

# Pupil premium strategy statement – Malmesbury Park Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our under-resourced pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for under-resourced pupils last academic year.

## School overview

Detail	Data
Number of pupils in school (20 <sup>th</sup> December 2024)	670
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr D Forward
Pupil premium lead	Mr D Forward
Governor / Trustee lead	Mrs Hayes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,315
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£191,315</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to ensure that all disadvantaged pupils aged 3–11 receive the support, challenge, and high-quality teaching they need to achieve strong outcomes and flourish throughout their primary education. We are committed to diminishing attainment gaps and ensuring that disadvantaged pupils leave Year 6 as confident, articulate, and well-prepared learners, ready for the next stage of their education.

In line with the **EEF tiered model**, our Pupil Premium Strategy prioritises:

### 1. High-quality teaching

We will invest in professional development and evidence-based approaches to early reading, phonics, mathematics, and language development. Teaching across the curriculum will be inclusive and adaptive, fostering a learning environment where kindness, respect and resilience are modelled and embedded. From EYFS to Year 6, our curriculum builds knowledge progressively, strengthens vocabulary, and nurtures a positive attitude to learning.

### 2. Targeted academic support

We will use diagnostic assessment in class and using Pixl to identify pupils who require additional support and provide structured, timely interventions in key areas such as phonics, writing, mathematics, and speech and language. These interventions will promote perseverance and resilience, supporting pupils to overcome barriers and make sustained progress.

### 3. Wider strategies

We are committed to addressing the social, emotional, and practical challenges that disadvantaged pupils may face, including attendance, wellbeing, behaviour, and access to enrichment. Through our pastoral care and enrichment offer, we will empower our disadvantaged pupils to develop resilience through school life, extracurricular experiences and leadership opportunities.

We will use Pupil Premium funding to create long-term, sustainable improvements rather than short-term fixes, and we will monitor impact regularly using both qualitative and quantitative evidence. We will maintain high expectations and promote aspiration for all pupils because 'We matter'.

Our overarching ambition is that disadvantaged pupils in our school become successful, resilient, and enthusiastic learners who demonstrate kindness and respect, and leave primary education with the knowledge, skills, and confidence to thrive in secondary school and beyond.

## Challenges

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

Challenge number	Detail of challenge
1	The gap has widened between our disadvantaged children and the national picture in writing. This stands at 14 percentage points difference. Language acquisition and understanding the structure of writing poses a significant challenge for our disadvantaged children.
2	The number of children with English as additional language. Children with English as an additional language may have difficulty accessing the curriculum. They may not have an English language rich environment at home and therefore may have limited vocabulary. 41% of our disadvantaged children have EAL and of those 47% are working below the age-related expectation.
3	Children's well-being – The well-being and mental health of some children mean they are not ready to learn. This means, at times, they cannot access the curriculum and as a result may not meet age-related expectations.
4	Children having a positive outlet to express their feelings is vital for them to feel safe and secure. Making children feel safe and secure in school, means learning can take place.

## 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
Close the gap in KS2 writing outcomes between our disadvantaged pupils and national disadvantaged children.	Disadvantaged children achieve level or on par with disadvantaged nationally. The gap between disadvantaged and non-disadvantaged children narrows.
KS2 outcomes in reading, maths and GPAS are inline or above the national picture for disadvantaged children.	Disadvantaged children achieve level or on par with disadvantaged nationally. The gap between disadvantaged and non-disadvantaged children narrows.
To achieve and sustain improved well-being for all pupils in school, particularly under-resourced pupils.	All children and staff feel supported and enjoy coming to school. This will be evidenced via behaviour reports, student surveys and parent surveys.

