

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Malcolm Sargent Primary School
Number of pupils in school	605
Proportion (%) of disadvantaged pupil premium eligible pupils Key DPP – Deprivation Pupil Premium AFC – Adopted from Care LAP – Looked After Pupil	102 pupils (16.7%) - 98 DPP - 3 AFC
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	T. J. Revell
Pupil premium lead	H. Ward
Governor / Trustee lead	Peter Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025/26)	£162,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
- Ultimately, our disadvantaged pupils will be academically successful- which means that they make the most of their potential and make even more progress than the average of similar non-disadvantaged pupils nationally, in order to “close the gap” in academic achievement. These pupils will be happy, contributing members of society who are ready to move on to the next stage of school & ultimately well prepared for the wider world beyond.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- We purchase evidenced based learning programmes for English & Maths that are proven to demonstrate high quality outcomes for pupils & even better progress for disadvantaged pupils. This includes programmes for the early acquisition of key reading skills in the early years. Teachers’ delivery is well supported including through effective training and monitoring.
- Then, we systematically identifying & then tackle areas of pupil’s under achievement so that gaps in learning are addressed in order for pupils to rapidly make progress with small group or individual intervention.
- Pupils’ “readiness to learn” will be improved with the assistance of our pastoral support team- including a focus on ensuring excellent attendance.

- *What are the key principles of your strategy plan?*
- Teaching: By first ensuring high quality class teaching which follows a well-designed effective programme of sequential learning focused on key academic Maths & English skills.
- Targeted Academic support: We use the pupil premium to buy extra help. We use question level analysis of pupil assessments in order to focus intervention work most effectively on those concepts in Reading, Writing or Maths that a child does not know well enough yet. Then we provide intervention sessions in small groups 1:1 or 1:3 for a limited time period by a TA, or a TA enables the teacher to spend more time with these learners (EEF guidance effective use of Teaching Assistants) .
- Wider strategies: Our pupil premium budget helps to fund the three members of our pastoral team who are tasked with improving pupils’ “readiness to learn”. In addition to improving pupil attendance, they also promote pupil engagement, wellbeing, mentoring & removal of barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Progress in Reading to 'close the gap' with non-disadvantaged peers.
2	Progress in Writing to 'close the gap' with non-disadvantaged peers.
3	Progress in Maths to 'close the gap' with non-disadvantaged peers.
4	Readiness to learn, including emotional wellbeing-. <ul style="list-style-type: none">• 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs. A high proportion of the pupils supported each day by the pastoral team are disadvantaged.• Engagement of "hard-to-reach" families - mitigated by the designation of SLT leader to drive & direct targeted pastoral support & assist where necessary• High percentage of vulnerable pupils within persistent absenteeism• Attendance for disadvantaged pupils is weaker than their non-disadvantaged peers.

Disadvantaged pupil progress scores for last academic year based on 16 pupils

No pupil progress scores released for July 2024

Disadvantaged KS2 pupil performance overview for last academic year

Input LCC/DfE dashboard information when released.

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
Attainment in Reading	Exceed 'all' national average attainment for KS2 Reading
Attainment in Writing	Exceed 'all' national average attainment for KS2 Writing
Attainment in Mathematics	Exceed 'all' national average attainment for KS2 Maths
Phonics achievement	Exceed national average expected standard in PSC of 75%
Attendance	Improve attendance of disadvantaged pupils to exceed National average of all children 92.5%

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: £7708

Item	Budget
RWI	£3000
Power Maths	£3708 Subscription & book purchases
'The Write Stuff' and 'The Spelling Book'	£1000: The Write Stuff Scheme purchased: continue to support with book purchases £1000.
Total	£7708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff have received training to deliver Literacy effectively, namely: Read Write Inc. – a whole-school approach to teaching literacy for 4 to 9-year olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting, using engaging partner work and drama. Fresh Start supports children from Year 3 to Year 6 who need additional support in their phonics in an age-appropriate way.	DfE evaluated & approved schemes. EEF Comprehension +6 months progress. EEF Phonics +4 months progress	1
Work with the Maths hub & purchase practise books to embed Teaching for Mastery across all year groups, using the 'Power Maths' teaching scheme and the supporting resources recommended by the Maths Hub	DfE approved schemes supported by the regional Maths hub. Mastery learning +5 months EEF evaluation.	3
Improving the quality of classroom teaching of pupils' <u>independent</u> writing recovery from the impact of the pandemic: <i>"If they can't do it by themselves, then they can't do it...yet."</i> Using 'The Write Stuff' and 'The Spelling Book' approach	Mastery learning +5 months EEF evaluation.	2
Improve the fluency of reading from Year 2 to Year 6 following the RWI programme by using recommendations from the Literacy Hub, as well as a structured robust programme that aligns with our Spelling and Writing programmes – 'Jane Considine Reading Comprehension Units'	Mastery learning +5 months EEF evaluation.	1

