

# Pupil Premium Strategy Statement – Macaulay CE Primary School



This statement sets out Macaulay’s use of pupil premium funding for the 2025 to 2026 academic year, to seek to maximise the attainment of pupils in receipt of pupil premium funding.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year, and the outcomes for children in receipt of pupil premium funding last academic year (2024-25).

## School Overview

Detail	Data
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Susan Eade, Headteacher
Pupil premium lead	Susan Eade and SLT
Governor / Trustee lead	Anthony Johns

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86, 670
Pupil premium funding – Early Years	£ 1, 845
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£ 88, 515</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Macaulay CE Primary School, we provide a high quality of education for all our pupils, regardless of ability and background, in order for them to flourish and fulfil their potential.

The national educational outcomes for children eligible for the pupil premium grant are lower than the attainment levels of children who do not receive the grant. Therefore, we have prioritised our spending of the pupil premium grant to raise the attainment of disadvantaged pupils and enable them to have equal access to the wider curriculum (e.g. music lessons, participation in after school clubs).

We acknowledge that there are non-academic challenges that our pupils face that can impact their access to learning.

#### Key Priorities:

- To provide an inspirational and stimulating curriculum designed to engage pupils fully in their learning and provide a range of learning opportunities
- Provide targeted academic support for pupils who are not making the expected progress
- To lead interventions with targeted pupils, equipping them with the social and emotional skills and learning behaviours to achieve well as they move to their next phase of learning
- To extend higher attaining pupil premium pupils, so identified pupils with the potential to do so, exceed national year group expectations

### Challenges

Challenge number	Detail of challenge
1	End of Key Stage 2 Data 2025 shows that there is a gap in attainment - children in receipt of pupil premium perform less well than their peers in Reading, Writing and Mathematics.
2	Pupil premium children are not consistently accessing enrichment activities as a result of financial challenges.
3	Social, emotional and mental health difficulties present as barriers to learning for a number of pupil premium children. Difficulties include low self-confidence, low resilience and difficulties with emotional regulation. This can have an impact on school attendance.

## Intended Outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

**PP** – Pupil Premium

**Non-PP** – Non-Pupil Premium

### Summary of Intended Outcomes (DfE-Aligned)

Intended outcome	Success criteria	Evidence (EEF)
<p><b>By the end of KS1, the attainment gap between pupil premium (PP) pupils and their peers will be narrowed in Phonics, Reading, Writing and Mathematics.</b></p>	<p>End of KS1 assessment data shows a reduced gap between PP and non-PP pupils at the expected standard. A higher proportion of PP pupils achieve Greater Depth. Teachers identify gaps swiftly and address these through high-quality teaching and targeted interventions, evidenced through progress and attainment data. Pupil voice demonstrates increased confidence and secure recall of key learning.</p>	<p>High-quality teaching has the greatest impact on pupil outcomes. Targeted interventions and metacognitive approaches further support progress for disadvantaged pupils. (EEF Guide to the Pupil Premium; Metacognition and Self-Regulation; Small Group Tuition)</p>
<p><b>By the end of KS2, the attainment gap between PP pupils and their peers will be narrowed in Reading, Writing and Mathematics.</b></p>	<p>KS2 outcomes show a reduced attainment gap at the expected standard, particularly for PP pupils previously working close to age-related expectations. An increased proportion of PP pupils achieve Greater Depth. Targeted interventions are implemented, monitored and evaluated effectively, resulting in accelerated progress.</p>	<p>Targeted academic support, delivered alongside high-quality teaching, improves outcomes for disadvantaged pupils. (EEF Guide to the Pupil Premium; Small Group Tuition; Individualised Instruction)</p>
<p><b>PP pupils will develop a broad and rich vocabulary to support effective communication,</b></p>	<p>The 'Word of the Day' approach is implemented consistently across the school. Pupils use increasingly ambitious vocabulary in spoken language and written work. End of</p>	<p>Oral language interventions have a positive impact on vocabulary development and support learning across the</p>

