Pupil premium strategy statement 2025-2026

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	Prestbury St Mary's Junior
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	Reviewed termly but an annual review in July 2026
Statement authorised by	M Ferris
Pupil premium lead	A Hopton
Governor / Trustee lead	S Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,960
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	£55,960

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision

As Team Prestbury, we all possess unique talents and qualities that make us special and remarkable. As a school community, we are on a journey of exploration, rich in opportunity and fun. Together we flourish with God as our guide.

'For we are God's Masterpiece, created in Christ to do good things'
Ephesians 2:10

We believe that no barrier or challenge should impede our children's progress in this school and into their future lives. Through our Christian vision and values we want every child to be 'remarkable'.
When making decisions about how best the pupil premium funding will benefit the success of our children it is important to consider a variety of issues such as context of the school and more specifically the context of each individual child. We look at the barriers and challenges our children face combined with "what we know works" to ensure academic achievement and social and emotional aspect of learning (self-regulation). Where possible, we ensure that what we do for our disadvantaged children positively impacts on the majority of our students.
At the Prestbury St Mary's Federation, Pupil Premium funding is used to help pupils be the best they can be; academically, emotionally and socially.

What are the children's barriers?

Each year, we review our children's needs and generally we identify two clear areas of support; academic and emotional needs. We know that parents are concerned that their children may not have full access to the rich and varied curriculum we provide in terms of educational visits, residential trips, visitors in school, music lessons and extracurricular clubs. As a result of this, we ensure Pupil Premium is targeted to meet these needs and ensure equal access to The Prestbury Curriculum and that all of our children feel a part of Team Prestbury.

What are our priorities?

We work hard to ensure we remove the barriers to learning which ensure our children thrive. Through our profile programme, we identify any emotional, academic and financial barriers which may result in difficulties learning. We do this by:

- ensuring PP children take part in all school visits and activities
- ensuring peripatetic music lessons and other activities are also available to PP children so that they can make the most of extracurricular activities
- supporting PP children with emotional difficulties so that they are emotionally ready to learn in school. We employ an ELSA trained Teaching Assistant and additional TA funded support for groups of children including PP children
- focusing on our PP children's progress to ensure that they make at least good progress throughout school, and that gaps close, preparing them for the next stage in their educational journey

Challenges

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

Challenge number	Detail of challenge
1	Our internal data and knowledge of our pupils show that disadvantaged children's attainment in Reading, Writing and Maths is below that of non- disadvantaged children (end of KS2 data) Reading non-pp = 28% EXS (55% GDS) /pp = 69% EXS (8% GDS) Writing non-pp = 58% EXS (1% GDS) /pp = 38% EXS Maths non-pp = 85% EXS (28% GDS)/pp = 77% (17% GDS) *30% of PP children are SEND For this year – the focus will be on improving writing attainment for PP children in all year groups. Our internal data suggests that disadvantaged children's learning may be affected by poor vocabulary and spoken language skills, impacting their language development, literacy and broader learning.
2	Improvement in Y2/Y3 transition to ensure all reading data is acted upon and a rigorous reading and phonics plan is implemented from September 2025. 25% of Y2 pupils are WTS and 25% of PP are WTS All Y2 PP children passed their phonics screening
3	The knowledge we have of our school community shows that some of our pupils and families have personal, emotional and health challenges which need supporting (ACES including trauma experienced at any age) 48% of our PP children have one or more ACES
4	Children who are disadvantaged often face further challenges if they also have special educational needs. This makes it harder for them to succeed in school- based learning and in wider life experiences. 30% of our pupil premium pupils are also on the SEND register
5	Disadvantaged children's learning is affected because they don't always understand the most effective ways to think and learn or to monitor their own learning.
6	Disadvantaged children's learning may be impacted by their limited access to wider learning enrichment opportunities including outdoor space and free play

