

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	Malmesbury Primary
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	138 (43%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 25 – July 28
Date this statement was published	Dec 25
Date on which it will be reviewed	Sep 26
Statement authorised by	Governing Body
Pupil premium lead	Stephen Donegan
Governor / Trustee lead	Porsha Nunes Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,450
Recovery premium funding allocation this academic year	£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	£226,450

Part A: Pupil premium strategy plan

Statement of intent

Context

Our school serves a diverse and vibrant community where 100% of our disadvantaged pupils are eligible for Free School Meals (FSM). There is a significant overlap between disadvantaged pupils and those with Special Educational Needs (SEN, 25%) and English as an Additional Language (EAL, 43%), representing approximately 40 different languages. These unique challenges underline our commitment to ensuring that every child, regardless of their background, thrives academically, socially, and emotionally.

Intent

All staff and governors are committed setting high expectations and to making sure all pupils, irrespective of their background or the challenges they face, make good progress and achieve as high levels of attainment as possible across all subject areas. We are equally dedicated to equipping pupils with the knowledge, skills, and cultural capital they need to be educated citizens and to appreciate creativity, culture, and achievement. By 'knowledge and cultural capital,' we mean the essential knowledge that enables pupils to engage with and contribute to the world meaningfully.

Our approach

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, irrespective of their base line attainment levels or life experiences. This will be achieved by prioritising the early and accurate assessment of pupil's needs and a continuous cycle of planning, actions and review in order to reduce barriers to pupils learning and/or wellbeing. It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium funding will be used and managed by us to provide knowledge and cultural capital alongside targeted academic support for identified children in a range of ways appropriate to meet their needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, whilst also benefitting the non-disadvantaged pupils in our school. Specialists will also be used where necessary to support pupil's development. This strategy is integral to wider school improvement plans and will also help to ensure that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside the attainment and progress for their disadvantaged peers.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Deliver a curriculum designed to meet the diverse needs of individuals.
- Provide constant staff development and training to ensure that all staff in school feel confident and are able to provide for each individual child.
- Ensure availability of the social and emotional support needed for mental and physical well-being.
- Provide financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs.
- Provide evidence-based interventions to support children with their specific educational needs.
- Ensure additional teaching and learning opportunities via school's trained TAs or (when necessary) external agencies.
- Always consider the ages and stages of learning for different pupils.

Monitoring and Evaluation

To ensure the effectiveness of our approach, we will:

- Review the impact of our strategy termly using data analysis and stakeholder feedback.
- Align our efforts with DfE and EEF guidance on best practice for Pupil Premium funding and OFSTED's evaluation of inclusion for socioeconomically disadvantaged pupils.
- Align our efforts with wider school improvement priorities, ensuring staff are clear about their roles and responsibilities in delivering the strategy.
- Set measurable goals to track progress, including reducing attainment gaps and ensuring disadvantaged pupils achieve in line with or above national expectations.

Challenges

This details the key challenges to achievement that we have identified through everyday teaching practice, regular staff and senior leaders' meetings, pupil voice, and the take up of our support interventions and extra-circular activities among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor language and communication skills - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. The September 2025 baseline assessments in Reception identified, 60% of pupils were below age expectations for listening, attention and understanding, and 54% were below age expectations for speaking. In Nursery, 93% were below age expectations in listening attention and understanding, and 83% were below age expectations in speaking.

2	Social and emotional difficulties - Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to domestic issues such as DV, housing, employment and parental mental health and literacy. These challenges, particularly affect disadvantaged pupils, have a direct impact on their progress and attainment and were exacerbated by the pandemic.
3	Attendance & Punctuality - Our attendance data last year indicates that attendance among disadvantaged pupils was 3.2% lower than for non-disadvantaged pupils (including Nursery). 34% of disadvantaged pupils have been 'persistently absent' compared to 18% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress and attainment.
4	Access to extra-curricular activities - Our discussions with pupils and families have identified that many of our disadvantaged children have very limited access to extra-curricular activities, due to financial, childcare and transport issues etc.
5	Access to 'cultural capital' – Assessments, observations and discussions with children and parents highlight very limited access to enrichment opportunities for many of our children. These challenges particularly affect disadvantaged pupils and have a direct impact on their progress and attainment.
6	Number of EYFS children achieving GLD
7	Levels of attainment and progress – Assessments of all children across the school reveal lower levels of attainment and progress for disadvantaged pupils than their non-disadvantaged peers.

