# 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 | 574 |
| Proportion (%) of disadvantaged pupil premium eligible pupils<br><br>**Key**<br>DPP – Deprivation Pupil Premium<br>AFC – Adopted from Care<br>LAP – Looked After Pupil | 9% Targeted FSM (53 chn)<br>13% Expanded FSM (73 chn) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024-2027 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Sophie Ross |
| Pupil premium lead | Hollie Ward |
| Governor / Trustee lead | Peter Collins |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year (2025/26) | £167,590 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

1) *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 and ultimately well-prepared for the wider world beyond.

2) *How does your current pupil premium strategy plan work towards achieving those objectives?*
   a) We purchase evidenced based learning programmes for core subjects 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 and good reading progress across their primary education. Teachers' delivery is well supported including through effective training and monitoring.
   b) 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.
   c) Pupils' "readiness to learn" will be improved with the assistance of our pastoral support team- including a focus on ensuring excellent attendance.

3) *What are the key principles of your strategy plan?*
   a) 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.
   b) 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, so that no further learning is lost.
   c) 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 | KS2 progress in Reading to 'close the gap' with non-disadvantaged peers. |
| 2 | KS2 progress in Maths to 'close the gap' with non-disadvantaged peers. |
| 3 | KS2 progress in Writing to 'close the gap' with non-disadvantaged peers. |
| 4 | Readiness to learn, including emotional wellbeing-.<br>• '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.<br>• Engagement of "hard-to-reach" families - mitigated by the designation of SLT leader to drive & direct targeted pastoral support & assist where necessary<br>• High percentage of vulnerable pupils within persistent absenteeism<br>• Attendance for disadvantaged pupils is weaker than their non-disadvantaged peers. |
| 5 | EYFS GLD attainment to 'close the gap' with non-disadvantaged peers, with a clear focus on Reading and Writing. |

## 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)

| Item | Budget | Spent | Left |
|---|---|---|---|
| **RWI** | **£2,500**<br>Subscriptions<br>Training | | |
| **Literacy Gold** | **£598.80** | | |
| **Total** | **£3,098.80** | | |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Ensure all relevant staff have received training to deliver Literacy effectively, namely:<br>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. | DfE evaluated & approved schemes. EEF Comprehension +6 months progress.<br>EEF Phonics +4 months progress | 1 |
| Literacy Gold – online programme for children who are working pre-key stage in reading from Year 3-Year 6. It uses spaced repetition of new concepts, providing multiple opportunities for overlearning, short linear tasks, using illustrations and coloured overlays to support the development of early reading. | 3 months use of Literacy Gold makes 12 months of progress. | 3 |
| Improving the quality of classroom teaching of pupils' independent reading, supporting them to read and access written work in other subjects, | Mastery learning +5 months EEF evaluation. | 2 |

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

| Item | Budget | Spent | Left |
|---|---|---|---|
| **Accelerated Reader** | **£3,381** | | |
| **SHINE question level analysis tool intervention** | **£995** | | |

| | | | |
|---|---|---|---|
| **Tuition - small Group Interventions for two members of staff** | **£24,009 of TA**<br>**£30,199 of TA**<br>**£13,701 – 45% of TA** | | |
| **Total** | **£72,285.00** | | |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continue the use of Accelerated Reader across year groups 2 to 6, to support diagnostic tracking and improve reading for pleasure.<br><br>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. | *+5 months progress EEF* | 1 |
| 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. | DfE researched & approved programme.<br>+4 months progress EEF trial | 1,2 |
| Establish regular small group reading/maths/writing interventions for disadvantaged pupils falling behind age-related expectations, especially those disadvantaged pupils who are not registered as having profound SEND needs, but who are not making the progress that is expected. | Feedback = +8 months progress EEF | 1, 2, 3 |

| Item | Budget | Spent | Left |
|---|---|---|---|
| **Pastoral Support staff – 80%.** | **£90,495.20** | | |
| **Hardship Fund** | **£3,000**<br>£2,000 Trip funding (TBC number of PGL children)<br>£250 school uniform hardship fund<br>£250 school curriculum equipment hardship fund. | | |
| **Milk provided each day for PP children who request it.** | **£1,500** | | |
| **Total** | **£94,995.20** | | |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| We use some of our Pupil Premium funding to contribute towards 80% of the cost of our Pastoral Support Team. They aim to:-<br>• 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs<br>• Engagement of "hard-to-reach" families - mitigated by the designation of SLT leader to drive & direct targeted pastoral support & assist where necessary<br>The team focus on improving attendance, readiness to learn, including support for learning off-site using our learning platform to minimise disruption to learning.<br><br>Pupil Premium children currently make up 80% of the Pastoral team's workload. | The core role of the pastoral team is taken from DfE Effective use of Pupil Premium Guidance. It is to:<br>• increase pupils' confidence and resilience<br>• encourage pupils to be more aspirational<br>• benefit non-eligible pupils too<br><br>EEF Parental engagement+3 months<br>Social & Emotional learning +4 months | 4 |