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 strengthen the teaching of writing by increasing the frequency and quality of extended writing opportunities, enabling PP children to apply skills accurately and in context building stamina and precision	Children's confidence as writers will improve Children will embed the appropriate sentence structure for their year groups Children will make at least the expected progress from their most aspirational baseline Specific marking outcomes lead to group interventions and improvement in writing skills Children can speak sentences before writing – development of oral literacy to improve writing skills
Secure reading attainment for Y3 pupils in reading, including PP children	Children's phonic knowledge will be strengthened further in Y3. Y3 reading will follow Y2 guidelines, further developing children's comprehension skills
To support PP children whose emotional wellbeing is compromised by external factors Children respond to ELSA and pastoral support with lower levels of anxiety and increased resilience	Through our ELSA programme, children able to work through issues and be given strategies to support their emotional wellbeing. As a result, children are able to engage with learning Positive mental health, emotional well-being and resilience are discussed within PSHE, Worship and through the school's vision and values Children demonstrate strong resilience effectively handling challenges and adapting to changing situations. The self-esteem of disadvantaged children is raised
PP children with SEND will achieve at least 80% of their SEND Plan targets	Children with SEN will make good or better progress (80% of SEND Plan targets met) With support, pupils will have the self -confidence to be able to access differentiated class-based learning alongside their peers
Through the development of our adaptive practice programme, PP pupils will understand themselves better as learners	PP children will be introduced to a range of self-assessment learning approaches so they can adapt their learning, engage in lessons and receive timely support during lessons, to further develop their understanding and as a result, their attainment
To aim to meet national expectations for Y4 Times Tables check	In 2024/2025, year group average = 19.7, National average = 21.1 PP average = 17.5 Through targeted interventions, aim to improve average score for PP children in 2025-2026

To aim to meet national expectations for KS2 SATs	Reading non-pp = 81%/pp = 69% (8% PP GDS) Writing non-pp = 58%/pp = 38% Maths non-pp = 85%/pp = 77% (17% PP GDS) For this year – the focus will be on improving writing attainment for PP children in all year groups.
Disadvantaged children will have access to funded musical, art or sport enrichment activities and outdoor play activities. PP children will have the same opportunities as non-disadvantaged pupils.	PP children will have the opportunity to learn a musical instrument PP children will have the opportunity to attend sporting events/ after school clubs/PTFA events PP children will have access to all school uniform and other clothing to support their learning and outdoor activities

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeting £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing CPD to support teachers as they develop the new approach to the planning and delivery of writing Developing oracy to support children's writing	Introduce the expectations that at the beginning of the unit sentence structures must be explicitly taught. Time to enhance staff's understanding of elements of writing which include a bank of objectives with clear progression. Include in this, examples of what this looks like at different stages. Evidence shows that Oral language work, on average, have a high impact on pupil outcomes of 6 months' additional progress. EEF state that training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	1,2,4,5,

Meetings between English Lead, Phase Leads and class teachers to monitor and assess the quality of the teaching and learning of writing	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Plan staff meeting time to introduce these as they are completed. EEF - Developing pupils' language capabilities EEF Literacy Strategies	
Release time through the year for Y1/Y2 phase lead and Y3 teachers and TA's to take part in bespoke training and planning linked to phonics and reading	Specific training needs met so that teaching staff are confident and competent in phonics and reading teaching for Y3 pupils, particularly in the Autumn Term EEF Phonic Strategies Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. EEF Reading Comprehension Strategies	1,2,4,5,
Development of adaptive practice as the Federation's teaching and learning 'brand' Ensure staff are able to receive high quality CPD to further improve quality first teaching	DFE and NFER research stated "By comparing more and less successful schools, the study identified seven building blocks for success including the focus on high quality teaching first" EEF 5 Core Principles of Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible grouping]and Using technology will form the basis of the Federation's teaching and learning guide EEF Adaptive Teaching Evidence	1,2,4,5

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

Budgeted cost: £ 30,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for teaching assistants, to support their work with children on oral literacy and writing interventions	All children have access to Interventions that focus on oracy, language development and vocabulary. All children are tracked on the provision map to give clear data. Case studies provide evidence to support the interventions used. EEF Oral Language Interventions	1,2,4,5
Evidence informed interventions by teaching assistants and teachers Specialist SEND teaching assistant employed (who is a qualified teacher) to provide support for individuals and small groups with Literacy, mathematics and times tables. Other TAs also employed to support disadvantaged children.	EEF Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. EEF Teaching Assistant Interventions	1,2,4,5
Key Reading comprehension interventions identified through YARC screening – accuracy, speed and comprehension	EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF Reading Comprehension Strategies	1,2,4,5

