

Pupil premium strategy statement – Magdalen Gates Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025–2026 (1-year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dhinasha Balachandre, Headteacher
Pupil premium lead	Dhinasha Balachandre Headteacher
Governor / Trustee lead	To be confirmed by the Governing Body (Autumn 2025)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,140

Part A: Pupil premium strategy plan

Statement of intent

At Magdalen Gates Primary School, our aim is that all pupils, regardless of background, make strong progress and achieve well across the curriculum. Our pupil premium strategy focuses on ensuring that disadvantaged pupils receive the support, teaching and opportunities they need to achieve outcomes that are at least in line with their peers.

We use high-quality teaching, targeted academic support and carefully planned wider strategies to remove barriers to learning. Many disadvantaged pupils face challenges linked to early reading, communication and language delay, SEND, SEMH needs, or limited access to wider experiences. Our approach is rooted in the Education Endowment Foundation (EEF) guidance and aligned with our School Improvement and Development Plan (SIDP). We use robust assessment, pastoral insight and the graduated approach to identify need and match provision carefully.

Our priorities are to:

- strengthen phonics, early reading and language development
- improve fluency, recall and confidence in maths
- support pupils to retain and apply key knowledge across the curriculum
- improve emotional regulation, resilience and readiness to learn
- increase access to enrichment and cultural capital opportunities

Quality first teaching is central to our strategy. Provision is reviewed and adapted regularly to ensure disadvantaged pupils make sustained progress and that the support we offer has the greatest possible impact.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in maths for disadvantaged pupils, particularly in fluency, recall and problem-solving.
2	Phonics and early reading gaps: disadvantaged pupils achieve significantly below others (50% PSC vs 74% overall).
3	High levels of speech, language and communication needs (SLCN), attention needs and autism profiles affecting engagement and vocabulary.
4	Gaps in foundation subject knowledge and vocabulary; Ofsted identified weaknesses in retention and application of key knowledge.

5	High SEMH needs and issues with emotional regulation affecting behaviour, attendance and lesson readiness.
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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
Improved attainment in maths	Disadvantaged pupils show improved fluency, recall and confidence; internal data shows progress towards age-related expectations.
Improved phonics & early reading outcomes	Disadvantaged pupils make accelerated progress in RWI; increased PSC success; improved blending and decoding skills.
Improved communication & language	Improved vocabulary, oral rehearsal and sentence construction; better engagement during structured talk.
Improved foundation subject knowledge	Pupils demonstrate improved retention and use of key knowledge and vocabulary in books and discussions.
Improved SEMH & readiness to learn	Reduction in dysregulation incidents; improved attendance for targeted pupils; quicker settling to learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Mastery curriculum resources and staff development	EEF: Mastery Learning (+5 months) improves progression, modelling and conceptual coherence for disadvantaged learners.	1,4
Destination Reader	EEF: Reading Comprehension (+6 months); improves structured talk,	2, 4

	vocabulary and comprehension for disadvantaged pupils	
Kapow foundation subject curriculum	EEF: Arts Participation (+3 months); Metacognition & Self-Regulation (+7 months). Supports knowledge retention and vocabulary development.	4
Comparative judgement (writing) – No More Marking	EEF: Effective Feedback (+6 months). Supports accurate assessment and improves quality of writing instruction.	4
VNET teaching and leadership development subscription	High-quality CPD improves teaching effectiveness, curriculum implementation and consistency (EEF: Effective Professional Development). Supports whole-school improvement benefiting disadvantaged pupils	1,2,4

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

Budgeted cost: £77,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group phonics tutoring using Read Write Inc	EEF: Phonics (+5 months), 1:1 Tuition (+5 months). Highly effective for early reading and catch-up.	2,3
RWI coaching & fidelity support for staff	EEF Implementation Guidance: high-quality coaching improves programme impact; consistency is essential for disadvantaged pupils.	2
Speech, language and communication intervention	EEF: Oral Language Interventions (+6 months). Strong evidence for improving vocabulary, articulation and language foundations.	3
Small-group maths and reading intervention	EEF: Small-group Tuition (+4 months). Effective for pupils with gaps in fluency, comprehension or calculation.	1,2,3
Forest School (communication, regulation, resilience)	SEL approaches improve self-regulation, communication and confidence (EEF: SEL +4 months).	3,5

