



# Pupil premium strategy statement 2025 to 2026



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	Madresfield CE Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs R Hibell
Pupil Premium Lead	Mrs R Hibell
Governor / Trustee lead	Dr David Radley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,140

# Part A: Pupil premium strategy plan

## Statement of intent

At Madresfield our intention is that all our pupils, irrespective of their circumstances will make good progress and attainment across the curriculum. We intend to systematically support our pupils through the following objectives in order that they can experience. We shine a light on disadvantage so that those pupils do not remain hidden. For we believe that our children “are the light of the world.” Mathew 5:14. Through our Pupil Premium Strategy we aim to:

To inspire:

- To break down barriers that prohibit learning.
- To improve the mental resilience of pupils
- To ensure that all pupils have access to quality first teaching and that interventions enhance the provision offered for our most disadvantaged pupils.
- To offer a Curriculum that is broad and ambitious that provides inspiring education opportunities.
- To inspire children to want to attend school and to raise their own personal aspirations and ambitions.

To illuminate so that disadvantaged pupils have equal opportunities:

- To ensure that all pupils recognise and have access to Justice and Fairness regardless of their circumstances.
- To ensure that the mental health of all pupils is supported.
- To provide improved opportunities for pupils to access TIS support.
- To provide opportunities for outstanding Early Years provision to ensure disadvantaged pupils are not unfairly impacted by low starting points.
- To ensure all pupils have access to quality communication tools (vocabulary, books, computer technology).
- To improve outdoor learning and physical activity to ensure that our children go on to lead active healthy lives.

To ignite learning and ambition:

- To raise pupil expectations of what they can achieve in life. To increase pupil cultural capital.
- To ensure there are opportunities for removing material barriers to learning.
- To encourage all pupils and especially disadvantaged pupils to engage in enrichment and cultural opportunities.
- To ensure where possible that disadvantaged pupils have above national attendance.

Madresfield has high expectations of what all our pupils can achieve and we will support them through a variety of approaches to ensure that we deliver our ultimate objective that they can go on and shine in the world. This is especially true of those pupils who find themselves in less fortunate circumstances.

## Challenges

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

Challenge number	Detail of challenge
1 Diminishing the difference	Disadvantaged pupils begin their education at Madresfield from significantly lower than National starting points in Communication, Language and Literacy skills. Their vocabulary levels are significantly behind more advantaged peers their age. On entry to Reception Class many children enter with a significantly low baseline in Communication, Language and Literacy.
2 Diminishing the difference	Observations, discussions (with pupils and teachers) and assessment data in Writing suggests that our disadvantaged pupils' attainment is below their less disadvantaged peers.
3 Diminishing the difference	Observations, discussions (with pupils and teachers) and assessment data in Phonics and Reading suggests that our disadvantaged pupils' attainment is below their less disadvantaged peers.
4 Diminishing the difference	Observations, discussions (with pupils and teachers) and assessment data in Maths suggests that our disadvantaged pupils' attainment is below their less disadvantaged peers in some year groups.
5 Parental Engagement	Attendance data of disadvantaged pupils is significantly lower than non-disadvantaged pupils. Our assessments and observations indicate that this is affecting their progress.
6 Pupil Wellbeing	Sourcing and providing appropriate mental health and wellbeing support for disadvantaged pupils. Disadvantaged pupils are often more likely to be adversely affected- often having lower levels of resilience.
7 Character Development	The cultural capital of our disadvantaged pupils has been reduced further by the challenges created post Pandemic with the current economic crisis and increase in cost of living. We recognise that those pupils eligible for pupil premium are less likely to benefit from high levels of cultural opportunities due to their family's less advantageous financial circumstances.

## 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
To improve Mental Health and Wellbeing of pupils particularly pupil premium.	Improvement in: <ul style="list-style-type: none"> <li>● Qualitative data from pupil voice</li> <li>● SDQ data indicates improvements in pupil mental health and wellbeing.</li> <li>● Reduction in exclusions</li> <li>● Access to mindfulness strategies</li> <li>● Staff, children &amp; families report positive outcomes &amp; self-regulation improves</li> <li>● Children can use the strategies they have been taught and which have been modelled to them to help them self-regulate</li> </ul>
Improved language and oral/vocab skills especially amongst disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Speech and Language assessments demonstrate improvements</li> <li>● Learning environments will provide pupils with a rich source of vocabulary.</li> <li>● Knowledge organisers will help to support pupils to confidently use subject specific vocabulary.</li> </ul>
Improved reading attainment outcomes.	<ul style="list-style-type: none"> <li>● Increased percentage of pupils achieving greater depth level.</li> <li>● Increased GLD in EYFS.</li> <li>● YARK Assessments to show rapid improvement</li> </ul>
Improved writing attainment outcomes.	<ul style="list-style-type: none"> <li>● Increased percentage of pupils reaching expected level.</li> <li>● Increased percentage of pupils achieving greater depth level.</li> <li>● Increased GLD in EYFS.</li> </ul>
Improved maths attainment outcomes.	<ul style="list-style-type: none"> <li>● Increased percentage of pupils reaching expected level.</li> <li>● Increased percentage of pupils achieving greater depth level.</li> <li>● Increased GLD in EYFS.</li> </ul>
Improved pupil attendance levels.	<ul style="list-style-type: none"> <li>● Gap between PP and non PP pupils reduces.</li> <li>● Persistent absentee rate reduces, in particular for disadvantaged pupils.</li> </ul>
Increased cultural capital opportunities for pupils.	<ul style="list-style-type: none"> <li>● Increased leadership opportunities for pupils in receipt of PPG.</li> <li>● Increased opportunities for PP pupils to represent the school.</li> <li>● Increased cultural experiences for pupils.</li> <li>● High take up numbers for residentials and school trips.</li> <li>● Increase opportunities for the curriculum enhancement through assemblies and after school club provision.</li> <li>● Increased range of visitors providing a rich learning experience within the school environment.</li> </ul>