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

Budgeted cost: £55,296

Item	Budget
Accelerated Reader	£2800
SHINE question level analysis tool intervention	£995
Tuition - small Group Interventions & Effective TA support deployment	£51,501
Total	£55,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the use of Accelerated Reader across year groups 2 to 6, to support diagnostic tracking and improve reading for pleasure.</p> <p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. Teachers can monitor children's reading time per day and accuracy in vocab and comprehension.</p>	+5 months progress EEF	1
<p>The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills in EYFS. The 30-week programme starts in the final term of nursery and continues in reception year. The 20-week programme is delivered in EYFS only.</p>	DfE researched & approved programme. +4 months progress EEF trial	1,2
<p>Establish 1:1 and small group reading/maths/writing interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>Feedback = +8 months progress EEF</p> <p>+5 months progress when effective. (EEF).</p>	1, 2, 3

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

Budgeted cost:

Item	Budget
Pastoral Support staff	£91,469, (Total cost of pastoral £114,337 x DPP 80% of caseload)
Hardship Fund	£3,500
Milk funding: Daily carton of milk funded for all DPP.	£4047= (94pupils x22p x190 school days) +3%increase for 2025
Total	£99,016

“Hardship fund” - remittance for targeted support; e.g. emergency breakfast/after school care, music lessons, and to support engagement with school visits such as support for costs of trips, PGL, winter uniform etc.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We use some of our Pupil Premium funding to contribute towards the cost of our Pastoral Support Team. They aim to:-</p> <ul style="list-style-type: none"> • ‘Regulate before educate’ – importance of addressing pupils’ social and emotional difficulties alongside academic needs • Engagement of “hard-to-reach” families - mitigated by the designation of SLT leader to drive & direct targeted pastoral support & assist where necessary <p>The team focus on improving attendance, readiness to learn, including support for learning off-site using our learning platform to minimise disruption to learning.</p>	<p>The core role of the pastoral team is taken from DfE Effective use of Pupil Premium Guidance. It is to:</p> <ul style="list-style-type: none"> • increase pupils’ confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils too <p>EEF Parental engagement+3 months Social & Emotional learning +4 months</p>	4

Total cost for pupil premium strategy: £162,020

Part B: Review of outcomes in the previous academic year (2024/25)

Pupil premium strategy outcomes

Closing the gap:

Y6

	Total	Below Age-Related	Working Towards	At	Greater Depth
Reading: National 75% EXS+					
Disadvantaged	19.2% (23)		26.1% (6)	43.5% (10)	30.4% (7)
Not Disadvantaged	80.8% (97)		14.4% (14)	39.2% (38)	46.4% (45)
Maths: National 74% EXS+					
Disadvantaged	19.2% (23)		21.7% (5)	65.2% (15)	13.0% (3)
Not Disadvantaged	80.8% (97)		19.6% (19)	56.7% (55)	23.7% (23)
GPaS: National 73% EXS+					
Disadvantaged	19.2% (23)		34.8% (8)	30.4% (7)	34.8% (8)
Not Disadvantaged	80.8% (97)		15.5% (15)	47.4% (46)	37.1% (36)
Writing; National 72% EXS+					
Disadvantaged	19.2% (23)	8.7% (2)	26.1% (6)	43.5% (10)	21.7% (5)
Not Disadvantaged	80.8% (97)	3.1% (3)	16.5% (16)	59.8% (58)	20.6% (20)

Y6 End of KS2 SAT Analysis:

Strong outcomes for our 23 disadvantaged pupils by the end of Y6, with the gap to national ALL pupils results reduced in every subject. Notably, Reading results were only 1% below, and Maths 4% above national outcomes for ALL pupils. All results were significantly above those for disadvantaged pupils nationally.

