

Pupil premium strategy statement – St. Margaret’s Collier Street CoE Primary School.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	25/26 – 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Tristan Wyatt-Hughes
Pupil premium lead	Tristan Wyatt-Hughes
Governor / Trustee lead	Catherine Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14014
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14014

Part A: Pupil premium strategy plan

Statement of intent

At St. Margaret's Collier Street, the leadership and staff want every pupil to leave primary school as responsible and assured individuals who are well prepared for the next stage of their education and who will make a valuable contribution to society.

All staff ensure that teaching and learning opportunities meet the needs of all pupils through high quality teaching. Quality First Teaching, Mainstream Core Standards and strategies to adapt the curriculum are embedded into a school where staff mobility is low. We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, as defined by the government, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding is allocated following a needs analysis which identifies priorities for groups and individuals. With few pupils entitled to Pupil Premium, the needs of each pupil are considered individually, allowing us to target support appropriately. These needs, and the effectiveness of the interventions the pupils have received, are reviewed formally three times a year as part of our Progress Review Meetings where the class teacher(s), Headteacher and SENCo meet and discuss each class in turn.

There are no common identified barriers to learning. We aim to support individually, meeting the needs of each of the pupils. However, alongside a whole school focus, writing in our school is relatively weaker than reading and maths for children across the school, however some PP children are also underperforming in maths. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. Initially this will be in English and Maths. Pupil premium resources may also be used to target able disadvantaged pupils to gain 'exceeding' at the end of each academic year.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Internal and external assessments across the core subjects indicate that PP children's attainment is in line with their peers however, they require ongoing additional interventions to ensure expected or accelerated progress to attain Expected or Exceeding outcomes, particularly in Writing and Maths.
2	Some families do not have access to the financial resources and subsequent opportunities that the majority of families at our school do.
3	Some pupil premium children are in need of emotional support

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
Improve progress and attainment in core subjects	PP pupils at least in line with their peers and therefore closing gaps.
Pupils and their families to be financially supported with aspects of school life when necessary.	PP pupils have the same opportunities as their peers within school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children have suitable strategies to support their well-being and consequently can access all learning opportunities.

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: £ 3,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Writing:</u> Whole school barriers identified as: Spelling in KS2 – set up spelling groups across KS2, 4 sessions per week	EEF Synthetic phonics (+5 months progress). <i>'While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach.'</i>	1

<p>teaching spelling strategies, building on synthetic phonics in KS1/EY. Training accessed: Bridge to Spelling and Little Wandle</p> <p>Grammar and Punctuation across school – use Grammarsaurus in Term 1 across school, train staff and invest in resources to implement</p> <p>Introduction of a new handwriting scheme called Kinetic Letters</p> <p>School wide adoption of colourful semantics including internally and externally sourced training</p> <p>Use of Widget online to support Colourful semantic teaching.</p>	<p>Grammarsaurus – Place Value and Punctuation and Grammar</p> <p><i>'It has seen many schools move from poor and average results to 70-90% Expected in Writing'.</i></p> <p>Kinetic letters: Solutions offered by committee to UK parliament: Offer whole school handwriting training to all nursery, primary and secondary schools using a training programme designed by experts in this field with knowledge on the kinetic chain of human development.</p> <p>There are many research papers showing the effectiveness of using colourful semantics in 1:1, group and whole class situations. Across the schools in which we work, staff have implemented a whole class approach to using colourful semantics and report it has made a significant impact on the language development of both the children with language difficulties and those without.</p>	
--	---	--

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

Budgeted cost: £ 3,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for various interventions including:</p> <ul style="list-style-type: none"> • Phonics Spelling groups • 1st Class at Number • Maths: Ready to Progress (designed to address gaps in prior learning) 	<p>EEF Small Group Tuition (+4 months progress)</p> <p>Nessy is recognised by British Dyslexia Association.</p> <p>1st Class at Number is overseen by Edge Hill University. The TA who delivers this has received appropriate training.</p>	1