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

Budgeted cost: £4,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral, Safeguarding & Inclusion Lead (Deputy DSL) – SEMH, Care Rangers, early help and family support	EEF: Behaviour Interventions (+4 months), SEL (+4 months). Improved regulation and engagement support attainment	3, 5
Morning wellbeing routines (Toast Time), pastoral check-ins & regulation support	EEF: SEL (+4 months). Improves readiness to learn and supports transitions	3,5
Nurture provision, including lunchtime nurture	EEF: Behaviour Interventions (+4 months). Effective for pupils with emotional and behavioural needs.	5
Tackle Maths and CSF Sports Clubs	Tackle Maths: EEF Small-group Tuition (+4 months) improves fluency and confidence. CSF sports: EEF evidence suggests physical activity improves engagement and wellbeing	1,5
Curriculum-linked trip subsidies	Cultural capital and enrichment improve engagement and curriculum access	4, 5
Translation services for EAL families	EEF: Parental Engagement (+4 months). Improves communication, safeguarding and attendance	3, 5
Staff supervision and ELSA supervision	Strong staff wellbeing supports consistent intervention and pastoral provision.	5
Targeted attendance support for disadvantaged pupils, including early help, attendance monitoring and family communication	EEF: Parental Engagement (+4 months). Strong home–school communication and early intervention improve attendance and reduce barriers that disproportionately affect disadvantaged pupils.	3, 5

Total budgeted cost: £ 85,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our review of the 2024–2025 academic year draws on national assessments (KS1, KS2, PSC, EYFS), internal data, behaviour logs, attendance monitoring and teacher assessment.

Attainment Overview

- KS2: Disadvantaged attainment increased in reading and writing compared to previous cohorts; however, gaps remain in maths and GPS, where disadvantaged pupils performed below non-disadvantaged peers.
- KS1: Disadvantaged pupils' outcomes in reading and writing declined compared to previous years, with maths remaining relatively stronger.
- Phonics: Disadvantaged pupils achieved 50%, significantly below whole-school outcomes and national expectations.
- EYFS: Disadvantaged pupils achieved 50% GLD, demonstrating progress from low starting points in communication, language and social development.

Impact of Last Year's Strategy

Early Reading & Phonics

- RWI 1:1 tutoring and small-group phonics support led to measurable gains in sound recall, blending and decoding accuracy for disadvantaged pupils.
- Improved consistency in RWI teaching was achieved through targeted coaching.

Maths

- Disadvantaged pupils receiving small-group maths intervention improved recall and fluency.
- Engagement and confidence improved for pupils accessing Tackle Maths and CSF Sports Clubs.

Speech, Language & Communication

- SLCN sessions supported improvements in vocabulary and sentence structure for pupils with language delay or EAL needs.

Foundation Subjects

- The Kapow curriculum provided clearer progression and vocabulary sequences.
- Retention and application of knowledge continue to require strengthening.

SEMH, Behaviour & Readiness to Learn

- Pastoral support improved emotional regulation, reducing repeated incidents for targeted pupils.
- Nurture and check-in systems improved morning transitions and lesson engagement.

- Attendance improved for identified disadvantaged pupils through targeted pastoral follow-up and early help work.

Evaluation Summary

We are making progress towards intended outcomes in early reading, regulation and curriculum coherence. However, further work is required to accelerate progress in phonics, strengthen maths fluency for disadvantaged learners and improve retention of knowledge across foundation subjects. These areas form the focus of our 2025–2026 plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Maths Mastery	Ark / Mathematics Mastery
RWInc	Ruth Miskin
Destination Reader	Hackney Learning Trust
Kapow Curriculum	Pagoda Education
Tackle Maths / Sports Clubs	Community Sports Foundation

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Targeted pastoral and nurture support.

Access to enrichment and inclusion activities.

The impact of that spending on service pupil premium eligible pupils

Improved wellbeing, engagement and inclusion in whole-school life

Further information (optional)

Our Pupil Premium strategy aligns with the EEF's implementation guidance. Provision is planned and reviewed through the graduated approach and monitored through pupil progress meetings, behaviour tracking, learning walks, book looks and pastoral logs. Updates are shared with governors through the Headteacher's report and the strategy is fully integrated into wider school improvement priorities, including the SIDP, curriculum development, early reading, behaviour and SEMH, attendance and SEND.