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

Budgeted cost: £ 15,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support We have a trained ELSA TA in school who supports children with all aspects of school and family life. PP children are prioritised for this support	ELSA trained staff run many interventions and 1:1 support for children who require addition social, emotional and behavioural support. We have a timetable of children who seen weekly. This also allows us to provide interventions following on from child protection/child in need/early help. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF Evidence Social and Emotional Literacy	3,4,5,6
Wraparound care PP funding pays for children who would benefit from either breakfast, after school or holiday clubs. PP children are prioritised for this support.	This intervention supports PP children and their families. By offering wrap around care, some parents are able to take paid employment while their children are cared for, boosting family funds and offering a way out of PP support. Wrap around care also supports the children's wellbeing and has a positive impact on learning and attainment. Colman Education Foundation Wrap Around Care Educational Benefits.	3,4,5,6
Swimming lessons	Swimming lessons provided for disadvantage children. Swimming lessons for PP pupils offers – improved fitness, stress reduction, increased confidence and self esteem, improved social interaction and mental wellbeing as well as swimming skills and safety. PP families are not always able to pay for swimming or take their children swimming outside of school hours. PHActiveEd Benefits of Swimming for Pupil Premium Pupils.	3,4,5,6

School uniform	School uniform provided for disadvantaged children As a school who has a school uniform, it is important that PP children feel part of Team Prestbury. *EEF suggests that wearing a uniform can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.* EEF evidence of value of school uniform	3,4,5,6
Other clothing	Clothing for Forest school and residential activities provided for disadvantaged children to ensure they can participate in all outdoor activities	3,4,5,6
Milk	Milk provided for PP children. Milk is offered to all PP children, paid for by the PP premium. There is evidence that hunger can be an issue for some PP children and breaktime milk can alleviate this Cool Milk Evidence.	3,4,5,6
Music lessons	Music lessons for PP children PP funding will pay for those pupils who wish to learn an instrument in or out of school. Benefits include academic improvement, social skills and self-esteem and wellbeing. Government Evidence - The Power of Music to Change Lives https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Literature_review.pdf	3,4,5,6
Residential and day visit costs	Trips/visits paid for, including clothing and bedding. Educational visits offer significant benefits for Pupil Premium students, enhancing their learning experiences and personal development. These visits can broaden their horizons, improve academic outcomes, and boost confidence and resilience. By providing access to experiences and resources that might not be available to them otherwise, visits can help close the attainment gap and promote social mobility. Nancy Rubin - Why are school trips an important part of School	3,4,5,6

Enhanced outdoor provision providing opportunities to develop play and learning in an outdoor environment	Forest school development and Outdoor Area/Chill Zone Development. Outdoor learning has numerous benefits for all children, particularly those from disadvantaged backgrounds. It improves engagement, well-being, and academic outcomes while fostering social skills and a connection with nature. We target PP funding, to facilitate outdoor learning experiences, addressing potential barriers to learning and maximizing the impact of this valuable educational approach. OFSTED Evidence - The Importance of Outdoor learning Espplay - how outdoor play improves pupil attainment	3,4,5,6

