



Pupil premium strategy statement 2026 to 2027



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	94
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
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	£47,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,960
---	---------

Part A: Pupil premium strategy plan

Statement of intent

At Madresfield C.E. Primary School, we believe that every child is uniquely valued, known and welcome, as Jesus welcomed all. Guided by our Christian vision to **Ignite, Illuminate and Inspire**, we are committed to ensuring that disadvantage is never a barrier to achievement, belonging or future success.

Our ambition is for every pupil, regardless of their background or circumstances, to flourish academically, socially, emotionally and spiritually. We recognise that pupils eligible for Pupil Premium may experience a range of barriers to learning, including lower starting points, gaps in communication and language, reduced attendance, social and emotional challenges, limited access to enrichment opportunities and wider economic disadvantage. As these barriers differ from child to child, our approach is rooted in knowing every pupil well and providing responsive, evidence-informed support that enables them to succeed.

At the heart of our strategy is a relentless focus on **high-quality teaching**, recognising this as the most effective way to improve outcomes for disadvantaged pupils. We are committed to strengthening adaptive teaching so that all pupils, including those who are disadvantaged, access an ambitious curriculum and achieve highly. Professional development for staff is therefore prioritised to ensure teaching is consistently inclusive, evidence-informed and responsive to pupils' needs.

Our strategy is fully aligned with the priorities identified through our Self-Evaluation Form, School Development Plan and Inclusion Strategy. We recognise that improving outcomes for disadvantaged pupils is not a separate initiative but a thread that runs through every aspect of school improvement.

During 2026–27, we will place particular emphasis on:

- embedding communication-friendly classrooms and evidence-informed language interventions to strengthen pupils' vocabulary, oracy and confidence as the foundation for learning across the curriculum;
- improving writing outcomes for all pupils by developing greater confidence, fluency, stamina and opportunities to write for purpose across every year group;
- ensuring intervention programmes complement quality-first teaching, are evidence-informed, time-limited and evaluated against clearly defined outcomes;
- developing a whole-school approach for pupils working just below the expected standard, ensuring barriers are identified early and next steps are precisely planned and reviewed;
- further embedding inclusive classroom practice through adaptive teaching, high expectations and early identification of additional needs;

- improving attendance through rigorous monitoring, early support for families and partnership working with external agencies where required; and
- providing a rich programme of enrichment experiences across the arts, sport, nature, civic life and life skills, ensuring disadvantaged pupils participate fully in the wider life of the school and develop the knowledge, skills and cultural capital needed to flourish.

As a small rural Church of England school, we know our pupils and families exceptionally well. Strong relationships enable us to identify barriers early, respond quickly to changing needs and work collaboratively with parents, carers and external professionals to secure the best possible outcomes. Our inclusive ethos ensures that every child feels a genuine sense of belonging and is encouraged to develop resilience, independence and confidence.

Alongside academic achievement, we are committed to supporting pupils' personal development, wellbeing and aspirations. We believe that access to high-quality enrichment opportunities, leadership responsibilities, educational visits, music, sport, outdoor learning and community engagement broadens horizons, raises aspirations and helps pupils develop the confidence and character needed for lifelong success. We will continue to remove financial barriers wherever possible so that disadvantaged pupils can participate fully in every aspect of school life.

The impact of our strategy is monitored rigorously through ongoing assessment, pupil progress meetings, attendance analysis, pastoral reviews, enrichment participation data and regular evaluation by school leaders and members of the local academy board. We use this evidence to review the effectiveness of our provision and adapt our approach where necessary, ensuring that Pupil Premium funding delivers the greatest possible impact for pupils.

Ultimately, we want every disadvantaged pupil to leave Madresfield C.E. Primary School having achieved well academically, developed strong communication and learning skills, experienced a rich and ambitious curriculum and built the confidence, resilience and aspirations needed for the next stage of their education. Above all, we want every child to leave our school knowing that they are loved, valued and equipped to flourish as compassionate, confident and responsible members of society.

