against non-disadvantage is closing in Reading and Maths.

End of KS2 Data for PP & Non-PP pupils (4 year trend)

		2023	2024	2025	2026	2027	
Reading	PP	52%	63%	45%	46%		
	Non PP	65%	83%	85%	71%		
	Gap	13%	20%	40%	25%		
Writing	PP	29%	47%	59%	42%		
	Non PP	48%	83%	76%	66%		
	Gap	19%	36%	17%	24%		
Maths	PP	43%	47%	50%	50%		
	Non PP	68%	80%	78%	74%		
	Gap	25%	33%	28%	24%		

What didn't work so well:

- Attainment gaps remained significant, particularly in Key Stage 2. Combined Reading, Writing and Mathematics attainment was 42.4%, compared with 62.5% nationally, highlighting the need for further improvement in outcomes for disadvantaged pupils.
- Writing remained the weakest core subject, with only 55.9% of pupils achieving the expected standard and 3.4% achieving Greater Depth. Many disadvantaged pupils continued to struggle with vocabulary, sentence construction, writing stamina and independence.
- Mathematics attainment remained below national averages, with 64.4% achieving the expected standard compared with 74.1% nationally. Reasoning and problem-solving were identified as areas requiring further development.
- Disadvantaged pupils with SEND continued to face the greatest barriers to achievement. The overlap between disadvantage and SEND remained a significant challenge, particularly for pupils with Speech, Language and Communication Needs and SEMH needs.
- Communication and language skills on entry remained below local averages. EYFS Communication and Language outcomes were 70.7%, compared with the Torbay figure of 81.6%, indicating a continued need for early language intervention and oracy development.
- Attendance, whilst improved, remained below whole-school levels for disadvantaged pupils, and persistent absence continued to have a negative impact on progress, engagement and knowledge retention for a small group of pupils.
- Knowledge gaps and retention remained a challenge, particularly for pupils whose attendance was less consistent or who entered school with delayed language and communication skills.
- Greater Depth attainment remained low across core subjects, particularly in writing (3.4%) and combined Reading, Writing and Mathematics (1.7%), indicating that the most able disadvantaged pupils were not consistently achieving their full potential.
- The impact of some interventions was not always consistent across year groups, highlighting the need for more rigorous evaluation, greater consistency in adaptive teaching and sharper tracking of disadvantaged pupils' progress.

<u>Key Areas for Further Development</u>

- Raise attainment in writing and mathematics.
- Improve outcomes for disadvantaged pupils with SEND.

- Strengthen oracy, vocabulary and communication skills.
- Further reduce persistent absence.
- Improve knowledge retention and curriculum recall.
- Increase the proportion of disadvantaged pupils achieving Greater Depth.
- Ensure interventions are consistently implemented and evaluated for impact across the school.

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
Read Write Inc	Ruth Miskin Literacy / Oxford University Press [Read Write...4-11 | OUP], [ruthmiskin.com]
Shine Maths	Hachette Learning (formerly Hodder Education / RS Assessment) [hachettelearning.com], [help.hache...arning.com]
Thrive and Family Thrive	Thrive Approach Ltd [ithrive.net]
LEGs (Language Enrichment Groups)	East London NHS Foundation Trust (programme used and delivered locally through Speech and Language Therapy services) [childrenan...von.nhs.uk], [devon.gov.uk]