Intended outcomes

This explains the outcomes we are aiming for at the end of the academic year and the outcomes we aim to maintain across the entire 3-year strategy plan (and how we will measure success).

Intended outcome	Success criteria (reviewed termly)
1. Improved oral and written communication/language skills and vocabulary of disadvantaged children.	Assessments and observations indicate significantly improved oral and written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice, book scrutiny, data and ongoing formative assessment.

2. Improved abilities of disadvantaged children to manage and cope with learning, social and emotional difficulties	Improvements reflected in pupil voice, learning outcomes, behaviour, CT feedback etc.
3. Improved levels of disadvantaged children's attendance and a reduced gap in level of non-attendance between disadvantaged and non-disadvantaged children (including gap in levels of PA).	Data will reflect improved attendance of disadvantaged children and a reduction in the attendance and PA gaps between disadvantaged and non-disadvantaged children.
4. Disadvantaged children are proportionately represented in extra-curricular clubs (and non-participants are targeted).	Monitoring of extra-curricular activities and number of disadvantaged children participating demonstrates proportionate representation.
5. Disadvantaged children have access to (and are provided), a range of experiences and opportunities to enhance their learning 'cultural capital' and their life chances.	Observations, discussions, pupil voice etc. indicate that children are becoming ever more equipped with the knowledge and 'cultural capital' to be successful in life.
6. Maximise % of disadvantaged EYFS children achieving GLD.	Disadvantaged children achieving GLD equivalent (or better than) national.
7. Maximise the progress of disadvantaged children in R, W & M across all year groups. Maximise the % of disadvantaged children achieving EXS or HS (KS2), in R,W & M at the end of key stage assessments Maximise the progress of disadvantaged children in R, W & M across the school	Annual reading, writing and maths progress to be equivalent to (or better than) non-disadvantaged children across all year groups. Disadvantaged children achieving EXS & GD in R,W & M equals (or exceeds) National figures at end KS2.

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: **£4,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff across all areas of curriculum	Evidence of the positive impact of CPD, including the Merton CPD offer, internally provided staff meetings/INSET days and externally run courses (e.g. NELI). CPD Evidence	1,2,4,5,6,7
Inset Day Training – – Improving Oracy initiative	Both targeted interventions and universal approaches can have positive overall effects: EEF Improving Oracy	2,5,7
Targeted CPD for Early Years staff during phase meeting time	CPD opportunities to ensure staff can support pupils effectively to address gaps in learning and make accelerated progress (EEF report on the value of CPD)	6

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

Budgeted cost: **£155,176**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths & English interventions:	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Reading Recovery	There is substantial evidence evaluating Reading Recovery's effectiveness with the lowest-attaining pupils in a wide range of educational contexts Research & Evidence	1, 7

FFT Wave 3	The FFT Wave 3 programme has been recognised as an effective approach to boosting children's reading and writing. A summary of impact and a detailed report based on research into the progress made by 255 children. FFT Research	1, 7
Reading 1:1 reading support	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. EEF Research	1, 7
Write Away	Write Away is another evidence-based literacy programme, which is part of the FFT organisation. FFT Research	1, 7
1stclass@number Becoming 1stclass@'Number	Numbers Count, 1stclass@number, and Becoming 1stclass@'Number are evidence based intervention programmes under the Every Child Counts umbrella. Every Child Counts research	1, 7
NELI (Nuffield Early Language Initiative)	NELI provides targeted language support promoting the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. NELI research	
Phonics groups Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 6, 7
Access to Accelerated Reader and Bug Club & NESSY	Accelerated Reader is an evidence based on-line reading intervention used by school to challenge and motivate more able readers in UKS2 and also help prepare them for secondary education (where AR is widely used). EEF Research Bug Club is an evidence based on-line reading intervention Pearson Research NESSY is an evidence based on-line reading and spelling programme. NESSY research	1, 6, 7
Targeted small group support for EY.	Evidence of the positive impact of small group tuition - facilitated by a fully qualified	6

EYFS Oracy Fine motor skills Communication & language	teacher working with small groups on gross and fine motor skills. EEF Evidence Education Endowment Foundation (EEF) reports communication and language approaches in the early years	1, 6, 7
EYFS access to speech therapist	Personalised interventions such as techniques and exercises to promote better communication skills and support an individual's overall quality of life. SpLT research	1, 2, 6