## 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: £102,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher to teach maths and writing in year 6 daily	Reducing the class numbers allows the teachers to focus in on what the children don't know and to plug the gaps.	1
Additional TA support in Reception to allow children to be listened to read and work in smaller groups during maths sessions.	Early intervention, as identified by the Education Endowment Foundation, can have significant impact on progress.	1, 4
Invest in number programmes and small groups to help support PP pupils.	Our internal assessment and analysis of children's attainment and progress in maths have shown children who have an earlier grasp of number will often have a greater confidence in maths and have more success as they progress through the school.	2
Embed and pre-teach content using additionally trained adults	Using Pathways to writing will provide structure for children to develop their writing skills and ensure progression is clear from year group to year group. Year 5 will use pre-teaching groups to allow the children to access the learning in class more effectively.	1, 2
Music Therapy	Therapies such as this are proven to support children's well-being enabling them to be ready to learn.	3, 4

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

Budgeted cost: £54,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned more non-contact time for the teachers. This will allow teachers to use some of this time to read	Evidence from the education endowment foundation shows that small group tuition, when used effectively, can mean children make up to five months additional progress. Children can be more engaged in a smaller	1, 2

with children, pre-teach or give 1-1 support	group and will have more immediate feedback which in turn can increase the rate in which children move onto the next step of learning. Analysis of past papers and assessment in the class is used to identify gaps in learning.	
Assistant Headteacher to teach maths and writing in year 6 daily	Reducing the class numbers allows the teachers to focus in on what the children don't know and to plug the gaps. 4 teachers across the year group will allow lessons to match the needs of the children.	1, 2

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

Budgeted cost: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund trips and residentials	The extended life opportunities of pupil premium children have been further restricted due to the two national lockdowns. Children, who may not have certain experiences need to be given the same opportunities	1, 2, 3, 4
Monitor the engagement of under-resourced children in extracurricular activities and ensure children are being encouraged to take advantage of opportunities within school. A tracker will be created to monitor this group.	The Education Endowment Foundation highlights the importance of giving under-resourced children opportunities they may not get in the home. The positive impact this can have on self-worth can allow the child improve in all areas of learning	1, 2, 3, 4
Invest in staff training to make sure they have the skills to support children with emotional regulation.	Evidence from the EEF shows that developing social and emotional learning strategies can have up to three months impact on progress. This overlaps with self-regulation strategies which again when developed and embedded in a school, can have up to five months impact on the progress of a child. Through our own pupil interviews and observations, we have recognised the need to develop the support we have in school around children's well-being – which in turn will help develop children's resilience when learning.	1, 2, 3, 4

**Total budgeted cost: £ 191,315**

## Part B: Review of the previous academic year

Intended outcome	Success criteria	Impact
Increase the number of children meeting age related expectations at the end of key stage 1 in maths.	An increase of children meeting age related expectations in maths at the end of key stage 1. End of key stage scores more in line with national averages. Progress of pupil premium children in line with national averages.	Internal data shows that maths has slightly improved from the previous year's internal data.
Close the gap between pupil premium children and their non-pp peers all subjects	The gap between pp children and non-pp children decreases.	The gap has been closed in KS2 maths, reading and EPAS.  The gap widened in writing and combined in KS2
To achieve and sustain improved well-being for all pupils in school, particularly under-resourced pupils.	All children and staff feel supported and enjoy coming to school	Attendance improved for the disadvantage children from 92.8% to 93%

### Outcomes for disadvantaged pupils

We had 31 disadvantaged children in our 24-25, year 6 cohort out of 90. 32% of them achieved the expected standard in reading, writing and maths combined which was 15% gap between national disadvantaged. This gap has increased over the past 3 years and our 3-year average is 6% below the national.

Our 2025 KS2 reading data shows a gap of 5% from the national disadvantaged group which has narrowed from 22% the previous year.

Our 2025 writing data shows a gap of 14% compared to the national group which is wider than the previous year's positive gap of 2%

Our 2025 maths data shows a gap of 6% compared to the national group which has narrowed from 19% the previous year.

Our 2025 EGPS data shows a gap of 12% compared to the national group which has narrowed from 19% the previous year.

Our 2025 phonics data shows a gap of 5% compared to the national group

## 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.*

<b>Programme</b>	<b>Provider</b>
Flash Academy	Flash Academy
Maths – White Rose	White Rose
Pathways to write	The Literacy company
Reading Unlocked	Reading Unlocked
Online maths tutoring	3 <sup>rd</sup> Space Learning
Online learning platform	Atom Learning
Timestables	TT rockstars
Online reading	Bookmark
Maths programme	Mathletics
KS2 SATs prep	SATs Bootcamp