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

### Pupil premium strategy outcomes:

It is worth noting at this stage that our 'FSM' numbers for last year included both the Targeted and Expanded FSM children. The Lincolnshire reports however have included only the newly categorised 'Targeted FSM' numbers which are significantly less (9% of the school vs. 22% of the school). This had an impact in that mid-year tracking was based on the 22% and not the 9%, however this gives us a clear picture now of the most vulnerable pupils in our school and what areas we need to focus on to support them.

There is some work to do in ensuring the progress for Reading, Writing and Maths for Targeted FSM children is strong from EYFS to KS2:

**KS2 Progress Summary List (DfE)** — DfE 2026 | FSM Eligible

| | | | | READING | | | | WRITING | | | | MATHS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Estab No. | Estab. Name | Total Cohort | Avg. KS1 Pt Score | Cover. | % Prog. Score ≥0 | Avg. Prog. Score | Reading Quintile | Cover. | % Prog. Score ≥0 | Avg. Prog. Score. | Writing Quintile | Cover. | % Prog. Score ≥0 | Avg. Prog. Score. | Maths Quintile |
| - | LA (state-funded schools) | 2,876 | 6.7 | 95.2% | 42.2% | -1.48 | N/A | 96.1% | 39.1% | -0.71 | N/A | 94.9% | 41.0% | -1.44 | N/A |
| 5205 | Malcolm Sargent Primary School | 22 | 7.0 | 95.5% | 23.8% | -4.09 | N/A | 95.5% | 33.3% | -1.76 | N/A | 95.5% | 28.6% | -2.86 | N/A |

Schools are ranked nationally by progress and grouped into quintile bands. Quintile 1 represents the top 20% of schools and Quintile 5 represents the bottom 20%. This is an interim measure pending confirmed DfE methodology.

EYFS – there is some work to do to ensure that there is a good level of development for Targeted FSM children. This is pertaining to Writing as the priority and Reading next. PRIME areas were above national average, as well as Maths, PSHE, Understanding the World and Expressive Art and Design:

**ASSESSMENTS**

| Item | Malcolm Sargent Primary School (5205) Value | Local Authority - Lincolnshire Value | Gap |
|---|---|---|---|
| Good Level of Development ● | 50.0% | 54.7% | -4.7% |
| Average no. ELGs at expected | 14.7 | 12.8 | +1.9 |
| All Goals, Exp+ | 50.0% | 52.7% | -2.7% |
| Prime Goals, Exp+ | 66.7% | 64.5% | +2.2% |
| Com. & Lang. Goals, Exp+ ● | 100.0% | 71.0% | +29.0% |
| PSE Goals, Exp+ ● | 83.3% | 76.7% | +6.6% |
| Phys. Dev. Goals, Exp+ ● | 66.7% | 76.7% | -10.0% |
| Specific Goals, Exp+ | 50.0% | 53.6% | -3.6% |
| Literacy Goals, Exp+ ● | 50.0% | 57.2% | -7.2% |
| Maths Goals, Exp+ ● | 66.7% | 65.9% | +0.8% |
| Und. The World Goals, Exp+ | 83.3% | 69.6% | +13.7% |
| Exp. Arts & Des. Goals, Exp+ | 100.0% | 79.7% | +20.3% |

● Good level of development = at least expected in all prime, literacy and mathematics goals.

- = value suppressed, negligible or unavailable

## MTC check 2026

The MTC results for FSM children were very good and were above the average score for non-PP children. The success here was attributed to early intervention for all pupils, targeted analysis of gaps of learning and a 'culture of success' for all pupils who were taking the test, regardless of socio-economic background. Devices were made accessible throughout the school week to allow support for those who do not have access at home and high-expectations were maintained at all times in the efforts put into the practise.