The curriculum area of GPaS has further improved from last year's results, but remains the area of biggest focus to ensure that our PP children are keeping up with their non-pp peers.

Tracking pupils in Y3-Y5 towards end of KS2 SATs

Assessments across Y3-Y5 show that most disadvantaged pupils have made good progress but overall this progress is less consistent than their non-pp peers. This means that in these year groups the achievement gap still needs narrowing in one/two subjects for these disadvantaged learners.

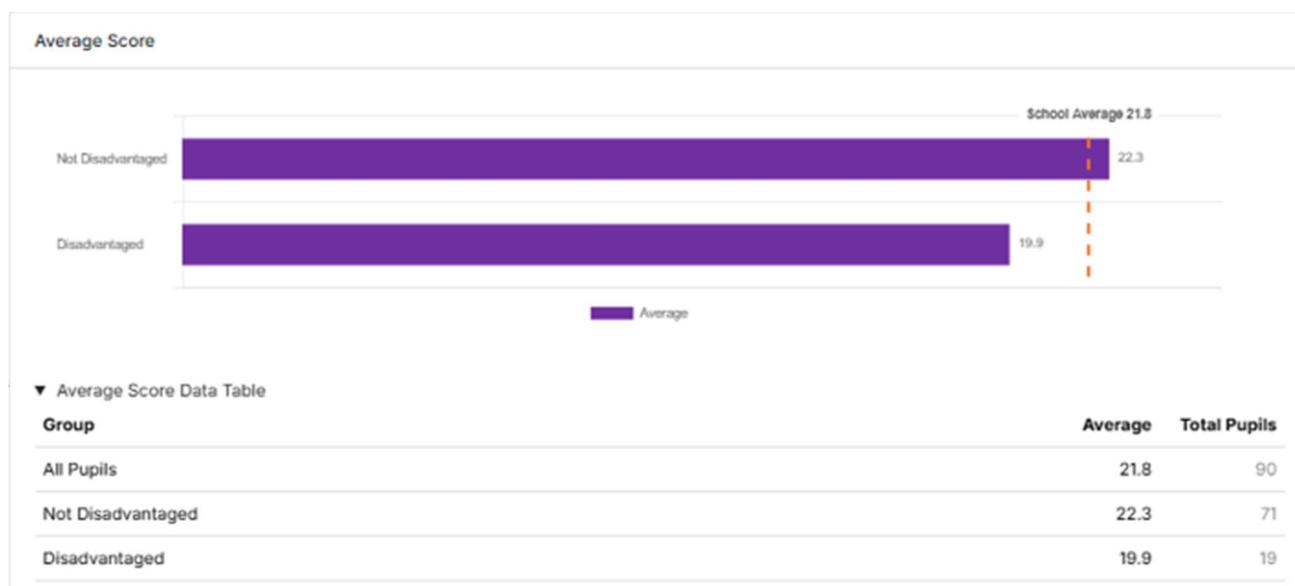
What next?

Our writing approach has a focus on ensuring that children with who have 'vocabulary poverty' are scaffolded through modelling and exposed to rich and varied language. We will continue to keep Writing & GPaS as a priority for our PP children.

Our subject leaders will continue to work with particular year groups and teachers to ensure the PP children have the support and resources required to continue narrowing the gap. Our Sonar Tracking system for foundation subjects allows us to track this more easily and closely and also see the progress from one assessment period to the next.