Intended outcome	Success criteria	Evidence (EEF)
<b>both orally and in writing.</b>	Reception data shows PP pupils are on track to achieve the expected standard in Communication and Language.	curriculum. <i>(EEF Toolkit – Oral Language Interventions)</i>
<b>PP pupils will secure early reading skills through the rapid identification and closing of phonics gaps.</b>	Daily systematic phonics teaching is delivered with fidelity. Assessment identifies gaps promptly and informs timely catch-up support. Phonics Screening Check outcomes for PP pupils are above national averages and broadly in line with their peers.	Systematic phonics approaches have strong evidence of impact, particularly for disadvantaged pupils. <i>(EEF Toolkit – Phonics)</i>
<b>PP pupils will have equitable access to the wider curriculum and enrichment opportunities.</b>	Increased participation of PP pupils in instrumental tuition, breakfast club and after-school clubs. Sustained engagement evidenced through attendance data and pupil voice.	Social and emotional learning and arts participation approaches support engagement, wellbeing and positive academic outcomes. <i>(EEF Toolkit – Social and Emotional Learning; Arts Participation)</i>

## Teaching (Quality of Teaching)

**Budgeted cost: £39,000**

Activity	Evidence	Challenge(s) addressed
<b>Outstanding, experienced teachers supported by teaching assistants</b>	Teaching assistants enable in-class interventions and targeted group work, reducing staff-to-pupil ratios and allowing personalised support.	High-quality teaching, reduced class sizes and targeted adult support improve pupil progress and attainment. <i>(EEF – Reducing Class Size)</i>
<b>Daily phonics, reading and spelling</b>	Daily phonics sessions secure consistent outcomes. Staff support application across the curriculum;	Systematic phonics programmes improve word reading accuracy,

Activity	Evidence	Challenge(s) addressed
<b>programme (Little Wandle)</b>	targeted interventions develop comprehension skills.	especially for disadvantaged pupils. <i>(EEF – Phonics)</i>
<b>Targeted teacher CPD for writing across the curriculum</b>	CPD improves writing provision across subjects, including extension for Greater Depth pupils and support for those at the ‘cusp’ of the expected standard.	High-quality teaching is the most effective way to raise attainment. <i>(EEF Guide to the Pupil Premium)</i>
<b>SLT focus on improving standards across the school</b>	Senior leaders monitor, coach and support staff to secure outstanding teaching.	Peer coaching and leadership support enhances teaching quality and pupil outcomes. <i>(EEF Guide to the Pupil Premium)</i>
<b>Whole-school implementation of metacognition strategies</b>	CPD ensures metacognition and self-regulation strategies are embedded consistently.	Teaching pupils to plan, monitor and evaluate their learning increases independence and attainment. <i>(EEF – Metacognition &amp; Self-Regulation)</i>

## Targeted Academic Support

**Budgeted cost: £9,515**

Activity	Evidence	Challenge(s) addressed
<b>Small group maths, reading and writing interventions</b>	Short, regular sessions targeting specific gaps have maximum impact on progress. <i>(EEF – Small Group Tuition)</i>	1, 3
<b>1:1 and small group guided reading</b>	Structured, individualised sessions improve reading outcomes. <i>(EEF – Individualised Instruction)</i>	1, 3
<b>Phonics catch-up groups (Little Wandle)</b>	Frequent, short interventions effectively close gaps in early reading. <i>(EEF – Phonics)</i>	1

Activity	Evidence	Challenge(s) addressed
<b>Speech and Language Therapy (small group interventions)</b>	Delivered by SLT and trained TAs; supports vocabulary, spoken expression and comprehension. <i>(EEF – Oral Language Interventions)</i>	1, 3

## Wider Strategies

**Budgeted cost: £40,000**

Activity	Evidence	Challenge(s) addressed
<b>Forest School</b>	Promotes engagement, social interaction and positive learning attitudes; EY teacher targets speaking and listening. <i>(EEF – Oral Language Interventions)</i>	2, 3
<b>French language provision</b>	Consistent KS2 MFL teaching with emphasis on vocabulary acquisition. Frequency of input supports vocabulary development in English and French.	2
<b>ELSA and Nurture Groups</b>	High proportion of PP pupils; internal data shows good progress over the last two years in relation to emotional regulation. <i>(EEF – Social &amp; Emotional Learning)</i>	1, 2, 3
<b>Subsidised instrumental music lessons</b>	Individual lessons in guitar, violin or piano enhance cognitive skills, self-esteem and social behaviour. <i>(EEF – Arts Participation)</i>	1, 2, 3
<b>Subsidised access to wider curriculum</b>	Includes clubs, trips, residential; promotes social interaction, engagement and self-esteem. <i>(EEF – SEL / Outdoor Adventure Learning)</i>	1, 2, 3
<b>Kick Mentoring</b>	Builds trusting relationships with adults/peers, providing guidance and support. <i>(EEF – Mentoring)</i>	1, 2, 3