# MTC updates

| | Baseline | Aut2 Wk1 | Aut2 Wk5 | Aut2 Wk7 | Spr1 Wk3 | Spr1 Wk6 | Spr2 Wk3 | Spr2 Wk6 | MTC result |
|---|---|---|---|---|---|---|---|---|---|
| Year group average | 13.8 | 18.2 | 20.1 | 21.0 | 21.0 | 21.5 | 21.8 | 22.8 | 23.5 |
| PP average | 13.2 | 17.4 | 19.2 | 19.2 | 19.8 | 20.8 | 21.2 | 22.1 | 22.8 |
| SEND average | 10.5 | 13.3 | 15.3 | 16.8 | 17.7 | 17.7 | 18.2 | 19.9 | 21.0 |

**Key 2025 MTC National Statistics**

- **Average Score:** 21.0/25.
- **Full Marks (25/25):** 37% of pupils.
- **Performance Trend:** The average score has increased annually from 19.8 (2022) to 20.6 (2024) and 21.0 (2025).
- **Gender Performance:** In 2025, the average score for girls was 20.7, and for boys was 21.2.
- **Disadvantaged Pupils:** The average score for disadvantaged pupils was 19.3, compared to 21.7 for non-disadvantaged peers. GOV.UK +2

Pupils who got 25/25 = 52/82 = 64%

Pupils who got 20+ = 74/82 = 90%

## Phonics check

There is some work to do with our phonics scores for our Targeted FSM children in Year 1 and how we best support those who are FSM but not SEN to make good progress.

**Phonics Benchmark** — 2026 | FSM Eligible

| Estab. No. | Estab. Name | Cohort | Mark: No Score | 0-15 | 16-23 | 24-30 | 31-36 | 37-40 | APS | Outcome: Q | A | D | WT | WA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | Local Authority | 1,734 | 6.3% | 14.2% | 5.4% | 5.5% | 34.4% | 34.3% | 30.2 | 0.0% | 0.1% | 6.2% | 25.1% | 68.6% |
| 5205 | Malcolm Sargent Primary School | 14 | 0.0% | 35.7% | 7.1% | 7.1% | 28.6% | 21.4% | 24.1 | 0.0% | 0.0% | 0.0% | 50.0% | 50.0% |

**Cohort**: Current Year 1 pupils entered for phonics
The threshold mark to be working at or above the standard in phonics is 31
Q = Maladministration | A = Absent | D = Disapplied | WT - Working towards standard | WA - Working at or above standard

Year 2 PP children who completed the recheck achieved above the national average:

**Phonics Benchmark** — 2026 | FSM Eligible

| Estab. No. | Estab. Name | Cohort | Mark: No Score | 0-15 | 16-23 | 24-30 | 31-36 | 37-40 | APS | Outcome: Q | A | D | WT | WA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | Local Authority | 711 | 15.9% | 16.5% | 11.1% | 12.9% | 26.9% | 16.7% | 26.3 | 0.0% | 0.7% | 15.2% | 40.5% | 43.6% |
| 5205 | Malcolm Sargent Primary School | 3 | 0.0% | 0.0% | 33.3% | 33.3% | 0.0% | 33.3% | 28.0 | 0.0% | 0.0% | 0.0% | 66.7% | 33.3% |

**Cohort**: Current Year 2 pupils entered for phonics
The threshold mark to be working at or above the standard in phonics is 31
Q = Maladministration | A = Absent | D = Disapplied | WT - Working towards standard | WA - Working at or above standard

**What next?**

We are allocating Targeted FSM support throughout the school with phonics and early reading interventions, as well as writing support. This will not include children who are receiving specialised SEND support as historically the resources have tended to focus on those children. These staff members will be assigned to work on targeted support of those children who are targeted FSM but who are not making good progress against expectations.

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 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 closely and also see the progress from one assessment period to the next. Teachers will continue to be held accountable for the progress of the PP children in their classes and groups and will feature heavily in the pupil progress reviews after each assessment period.

The progress of the PP children will be shared with curriculum trustees after each assessment period and resources redeployed as necessary.

## 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 |
| Literacy Gold | Engaging Eyes Ltd |

## Service pupil premium funding

| | |
|---|---|
| *Proportion of Service children* | *3% (16 pupils):* |
| *(Service Child premium allocation)* | Service Pupil Premium 16 x £360= £5,760 |

| Measure | Details |
|---|---|
| *How did you spend your service pupil premium allocation last academic year?*<br><br>Contributing to the cost of employing our Pastoral support team in order to provide social, emotional support & mentoring for pupils and support for parents.<br><br>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. | 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. |
| *What was the impact of that spending on service pupil premium eligible pupils?* | Successful support of pupils 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.<br><br>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.<br><br>We also support the following activities for all of our service pupils:<br>Armed Forces Day, Wittering “Fly the glider” challenge, Remembrance day poppy appeal, “Reading Force” service magazine’s book reading challenge. |