Y4 Multiplication Tables Check 2025

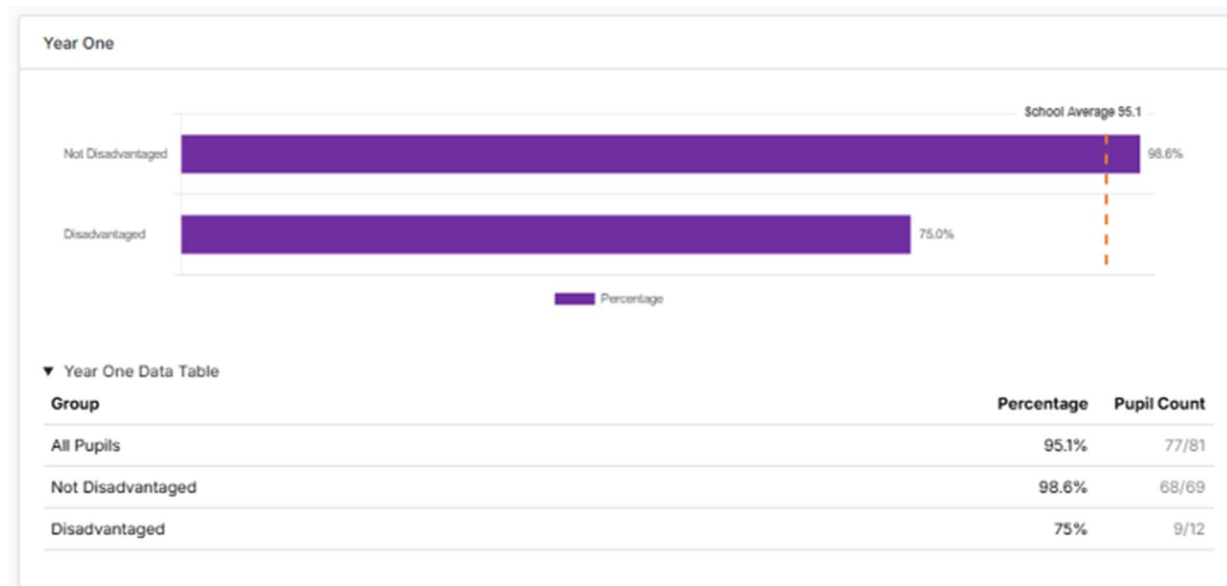
Average Score Nationally 20.6 ALL pupils, 18.9 DPP; MSPS results are shown below:-



MSPS PP children achieved higher than 'National disadvantaged pupils' and close to "National ALL". However, the gap of in-school achievement between disadvantaged and non-dis learners remains significant.

We will continue to support PP children through interventions to prepare for the MTC as well as access to devices where required for home practise (for example TT Rockstars).

Phonics Screening check



Our phonic strategy is strong, and delivered consistently well, which enables our PP children to make good progress. Individually our PP children have made good progress in phonics, three pupil premium children are yet to pass their phonics check, but all are very close (within 7 points of the pass threshold score).

Our disadvantaged pupils exceeded by +8% the national results of 67% of disadvantaged pupils that achieved the threshold mark; and were within just one child of exceeding the national results for ALL pupils, 80%.