<https://educationendowmentfoundation.org.uk/using-pupil-premium>

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils

#### Review of Year 2024-25

#### Statutory DATA

#### Lambeth Data Profile and Contextual Information produced by the Lambeth Statistically Team

#### Early Years Data

**Table 4 - FSP Assessment performance by children entitled to free school meals (FSM)**

	Macaulay				Lambeth			
	Av. Learning goals per pupil	GLD	ALG	Cohort	Av. Learning goals per pupil	GLD	ALG	Cohort
Not Eligible	11.3	57%	57%	7	14.7	74%	73%	1778
Eligible	14.9	88%	88%	8	12.9	59%	58%	594

- In your school FSM pupils outperformed non FSM pupils Average learning goals by 3.6 FSM pupils outperformed non FSM pupils in a GLD by 30%; and FSM pupils outperformed non FSM in ALL Learning Goals by 30%
- Performance in All Learning Goals and GLD was above the Lambeth figure and in Average learning goals was a 1.9 points difference with the Lambeth figure for pupils eligible for FSM
- Performance in All Learning Goals and GLD was broadly in line with the Lambeth figure and in Average learning goals was a -3.4 points difference with the Lambeth figure for pupils not eligible for FSM

#### Phonics Screening Data

##### **Achievement by pupils entitled to free school meals**

Entitlement to free school meals is often used as a proxy for social deprivation. In Lambeth, pupils eligible for free school meals did less well than their affluent peers with a gap of 12 percentage points working at the expected standard.

**Table 3 - % of pupils Working At (Wa) the expected standard by free school meal status**

	Macaulay		Lambeth	
	% Wa	Cohort	% Wa	Cohort
Eligible	71%	7	72%	706
Not Eligible	94%	18	84%	1,665

- In your school, more pupils not eligible for FSM met the expected standard than those who were eligible.
- Achievement for FSM pupils in your school was broadly in line with the corresponding Lambeth average
- Achievement for non-FSM pupils in your school was broadly in line with the corresponding Lambeth average

## End of Key Stage 2 Data

### Key Stage 2 - Reaching expected standard (%)

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference
		All Pupils	20	95%	79%	16%	75%	78%	-3%	75%	79%	-4%	65%
Non PP	12	100%	79%	21%	83%	78%	5%	83%	79%	4%	75%	67%	8%
PP	8	88%	79%	9%	63%	78%	-16%	63%	79%	-17%	50%	67%	-17%
Within School Gap		-13			-21			-21			-25		

### Key Stage 2- Reaching higher standard

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference
		All Pupils	20	35%	34%	1%	20%	16%	4%	40%	29%	11%	20%
Non PP	12	42%	34%	8%	25%	16%	9%	42%	29%	13%	42%	10%	32%
PP	8	25%	34%	-9%	13%	16%	-4%	38%	29%	9%	25%	10%	15%
Within School Gap		-17			-13			-4			-17		

### Expected Standard

- The biggest gap is in the combined Reading, Writing and Maths percentage; 25% lower for pupil premium.
- Writing and Maths both show a significant gap of 21%.

### Higher Standard (Greater Depth)

- There is a **significant achievement gap at the higher standard** between PP and Non PP pupils, especially in reading and writing.
- Maths is comparatively a strength in terms of closing the gap but still requires ongoing support.

### **Emotional Regulation and learning awareness**

There has been progress in supporting pupil premium children develop effective emotional regulation and learning strategies. Staff feedback and pupil voice demonstrate that children are developing the language to articulate their feelings and the resilience to persevere in more challenging tasks. However, it is recognised that this continues to be an area of need across the school, as external challenges emerge in children's lives that impacts on their resilience and self-esteem. Developing pupils' emotional regulation has a positive impact on academic achievement.

Emotional Literacy Support sessions and Nurture groups were introduced this year to enhance further the emotional support we provide for pupils.