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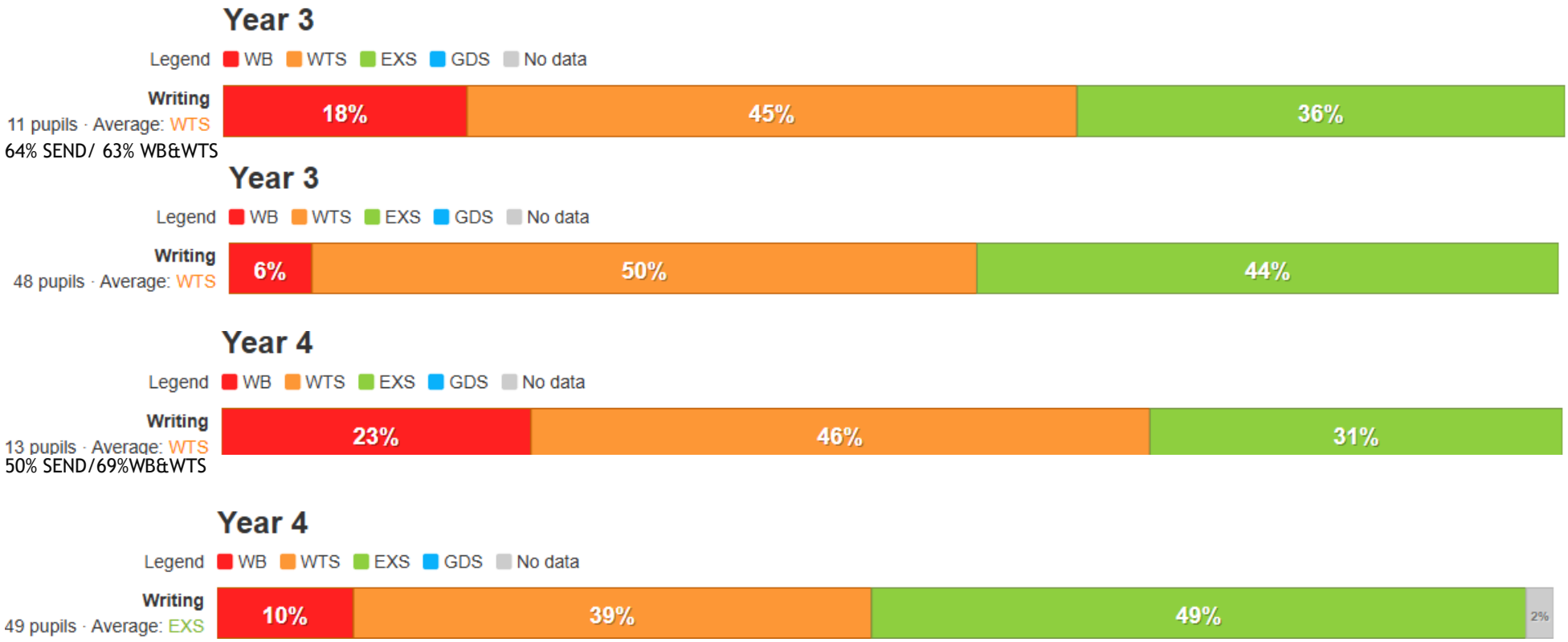
Part B: Review of outcomes in the previous academic year (2024 - 2025)