Increased parental awareness of support and guidance	<ul style="list-style-type: none"> <li>• Parents coffee meetings/workshops to be run over the course of the academic year</li> <li>• Parents aware of various support that is available for a variety of family life areas</li> <li>• Family Support worker capacity increased</li> </ul>
--	---

## 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: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NTS assessments for Reading and Maths. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests provide accurate and consistent measures of achievement that have improved school accountability, classroom practices and learning. <a href="#">Standardised tests EEF</a>	1, 2, 3 and 4
Maths Mastery School continues to work with the GLOW Maths Hub and is being supported with CPD	Teachers have improved Maths subject knowledge. Improved Maths outcomes through confidently using and developing the Maths Mastery approach. <a href="#">Mastery learning   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	4
Purchase of Drawing Club and Implementation in EYFS.	Drawing club is based around the Golden Blend of picture books, tales and animations, it involves a short period of Time Together as a whole class followed by time with children exploring their ideas and creativity that can be adapted to how you believe is best. <a href="#">Improving Literacy in Key Stage 1   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <a href="#">Dialogic Teaching   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	2 and 3

Continued subscription and implementation of DfE validated Systematic Synthetic Phonics Programme 'Little Wandle Letters and Sounds' resources	Little Wandle Letters and Sounds Revised is a SSP programme that has been developed through English Hubs. seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:	1, 2 and 3
and training to secure stronger phonics teaching for all pupils. Daily keep up support	<ul style="list-style-type: none"> <li>● direct teaching in frequent, short bursts</li> <li>● consistency of approach</li> <li>● secure, systematic progression in phonics learning</li> <li>● maintaining pace of learning</li> <li>● providing repeated practice</li> <li>● application of phonics using matched decodable books</li> <li>● early identification of children at risk of falling behind, linked to the provision of effective daily keep-up support.</li> </ul> <p><a href="#">EEF: Phonics Letters and Sounds improving rates of progress 2021</a></p>	
Continued subscription and implementation of 'Scode' (Teaching and Pupil Resources)	Based on current research into effective schools, action research and teacher feedback about what works in the classroom to improve pupils' spelling. A highly structured phonics based spelling programme designed to improve pupils spelling. The approach includes the study of etymology providing pupils with meaning. It also helps spellings to stick through continuous practice, daily recaps and embraces the scientific research on memory.	2 and 3
SEN TAs	This enables smaller groups and targeted one-to-one interventions. To raise the profile for SEN/PP interventions and individualised therapies for disadvantaged pupils (Talk Boost, Phonics) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3 and 4

Pastoral Lead TA/ Family Support Worker	<p>Ensure that we are providing a holistic approach to supporting pupils. One day a week allocated for TIS practitioner to work with identified pupils with a specific focus on disadvantaged pupils.</p> <p><a href="https://www.traumainformedschools.co.uk/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Termly supervision sessions for the pastoral lead delivering Trauma Informed Schools (TIS) interventions to reach a balance between personal support and guidance, managerial review and case management analysis encouraging reflection upon good practice.</p> <p>Ensuring Early Help is offered to our families in a timely and supportive manner. That the support is targeted and families are signposted to appropriate support.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	6
Early Years CPD and leadership and in class support (focus C and L)	<p>Improved early years outcomes, improved practitioner knowledge. <a href="#">DfE Development Matters (September 2020, Revised July 2021)</a></p>	1
Maths Times Table Rockstars and support materials.	<p>To improve maths outcomes even more for our mixed age classes ensuring that we consistently offer pupils more challenge opportunities and teacher adaptations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification and focussed intervention for every pupil in need, ensures daily catch-up/keep-up with a particular focus on developing early language and speech skills.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence suggests that pupils from lower social economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF guidance on 'Making the Best Use of</p>	2, 3 and 4