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

Budgeted cost: £66,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional EWO hours to address attendance	Embedding principles of good practice set out in the DfE's Improving School Attendance and Working together to improve school attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
ELSA trained TA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF - ELSA evidence	2
On site counsellor 1 day a week from Of the Record	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF - ELSA evidence	2 (no cost)
EP Service buy back	Our educational psychologist supports children with a range of emotional and social issues or learning difficulties. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2

Curriculum. Enrichment:		5,1,7 , 4
Extra-curricular clubs	Schools commitment to provide disadvantaged pupils with opportunities to access enrichment opportunities begins with our curriculum and is enhanced via a wide variety of supplementary clubs' activities and events. These opportunities promote personal development and equip pupils with the knowledge and cultural capital they need to succeed in life. EEF Cultural Capital evidence	
Breakfast Club		
Trip subsidies		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budget cost: **£226,450**

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 2024/2025 academic year.

All staff across the school attended a variety of CPD training over the year to drive improvements (particularly in oral and written communication/language skills) and maximise the progress of disadvantaged pupils. Good practice and updates etc. are also regularly shared at staff and leadership meetings.

Language & communication - Termly Pupil Progress meetings with class teachers continued to have a language and communication focus for disadvantaged children across the year, and termly meetings with children from different year groups across the school always included at least 40% disadvantaged children. **56%** of disadvantaged children achieved GLD at the end of Reception compared to **51%** of nationally disadvantaged children (gap of +5%) and **68%** of **ALL** children (gap of -12%).

Social and emotional difficulties - Improvements in children's abilities to manage learning, social and emotional difficulties were reflected in 'pupil voice' conversations, CT feedback, and ELSA feedback. 69% of children accessing ELSA support (35/51) were disadvantaged, as were 73% (8/11) of those assigned to our school based counsellor.

Attendance & Punctuality - Absence among disadvantaged pupils has remained 2.8% higher than their non-disadvantaged peers. However, the level of absence and persistent absence among disadvantaged children remains high (8.8% and 34% respectively) and means attendance remains a focus of our current plan.

Access to extra-curricular activities - School ran numerous extra-curricular clubs and activities across the academic year 2024/25. These included a choir, several language clubs, several sports clubs and participation in several inter school sports competitions. All clubs, activities and teams included an average of 57% disadvantaged pupils and ranged from 82% (football club) to 31% (Tri-golf team).

Access to 'cultural capital' - Disadvantaged pupils in all year groups continued to learn a wide range of subjects and achieve well. They continued to benefit from specialist teachers in music, physical education and French. Disadvantaged children had access to the full range of cultural capital offered in school and further enhanced their learning and life chances by being targeted to participate in initiatives and interventions (being financially subsidised where necessary or appropriate).

EYFS –56% of disadvantaged children achieved GLD at the end of Reception compared to **51%** of nationally disadvantaged children (gap of +5%) and **68%** of **ALL** children (gap of -12%). Targeted support will continue in the new strategy.

%	Reading		Writing		Maths		Comb	
children	School	National	School	National	School	National	School	National
EXS	79	62	56	59	72	60	51	46

Phonics – 85% of disadvantaged children passed the KS1 phonics screening check, this is 5% higher than ALL children nationally (80%), and 18% higher (67%) than other disadvantaged children nationally.

Levels of attainment and progress – The average percentage of disadvantaged children achieving expected (or better) levels of **attainment** across years 1-5 in RW & M was 69%. This was 2% lower than their non-disadvantaged peers (compared to 16% lower than their non-disadvantaged peers in 2023/24).

The average percentage of disadvantaged children achieving expected (or better) **progress** across years 1-5 in RW&M was 84% - this was 2% lower than their non-disadvantaged peers (reduced from 8% in 2023/24).

Disadvantaged children achieving EXS & GD in R, W & M compared to **National** levels of **disadvantaged** children at end of **KS2** –

%	Reading		Writing		Maths		Comb	
27 children	School	National	School	National	School	National	School	National
EXS	83	63	55	59	76	61	55	47
GD	37	21	11	7	15	15	11	4

ALL children's KS2 National levels (GD) : R 75% (33%) W 72% (13%) M 74% (26%)

3-year trend 2023-2025

School disadvantaged compared to **National** disadvantaged

%	Reading		Writing		Maths		Comb	
children	School	National	School	National	School	National	School	National
EXS	79	62	56	59	72	60	51	46