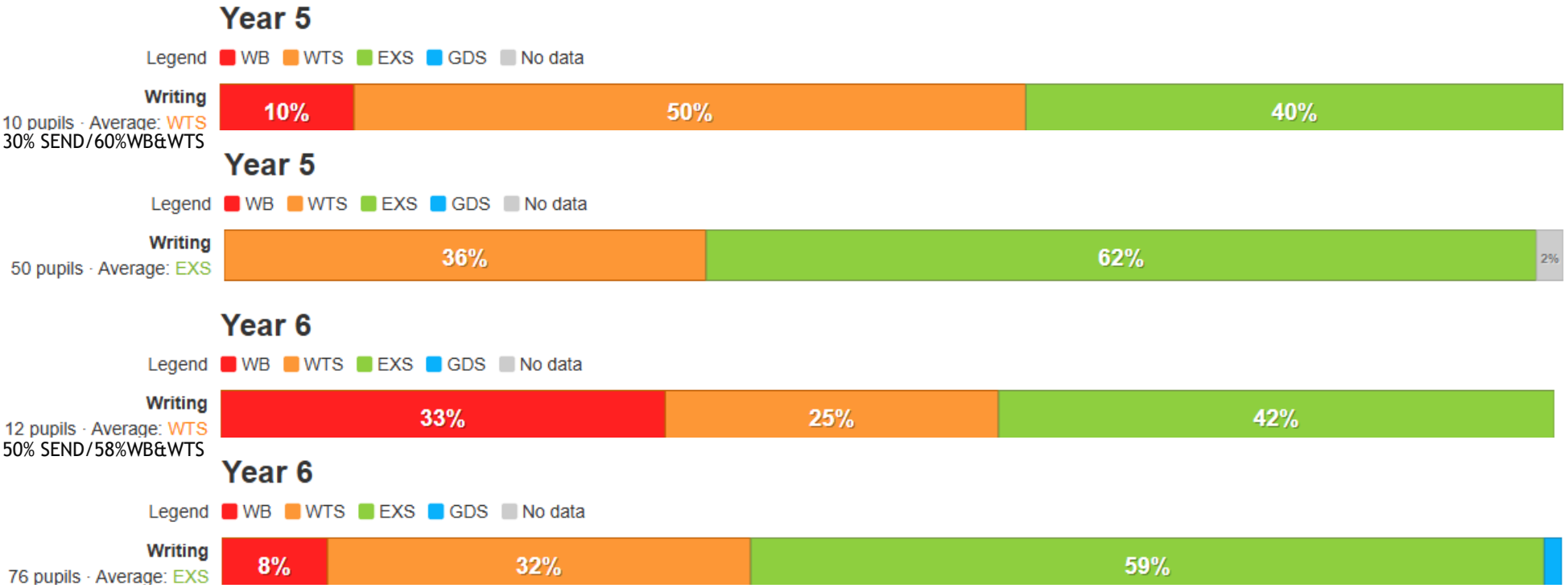
Pupil premium strategy outcomes

Outcome 1

Increase in writing confidence and improved standards in writing

2024-2025 results below:

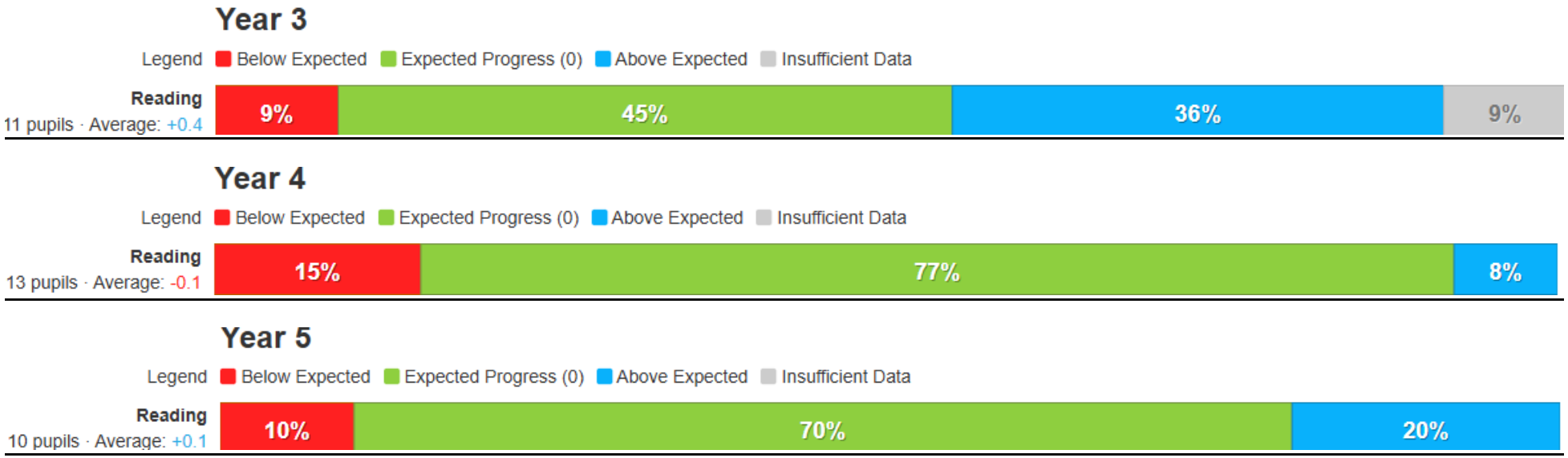




From January 2025, a revised writing action plan was written and staff CPD developed to support improvements in writing. This will continue through 2025-2026 (a key outcome in the 2025-2026 PP strategy and part of the SDP). Initial summative data shows that the attainment of disadvantaged pupils was lower than that of their peers and rates of progress are slower. Narrowing the gap between disadvantaged and non-disadvantaged pupils in Writing in all year groups remains a priority.