EYFS Summer 2025

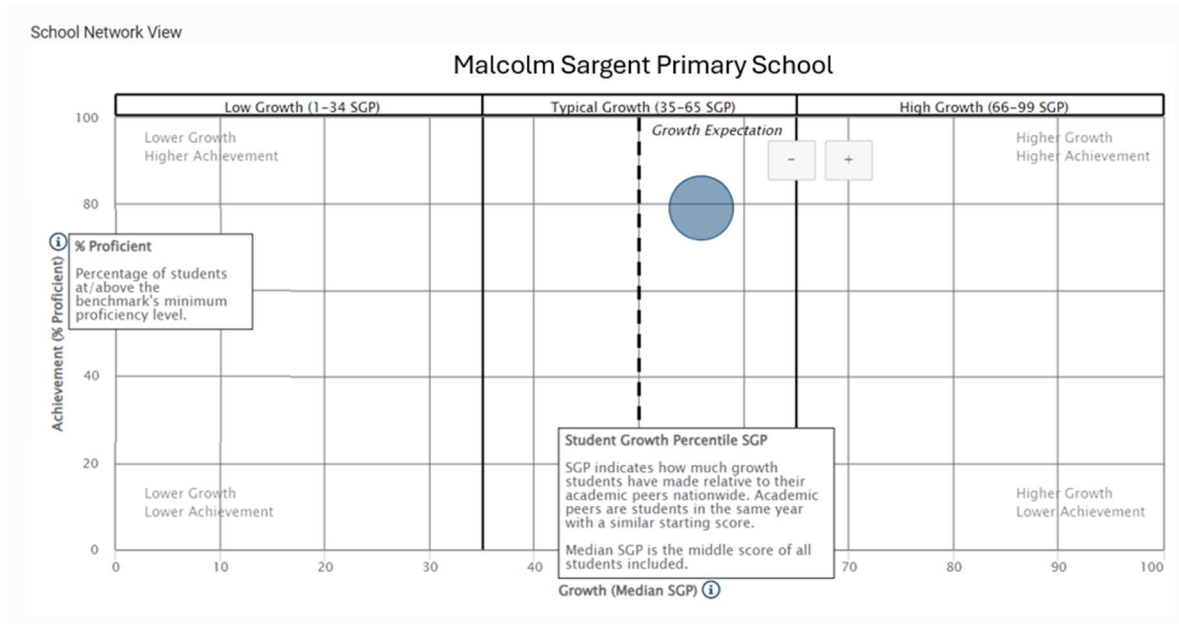
	Total	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive	% Good Level of Development (GLD)
All Pupils	100.0% (89)	87.6% (78)	86.5% (77)	91.0% (81)	89.9% (80)	92.1% (82)	94.4% (84)	88.8% (79)	86.5% (77)	80.9% (72)	76.4% (68)	82.0% (73)	80.9% (72)	86.5% (77)	85.4% (76)	88.8% (79)	93.3% (83)	91.0% (81)	74.2% (66)
Boys	46.1% (41)	80.5% (33)	78.0% (32)	82.9% (34)	80.5% (33)	85.4% (35)	90.2% (37)	85.4% (35)	80.5% (33)	73.2% (30)	70.7% (29)	78.0% (32)	75.6% (31)	82.9% (34)	80.5% (33)	80.5% (33)	87.8% (36)	85.4% (35)	65.9% (27)
Girls	53.9% (48)	93.8% (45)	93.8% (45)	97.9% (47)	97.9% (47)	97.9% (47)	97.9% (47)	91.7% (44)	91.7% (44)	87.5% (42)	81.3% (39)	85.4% (41)	85.4% (41)	89.6% (43)	89.6% (43)	95.8% (46)	97.9% (47)	95.8% (46)	81.3% (39)
Disadvantaged	13.5% (12)	50.0% (6)	50.0% (6)	83.3% (10)	75.0% (9)	83.3% (10)	83.3% (10)	58.3% (7)	50.0% (6)	41.7% (5)	25.0% (3)	50.0% (6)	50.0% (6)	41.7% (5)	41.7% (5)	66.7% (8)	75.0% (9)	66.7% (8)	16.7% (2)
Not Disadvantaged	86.5% (77)	93.5% (72)	92.2% (71)	92.2% (71)	92.2% (71)	93.5% (72)	96.1% (74)	93.5% (72)	92.2% (71)	87.0% (67)	84.4% (65)	87.0% (67)	85.7% (66)	93.5% (72)	92.2% (71)	92.2% (71)	96.1% (74)	94.8% (73)	83.1% (64)

There is a significant difference between the achievement of our disadvantaged pupils and their peers that remains even by the end of the EYFS year: 16.7% achieving GLD vs 83% of non dis pupils.

The curriculum areas that show the largest differences are the specific areas of learning: these are being focussed on by teachers as the pupils move through Y1.

Further review of outcomes:

Accelerated Reader – Greater than average SGP and high % proficient (terms explained in below diagram) for ‘all pupils’



Some PP children not as engaged as others, but this is similar to the picture across non-PP children. Demographic information has now been added to Accelerated Reader, so part of the training for Inset Day on the September 2025 will be to provide the PP reports from Summer 2025 and task the teachers and teaching assistants in each class with increasing the star reader age and daily reading time for children identified and not achieving in line with their expectations and capability.