	<p>Teaching Assistants' focuses on 7 key recommendations. These have been considered and applied. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence indicates that one to one/small group tuition can be effective, providing approximately +5 additional months progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	
<p>Purchase and training so that practitioners can deliver to EYFS and KS1 pupils.</p> <p>Cost of intervention per pupil.</p> <p>Wellcomm</p> <p>'Wordaware training'</p>	<p>Children are assessed using Wellcomm, the Wellcomm analyse tool then provides next steps. A whole class narrative is in place reception narrative question type (why? questions) session weekly.</p> <p>Time to talk sessions targeting social communication with specific pupils who require support.</p> <p><a href="https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf">https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf</a></p>	1
<p>Speech therapist interventions</p>	<p>One to one and group therapy to ensure communication and language levels are improved for children with significant S and L needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p>	1
<p>Purchase and Implementation of Nessy Programme</p>	<p>Nessy to be used to support pupils with suspected dyslexia in order for them to make rapid progress/</p>	3

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

Budgeted cost: £7140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare SLA	<p>The Education Welfare Service (EWS) supports us, our children and their families to raise achievement by promoting high levels of school attendance and punctuality, working to prevent truancy and disengagement from school.</p> <p><a href="#">Attendance Matters- A parent's guide</a></p> <p>Pupils who do not attend school when school is open (uncoordinated absences) see a small decline in their academic achievement: Pupils from low-income households see a larger negative effect from each day of absence.</p> <p><a href="https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement">https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</a></p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Parental engagement increased.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	5
School Attendance Champion	<p>TA with dedicated hours to increase attendance working with families to promote being on time and good attendance. Working with the EWS to prevent persistent absence and lateness.</p> <p><a href="#">Attendance Matters- A parent's guide</a></p>	5

<p>Trauma Informed School Practitioner one to one sessions with pupils</p>	<p>Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (<a href="#">The ACE study Felitti and Anda, a study involving over 17,000 people</a>).</p>	<p>6</p>
<p>Y6 Residential and School Trip funding for PP pupils. Weekly Forest School Sessions. Outdoor Learning for all classes.</p> <p>All pupils will have equal access to extended school opportunities. Increasing participation through trips, music, drama, fine art and visiting artists.</p>	<p>Evidence demonstrates that pupils benefit from the opportunities of a wider curriculum such as Outdoor learning. Wider curriculum opportunities increase pupil's cultural capital and help to provide opportunities for specific language and vocabulary development.</p> <p><a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later life.</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>7</p>

**Total budgeted cost: £52,140**

## 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 2024 to 2025 academic year.

Our Family Support Worker directly worked with families, families were regularly met with and supported throughout the academic year. 20 families open to support throughout the year. Improvement in mental health and wellbeing of families working closely with the FSW reported. Early Help offer updated and shown to families working directly with pastoral team, published on website and communicated in newsletters. Increased uptake from families now accessing support after signposting and directing families how to access external support.

Attendance gap between disadvantaged and non-disadvantaged has not closed. A number of year 6 pupils classed as persistent and severe absentees with high SEMH needs prominently featuring in data analysis. Gap not closing has informed changes to the strategies and approaches when working with families of disadvantaged pupils to improve attendance in future practice. Increase face-to-face attendance improvement meetings with time scaled actions rather than communication via written format to help build positive relationships between school and families and understand the specific hurdles to improving attendance.

Leaders and teachers continue to use Pupil Progress meetings with bespoke tracking grids to track progress and attainment for individual pupils. Within this model, there are many examples of pupils from disadvantaged backgrounds outperforming their peers not from disadvantaged backgrounds. Equally, there are individual examples of where children from disadvantaged backgrounds have not closed their academic gaps, or indeed the gap has widened. Statistically, this reflects differently in each cohort. This practise will widen next year with foundation subject leaders also looking at attainment across the curriculum to identify disadvantaged pupils across the whole curriculum.

## Externally provided programmes

Programme	Provider
SCODE	<a href="#">SCODE Spelling</a>
Motional Measuring and Improving Emotional Health and Wellbeing	<a href="#">Motional</a>
Trauma Informed Schools	<a href="#">Trauma Informed Schools UK</a>
YARC	York Assessment for Reading Comprehension <a href="https://www.gla-assessment.co.uk/assessments/products/yarc/">https://www.gla-assessment.co.uk/assessments/products/yarc/</a>
Nessy	Structured Intervention: <a href="https://www.nessy.com/en-gb/product/nessyreading-and-spelling-home">https://www.nessy.com/en-gb/product/nessyreading-and-spelling-home</a>

The evidence informed approach we have adopted is rooted in tackling educational disadvantage in the classroom. This is a long-term approach; it will be necessary and desirable for us to continue 23-24 planned actions, with necessary adjustments into the 24-25 academic year. This is in line with EEF guidance [Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk) Planned activities and strategies need to be implemented effectively, over time. They need to be evaluated and embedded to create sustainable positive outcomes for disadvantaged learners.