Outcome 2

Increase in reading and comprehension age



There have been small increases in Reading progress in Y3 and Y4 with a small decrease in Y5. In Y6 33% of PP children were below the expected standard with 50% at expected standard and 17% above. There will be a focus on Reading in 2025-2026, particularly in Y3 (see Outcome 2 2025-2026)

Outcome 3

Tailored interventions show progress.

100% of children in receipt of Pupil Premium have received targeted interventions, either in class or within focus groups. Interventions have run for reading, writing, maths and phonics with the aim of supporting and building on class-based learning and to close any identified gaps in learning. Progress against focussed criteria is assessed and shared by intervention staff with class-based staff to ensure skills are transferred for all contexts.

We have a range of interventions across the Federation that can be used to support PP children, across the four Areas of Need. All staff have been trained to identify the most appropriate interventions, when to use them and how to assess impact and/or progress. Through case studies, we are able to measure success. Data from YARC Interventions for a PP child shows +2 months progress in reading accuracy, +16 months in reading rate and +20 months in reading comprehension – a clear indication in how well-chosen interventions can really narrow the gap for PP children in key curriculum areas.

Outcome 4

Children respond to ELSA and pastoral support with lower levels of anxiety and increased resilience

The ELSA intervention is part of our holistic approach to meeting the needs of our pupils at all levels. We consider emotional literacy support to be very similar to delivering a maths or English intervention, to help support a child in the areas that they need. Being emotionally supported will also help a child to reach their potential educationally by reducing any barriers to learning. We know that a happier child will always be more ready and open to learn.

ELSAs help children to understand their emotions and respect the feelings of those around them. They provide a consistent private space, time, and the opportunity for children to think about their personal circumstances and how they manage them. This is particularly important when addressing school anxieties and a new (Summer 2025) 'soft start' programme is now in place, adding an extra layer of support for children, including pupil premium children, who find the start of the day an anxious time.
During the 24-25 academic nearly 50% of all PP children, accessed the ELSA programme and children, staff and parents have commented on the success of the programme. Verification from parents is positive evidence – see quote from parent below:

[redacted] has been more positive this week. She mentioned some other similar incidents but generally seems more content again. A huge thank you to you all. The ELSA support is really helpful, and it is reassuring to hear that [redacted] generally seems more content and happy in class.

Please could [redacted] continue to receive the ELSA support? It is really helping her develop a more positive mindset and giving her a bit more resilience.

Outcome 5

Pupils can talk about the key experiences and how they imparted knowledge they have used back in class - across foundation subjects and writing. Pupil voice in monitoring, including Deep Dives in subject areas.

Pupil premium pupils are always included in 'pupil voice' monitoring. This helps teachers, subject leads and SLT to monitor how pupil premium children are engaging in the curriculum, the Federation's vision and values and how included they feel as part of Team Prestbury.

Outcome 6

To aim to meet national expectations for Y4 Times Tables check

Results from MTC for 24/25

Year group result average	PP result average	National
19.7/25	17.5/25	21.1/25

39% of PP children scored above the year group average
61% of PP children scored below the year group average
31% of PP children in Y4 are on the SEND register with 2 children on MP+

Outcome 7

To aim to meet national expectations for KS2 SATs

Our internal data and knowledge of our pupils show that disadvantaged children's attainment in Reading, Writing and Maths is below that of non-disadvantaged children

Reading non pp = 81%/pp = 69% (8% GDS)

Writing non pp = 58%/pp = 38%

Maths non pp = 85%/pp = 77% (17% GDS)

For this year – the focus will be on improving writing attainment for PP children in all year groups.

Our internal data suggests that disadvantaged children's learning may be affected by poor vocabulary and spoken language skills, impacting their language development, literacy and broader learning.

Outcome 8

Disadvantaged children will have access to funded musical, art or sport enrichment activities and outdoor play activities

Musical enrichment opportunities are provided for all children to inspire and enrich the curriculum. This includes; whole class instrument tuition, music performances, including drumming, guitar, piano and choir. All PP children are offered the opportunity to represent their school at sporting competitions and transport arrangements are made to support PP families. PP children also have the opportunity to borrow musical instruments from school to support practice at home.
All PP children have attended available trips across the school and all Y4 and Y6 PP pupils attended the residential visit this year.
80% of PP children participated in at least one extracurricular club (Y3 - Y6).