Annual subscriptions to include: <ul style="list-style-type: none"> • Nesy Reading and Spelling & Number Sense • Purple Mash • Language link and Speech link • Nuffield Early Language Intervention (NELI) 		
--	--	--

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

Budgeted cost: £ 16,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School wide</p> <ul style="list-style-type: none"> • Forest School, new initiative last year, continues to develop. Additional adult trained and will lead sessions in spring. <p>Small group – Nurture group set up, run by 3 staff, all trained by Nurture UK or Theraplay. Impact to be assessed using Boxall Online.</p> <p>Individuals – private counselling available to pupils as needed.</p> <p>SLT To be trained in drawing and talking therapy for adhoc interventions.</p>	<p>EEF Social and Emotional Learning (+4 months progress)</p> <p><i>'Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.'</i></p> <p>NurtureUK evidence shows their nurturing approaches, using tools like the Boxall Profile®, improve pupils' social, emotional, and mental health (SEMH), leading to better attendance, reduced exclusions, and increased engagement and attainment, with high teacher satisfaction and strong recommendations from schools in large-scale programs like Nurturing Kent, demonstrating positive impacts on challenging behavior and overall school wellbeing.</p> <p>Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused</p>	3

	and cognitive-based therapies and interventions.	
Contingency fund for acute issues Subsidised funding for year 6 "Venture week" trips and swimming/school trips for all year groups.	Needs may become apparent during the year	1, 2, 3

Total budgeted cost: £ 23,667

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils have been analysed and they continue to be strong:

Attendance (Sep 24 – July 25): All pupils – 95.24%, PP – 90.87%

External Data: % reaching expected or above in KS2 SATS or Phonics, (May 25):

	All pupils	PP pupils	National (all pupils)
KS1 Phonics Test	88%	N/A (No PP pupils)	80%
KS2 Reading	82%	100%	75%
KS2 Writing	71%	100%	72%
KS2 Maths	82%	0%	74%

Internal Data: from PP in all other year groups (June 25):

- Reading: 100% expected+
- Writing: 70% expected+
- Maths: 70% expected+

Our school is on target to achieve intended outcomes.

Externally provided programmes

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

Programme	Provider
N/A	

Further information (optional)

Please see below for links to documents and websites referenced:

Education Endowment Foundation (EEF):

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

<https://committees.parliament.uk/writtenevidence/126359/pdf/>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

https://educationendowmentfoundation.org.uk/news/eef-blog-integrating-evidence-into-mathematics-teaching-manipulatives?utm_source=/news/eef-blog-integrating-evidence-into-mathematics-teaching-manipulatives&utm_medium=search&utm_campaign=site_search&search_term=manipulatives

[Diagnostic Assessment Tool.pdf](#)

Nessy:

<https://www.nessy.com/en-gb/shop/research>

1st Class at Number

<https://www.edgehill.ac.uk/departments/academic/education/every-child-counts/1st-class-number/>

Grammarsaurus

<https://grammarsaurus.co.uk/portal/>

<https://grammarsaurus.co.uk/portal/wp-content/uploads/2023/07/cpd-about-the-course.png>

Nurture UK

<https://www.nurtureuk.org/impact/#:~:text=Our%20impact,to%20become%20ready%20to%20learn.>

Speech link and Language Link evidence

<https://speechandlanguage.link/wp-content/uploads/2024/06/online-impact-brochure-2024v1.pdf>

Colourful semantics

<https://speechandlanguage.org.uk/what-works/colourful-semantics/>

Widget online

<https://speechandlanguage.org.uk/what-works/visual-approaches-to-support-speech-and-language/>

NELI

<https://www.teachneli.org/intervention/>

Drawing and talking

https://drawingandtalking.com/hubfs/DT%20Blog/pdf-files/CORC-Report-Drawing-and-Talking_.pdf

Colourful semantics

<https://www.plpcic.co.uk/news/the-power-of-colourful-semantics---a-language-intervention>