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	Communication and language development. Assessments, classroom observations and pupil progress discussions indicate that some disadvantaged pupils enter school with lower levels of language development and vocabulary, impacting reading comprehension, writing and access to the wider curriculum.
2 Diminishing the difference	Writing attainment. Internal assessment and book looks show that disadvantaged pupils are less likely to achieve age-related expectations or greater depth in writing. Developing vocabulary, transcription skills, sentence construction, stamina and opportunities for purposeful writing remains a whole-school priority.
3 Diminishing the difference	Attendance and persistent absence. Attendance analysis shows that some disadvantaged pupils have lower attendance than their peers. Absence reduces learning time, affects continuity of learning and can impact pupils' confidence, wellbeing and academic progress.
4 Character Development	Social, emotional and mental health needs. Some disadvantaged pupils require additional support to develop emotional regulation, resilience, self-confidence and readiness to learn. These needs can affect engagement, relationships and progress if not addressed early.
5 Diminishing the difference	Access to wider opportunities and cultural capital. Financial circumstances can limit some pupils' participation in educational visits, clubs, music, residential experiences and wider enrichment opportunities that enhance learning, confidence and aspirations.
6 Pupil Wellbeing	Gaps in prior knowledge and learning following periods of absence or additional needs. Some disadvantaged pupils require carefully targeted interventions and adaptive teaching to close gaps in learning and secure long-term progress whilst maintaining access to quality-first teaching.
7 Parental Engagement	Parental engagement and support for learning. While relationships with families are strong, some disadvantaged pupils benefit from additional partnership working to support attendance, reading, communication, home learning and wider wellbeing, enabling consistent support between home and school.

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
Communication and language skills are strengthened so that disadvantaged pupils access the curriculum with increasing confidence.	- Disadvantaged pupils demonstrate improved vocabulary, oracy and language comprehension across the curriculum. - Teacher assessment, pupil voice and classroom observations show pupils communicating ideas with increasing confidence. - Children entering Reception make strong progress from their starting points in communication and language.
Disadvantaged pupils make sustained progress in writing, with an increasing proportion achieving age-related expectations and greater depth where appropriate.	- Internal assessment shows improved attainment and progress in writing. - Book looks demonstrate increased writing stamina, vocabulary, transcription skills and writing across the curriculum. - Gaps between disadvantaged pupils and their peers continue to diminish.
Attendance for disadvantaged pupils improves and persistent absence reduces.	- Attendance of disadvantaged pupils is at least in line with peers and continues to improve year on year. - Persistent absence reduces and pupils access learning consistently. - Families engage positively with school support where attendance is a concern.
Disadvantaged pupils demonstrate improved wellbeing, resilience and readiness to learn.	- Pastoral records, pupil voice and behaviour monitoring show improved emotional wellbeing, engagement and resilience. - Pupils demonstrate positive attitudes to learning, strong relationships and increasing independence within the classroom.
All disadvantaged pupils access a broad range of enrichment opportunities that develop confidence, aspirations and cultural capital.	- All disadvantaged pupils participate in educational visits, clubs and enrichment opportunities throughout the academic year. - Participation is tracked across arts, sport, nature, civic life and life skills, ensuring equitable access and identifying any pupils requiring additional encouragement or support. - Pupil voice demonstrates increased confidence, enjoyment and aspirations.
High-quality teaching and evidence-informed interventions successfully address gaps in learning while maintaining ambitious expectations for all pupils.	- Adaptive teaching is consistently evident across classrooms. - Interventions are carefully targeted, time-limited and regularly reviewed through the Assess, Plan, Do, Review cycle. - Assessment information demonstrates that pupils receiving additional support make good progress from their individual starting points.