Aim	Outcome
Reading Attainment	Strategy is on track already meeting Y6 target: Both RWI Comprehension, NELI and Accelerated reader have had significantly positive impact in the school, despite the after effects of COVID-19 disruptions. The introduction of Jane Considine Reading Comprehension units has supported the immerse vocabulary focus for reading and provide a clear structure for teaching retrieval, inference and evaluation, heavily focussed on modelling. A trial was conducted and reviewed before implementation started in 2023/24. Evaluation of the assessment results has showed strong KS2 attainment for all pupils including DPP.
Maths Attainment	<p>The strategy is on track exceeding Y6 targets. We will keep the termly assessment data under close review to ensure fidelity of the approach. Immediate intervention will be put in place if needed.</p> <p>Mastery will continue to be embedded across the school and focussed small group/individual interventions to address specific knowledge gaps which have been exacerbated by the pandemic that are inhibiting the rate of further maths progression for some children.</p> <p>Ensure consistency in delivery mastery approach, use of Power Maths scheme. Continue to focus on maths progress in SHINE interventions next year and implement targeted Maths support for individuals as required. Focus on ensuring there is fidelity to the scheme with adaptations to make it 'brilliant'!</p>
Writing Attainment	Strategy is on track towards target: There has been a very rapid improvement in writing achievement upon implementation of the Write Stuff scheme which provides a vocabulary rich, clearly modelled approach to overcome 'vocabulary poverty' and increase stamina of independent writing and this has been independently verified through external moderations.
Phonics	<p>Strategy is meeting target with DPP children at MSPS exceeding national disadvantaged children's results, and very close to results of ALL pupils nationally (2024= 80% DPP MSPS vs 79% national ALL; in 2025= 75% DPP MSPS)</p> <p>RWI phonics and Fresh Start has had a significantly positive impact in the school. We will continue to carefully monitor both delivery of the programmes consistently & the progress of PP children- using focussed interventions where necessary.</p>
To ensure all barriers to their learning are removed or reduced to help them reach their full potential. Some of these barriers might be social, personal and emotional, or how regularly they attend school.	<p>On track towards aim with our approach to 'regulate before educate' with our teaching and teaching assistant staff, supported by our Pastoral Team. Rising Stars 'Shine' targeted interventions have supported these pupils with tuition sessions after school along with the after-school tutoring programmes run by our own teachers and HLTAs.</p> <p>The Pastoral Team have reduced persistent absentees and have improved the attendance of our DPP children who were at risk of becoming persistent absentees. This has been closely monitored monthly by our DSL and our trustees. Although now close to the attendance figures of all pupils at the school, our disadvantaged pupils still have poorer attendance than non-disadvantaged pupil.</p> <p>Continued & targeted focus of pastoral team to engage & improve attendance - use of learning platform to ensure educational opportunity is not lost by non-attendance.</p> <p>Use of members of staff to support after school provision of Choir, Drama, Green Team and Sport. Target to have 25% of participants who are PP.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
Read Write Inc. Comprehension, Phonics, Spelling	Ruth Miskin Phonics Training
Accelerated Reader	Renaissance learning
The Write Stuff and The Spelling Book	Jane Considine Training
SHINE	Rising Stars

Service pupil premium funding

<i>Proportion of Service children</i>	2.8% (17 pupils):
<i>(Service Child premium allocation)</i>	£7000
Measure	Details
<p><i>How did you spend your service pupil premium allocation last academic year?</i></p> <p>Contributing to the cost of employing our Pastoral support team in order to provide social, emotional support & mentoring for pupils and support for parents.</p> <p>We have designated one of our pastoral support officers as our Services support leader. However, all of our pastoral team- led by the Vice Principal- give extra support to service pupils whilst at our school. They also provide pastoral activities, which recognise & celebrate the work of the armed forces, enhancing the connectedness & network of these pupils & their families.</p>	<p>Pastoral support is given to pupils and their families during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.</p>
<p><i>What was the impact of that spending on service pupil premium eligible pupils?</i></p>	<p>Successful support of 18 pupils (15 families) in 2024/25 before, during and after overseas deployments. New service pupils are integrated into our school following redeployments to the area. This entails bespoke support including use of the “Little Troopers”, “Separation Pack”, SAFA support through Wittering RAF Base coordinator- & working with children during their parents deployments elsewhere including for example separation diaries, cross-off charts, letter writing & other “keeping in touch” activities.</p> <p>Academic achievement of these pupils is high- exceeding the average of “all pupils” nationally. Attendance similarly is extremely high & behaviour excellent- pastoral team report happy well-motivated pupils.</p> <p>We also support the following activities for all of our service pupils: Armed Forces Day, Wittering “Fly the glider” challenge, Remembrance day poppy appeal, “Reading Force” service magazine’s book reading challenge.</p>