Strong partnerships with families contribute to improved outcomes for disadvantaged pupils	- Parents and carers engage positively with school through attendance meetings, workshops, curriculum events, review meetings and regular communication. - Reading at home, attendance and engagement improve where targeted support has been provided. - Families report feeling supported and involved in their child's education
--	---

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed communication-friendly classrooms across the school through staff professional development, explicit vocabulary instruction and evidence-informed language interventions.	Oral language approaches have a high impact on pupil outcomes, particularly for disadvantaged pupils. Strong communication skills underpin success across the curriculum. Improving Literacy in Key Stage 1 (Recommendations 1 & 2); EEF: Preparing for Literacy; EEF Teaching and Learning Toolkit – Oral Language Interventions; EEF: Special Educational Needs in Mainstream Schools.	1,2,6
Continue to strengthen the teaching of writing through implementation of The Write Stuff, high-quality modelling, purposeful writing opportunities and effective feedback.	Consistent teaching approaches, explicit instruction and feedback improve writing outcomes and reduce attainment gaps. EEF: Improving Literacy in Key Stage 2; EEF: Improving Literacy in Key Stage 1; EEF Teaching and Learning Toolkit – Feedback; Writing Framework (DfE, 2021).	2,6
Develop teachers' expertise in adaptive teaching through coaching, instructional coaching cycles, use of Aristotle.	High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Adaptive teaching enables pupils to access ambitious learning. EEF: Effective Professional Development Guidance Report; EEF: Special Educational Needs in Mainstream Schools.	1,2,4,6
Deliver high-quality CPD focused on inclusive practice, early identification of need, scaffolding,	Sustained professional development improves classroom practice and outcomes for pupils. EEF: Metacognition and Self-Regulated Learning; EEF: SEN in Mainstream Schools; DfE SEND Code of Practice (2015).	1,4,6

metacognition and cognitive load.		
Maintain rigorous assessment, pupil progress meetings and APDR cycles to identify barriers early and adapt provision swiftly	Effective use of assessment ensures interventions are timely, targeted and responsive. EEF Guide to the Pupil Premium; SEND Code of Practice (2015).	1,2,6

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

Budgeted cost: £12,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver evidence-informed interventions in reading, phonics, writing and mathematics, matched precisely to identified need and regularly reviewed for impact.	Well-targeted interventions can accelerate progress when delivered alongside high-quality classroom teaching. EEF Guide to the Pupil Premium; EEF Teaching and Learning Toolkit – Small Group Tuition; EEF – Making Best Use of Teaching Assistants.	1,2,6
Provide same-day phonics intervention through Little Wandle and targeted reading support for pupils requiring additional practice.	Early reading intervention is highly effective in securing reading success and preventing pupils from falling behind. Reading Framework (DfE, 2023); EEF: Improving Literacy in KS1	1,6
Deliver structured language interventions for pupils requiring additional support with vocabulary, expressive language and comprehension	Language interventions improve access to learning and support literacy development. EEF Oral Language Interventions; Preparing for Literacy; Communication Trust guidance.	1,2
Implement a whole-school approach for pupils working just below the expected standard, ensuring clear next steps, targeted teaching and regular review.	Timely intervention prevents learning gaps from widening and supports pupils to achieve age-related expectations. EEF Guide to the Pupil Premium; EEF SEN in Mainstream Schools.	2,6
Ensure intervention programmes are time-limited, evidence-informed and evaluated through entry and exit	Regular evaluation ensures resources are directed where they have the greatest impact. SEND Code of Practice (2015); EEF Guide to the Pupil Premium.	6

assessments and APDR reviews.		
-------------------------------	--	--

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

Budgeted cost: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve attendance through robust monitoring, early intervention, family support meetings and partnership working with the Local Authority where appropriate	Improved attendance increases access to learning and positively impacts attainment and wellbeing. Working Together to Improve School Attendance (DfE, 2024); EEF Guide to the Pupil Premium.	3,7
Provide pastoral support through the SENDCo, Family Support Worker and external agencies to strengthen pupils' wellbeing, emotional regulation and readiness to learn	Effective social and emotional support improves engagement, behaviour and academic outcomes. EEF Social and Emotional Learning Toolkit; EEF SEN in Mainstream Schools; Public Health England: Promoting Children and Young People's Emotional Health and Wellbeing.	4,7
Reduce financial barriers to participation by subsidising educational visits, residentials, clubs, music tuition and enrichment opportunities.	Access to enrichment develops confidence, resilience, cultural capital and aspirations. EEF Guide to the Pupil Premium; Ofsted: School Inspection Handbook (Personal Development); Education Inspection Framework research review.	5
Monitor participation and leadership opportunities for disadvantaged pupils through a central enrichment register, ensuring every pupil accesses experiences across arts, sport, nature, civic life and life skills.	Tracking participation enables leaders to identify and remove barriers to engagement while ensuring equitable access to enrichment opportunities. Department for Education – Enrichment Framework; Arts Council England research; EEF Guide to the Pupil Premium.	5
Strengthen partnerships with parents through workshops, regular communication, attendance meetings,	Positive parental engagement contributes to improved attendance, learning behaviours and academic progress.	3,7

curriculum events and personalised support where appropriate.	EEF Teaching and Learning Toolkit – Parental Engagement; Working Together to Improve School Attendance (DfE, 2024).	
Continue to ensure pupils have access to resources required for learning, including books, curriculum materials, uniform and technology where financial hardship may otherwise limit participation.	Removing practical barriers enables pupils to participate fully in school life and learning. EEF Guide to the Pupil Premium; EEF Digital Technology Guidance.	5,7

Total budgeted cost: £47,960

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 2025 to 2026 academic year.

Our Pupil Premium Strategy has continued to support improvements in teaching, inclusion and pupil outcomes, with funding carefully targeted to remove barriers to learning and ensure disadvantaged pupils can access the full life of the school. While some attainment gaps remain, particularly where pupils experience multiple and complex barriers to learning, we have strengthened systems for identifying need early, delivering timely support and evaluating impact.

The implementation of *The Write Stuff* has improved consistency in the teaching of writing, with pupils demonstrating increased confidence, improved writing stamina and greater opportunities to write across the curriculum. In Early Years, the continued use of Drawing Club and language-rich provision has strengthened communication, vocabulary development and early literacy skills, providing disadvantaged pupils with stronger foundations for future learning.

Targeted phonics, reading, language and mathematics interventions complemented quality-first teaching and enabled many disadvantaged pupils to make positive progress from their individual starting points. We recognise that there remains variability between cohorts due to the small number of disadvantaged pupils within each year group and the complexity of individual needs.

Attendance remained an area of continued focus. Although attendance for disadvantaged pupils improved during the year and overall school attendance increased, the gap between disadvantaged and non-disadvantaged pupils was not fully eliminated. Analysis demonstrated that persistent absence was concentrated within a very small number of pupils experiencing significant social, emotional and family challenges. In response, we strengthened attendance systems through more frequent face-to-face meetings with families, closer collaboration with the Local Authority and personalised attendance support plans. These approaches have established stronger relationships with families and provide a robust foundation for further improvement.

Pastoral support continued to have a positive impact on pupils' wellbeing and engagement. The Family Support Worker and SENDCo worked closely with pupils and families to provide early help, emotional support and access to external agencies where appropriate. Families reported increased confidence in accessing support, and pupils demonstrated improved emotional regulation, resilience and readiness to learn.

- **Attendance** increased to **93.9%**.
- **Behaviour** has improved significantly, reflected in pupil voice and the school's positive culture.
- **Little Wandle** is securely embedded, with same-day interventions supporting pupils to keep up rather than catch up.
- **Writing** has improved through the embedding of *The Write Stuff*.
- **Kapow** has reduced teacher workload while improving curriculum consistency.
- **Communication and language** is a clear strength in EYFS through Drawing Club and WellComm assessments.
- **The afternoon provision** for pupils with EHCPs is improving readiness to learn and successful inclusion.
- **The Family Support Worker** continues to strengthen relationships with families and improve engagement.

Externally provided programmes

SCORE	SCORE Spelling
Trauma Informed Schools	Trauma Informed Schools UK
YARC	York Assessment for Reading Comprehension https://www.gla-assessment.co.uk/assessments/products/yarc/
Nessy	Structured Intervention: https://www.nessy.com/en-gb/product/nessyreading-and-spelling-home
WellComm	https://www.gla-assessment.co.uk/products/wellcomm/
Kapow	https://www.kapowprimary.com/
Numberstacks	https://www.numberstacks.co.uk/