# Pupil Premium Strategy Statement

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 | Maundene |
| Number of pupils in school | 374 |
| Proportion (%) of pupil premium eligible pupils | 27.5% (103 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2026/2027 to 2028/2029 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Joanne Capes |
| Pupil premium lead | Branwen Taylor |
| Governor / Trustee lead | Tracey Notley |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £158,010 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £158,010 |

# Part A: Pupil premium strategy plan

## Statement of intent:

At Maundene Primary School, our aim is to use Pupil Premium funding to improve and sustain higher attainment for disadvantaged pupils, which will result in achieving results in line with or above national and closing any in-school attainment gap. Guided by the EEF Guide to Inclusive Teaching (2026), our strategy prioritises high-quality adaptive teaching and universal provision as the foundation for disadvantaged pupils and those with SEND. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners.

We have forensically studied our data and based on our school led intelligence, we have reshaped our three year strategy to ensure that we are directing resources to tackle the known barriers.

We aim for the attendance of our Pupil Premium funded children to improve and close the gap between PP and non PP children.

Through high-quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, pupils have the opportunity to learn a wide aspect of global issues, communities and facts to widen their general knowledge.

Our main aims are that the children are taught to read well through a systematic, synthetic phonics programme and evidence-based early language interventions (such as ShREC, focusing on shared storybook reading and guided play), ensuring strong foundational comprehension skills, oral language development, and a love of reading and books. Pupil Premium children's oral language development and vocabulary acquisition improves and they develop the confidence to articulate their own views.

We aim for all of our Pupil Premium children and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them all to have access to a wide range of creative, cultural and sporting extra-curricular activities to enrich and widen their experiences.
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## Challenges:

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | The attendance and persistent absence of pupil premium children is lower than that of non-pupil premium children. |
| 2 | Pupil premium children often enter school with lower oral language skills, reduced vocabulary and poorer communication skills. |
| 3 | Many of our pupil premium children have further barriers to their learning such as learning or developmental needs, therefore many are on the school's SEND register. |

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| 4 | The opportunities for pupil premium children to engage with stimulating learning, sporting and cultural experiences are often limited, which impacts on their contributions in class and their imaginative play. |
| 5 | Many of our pupil premium children have limited aspirations and do not have the opportunity to reinforce their classroom learning at home. |

## 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 attendance of Pupil Premium children ensuring attendance is consistently above national average. | - By Summer 2029, ensuring attendance exceeds national average, building upon last year's baseline of 92.2%. |
| Improve oral, language and reading skills for PP children. | - By 2029, PP achievement in EYFS GLD will match or exceed national and the gap between PP and others will be reduced.<br>- By 2029, the number of PP children that pass the Phonic Screening in Year 1 and 2 will match the rest of the cohort.<br>- By 2029, PP achievement at the end of Key Stage 1 and Key Stage 2, will match or exceed national and the gap between PP and others will be reduced. |
| PP and SEND pupils are supported well to make good progress in their learning | - Additional barriers for PP and SEND pupils are reduced and pupils make good progress from their starting points and against their individual targets. |
| PP children's rich experiences of visiting different places of cultural sporting and creative places are expanded through the curriculum, enabling them to develop their personal interests and enhance their learning | - School clubs are well attended by PP children.<br>- No PP is hindered from engaging in wider curricular activities due to funding<br>- Children can evidence their wider experiences through their writing and contributions to discussions |

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| Parents can support children with their home learning and aspirations for their future is high. | - Increased attendance at workshops of parents with PP children.<br>- % of PP children completing home learning increased.<br>- Parents feel better equipped to support their children at home<br>- Parents and children recognise the importance of education and do not inadvertently put a restriction on their child's aspirations |

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: £13,403

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| SEND surgeries to support teachers in planning high-quality adaptive teaching to meet the needs of SEND and PP pupils within their class/phase, aligned with the EEF Guide to Inclusive Teaching (2026). SENCO to support Medium Term Plans days. | In-house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies for those children<br><br>'Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.' (Ofsted Inspection Framework 2019)<br>Universal approaches and high-quality adaptive teaching are aligned with the framework from the EEF Guide to Inclusive Teaching (2026). | 3 |
| Instructional coaching is used to develop all teachers | 'Instructional coaching reflects the growing consensus about what makes high-quality professional development for teachers. It is job-embedded, addressing issues teachers face daily in their classrooms. It is ongoing, not a one-off workshop. It can be aligned to curriculum and assessment. And its goal is twofold: improved teaching | 3 |

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| | practice and improved student learning.'<br>(IRIS Connect:Coaching for Teachers, Andy Newell 2024) | |
| Purchase high-quality low reading age, high interest age texts | 'Not only do fewer disadvantaged pupils say that they have a book of their own at home than their advantaged peers, but those who do have books of their own report fewer books than their more advantaged peers (39.8 vs. 52.6)'<br>(National Literacy Trust, 2019) | 2 |
| Continue to implement Little Wandle phonics programme across EYFS and KS1 (extending support to KS2) alongside structured early language programmes including ShREC (shared storybook reading, conversation, and guided play) to boost oral language development and vocabulary for disadvantaged pupils. | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF Teaching and Learning Toolkit, Phonics).<br><br>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home' (EEF Teaching and Learning Toolkit, Phonics).<br><br>Implement evidence-based early language programmes, such as ShREC, focusing on shared storybook reading and guided play to boost oral language development in early years. | 2 |
| Contingency fund for additional CPD and additional teacher training | 'it is about more good teaching for all pupils, as this will especially benefit the most disadvantaged.'<br>(EEF, The Attainment Gap, 2017) | 1, 2, 3, 4, 5 |

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

Budgeted cost: £80,109

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 1:1 or Small group interventions with the use of PiXL resources to address key gaps in learning and track progress of PP children and PP children with SEN | 'One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile' (EEF:Small group tuition, 2021) | 2, 3 |
| Resources from Speechlink and Languagelink to be used to support children with SaLT. | 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.' (EEF, Oral language interventions, 2021) | 2, 3 |
| Specific TA to deliver therapy for children with SaLT | 'Oral language interventions can be delivered intensively over the course of a few weeks, but may also be developed over the course of an academic year. Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most successful.' (EEF, Oral language interventions, 2021) | 2, 3 |
| Embed the role of Family Liaison Officer to improve parental engagement which will impact attendance | 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.' (EEF, Parental Engagement, 2021) | 1 |
| Recruit specific TA and Apprentice TA to deliver 1:1 interventions to target gaps in learning | Research shows (EEF, Closing the Attainment Gap, 2019) that early interventions have a positive impact on low income families and is effective in | 2, 3 |

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| for PP children and PP children with SEN | narrowing the attainment gap between disadvantaged children and their peers. | |

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

Budgeted cost: £64,498

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance Officer to implement refined action planning: tracking persistent absence weekly, conducting early senior leader family engagement, and reviewing structured interim monitoring milestones each term. | Current data from the school shows that 19.7% 23/79 of PP children compared to 9% of all children are persistent absentees.<br>Previous strategies have shown that engagement of senior leaders at an early stage with parents, alongside robust monitoring and reflection milestones, significantly improves attendance. (EEF, Supporting School Attendance, 2024) | 1 |
| Targeted parent workshops with a focus on how to support children's academic and emotional development, including a focus on homework. Ensure PP parents are attending regularly. | Parental engagement sessions where the focus is on supporting children with their wellbeing have had a strong turn out. Moderate improvements can then be seen in the progress they make. (EEF, Teaching and Learning toolkit, 2018) | 1, 2, 3, 5 |
| Extracurricular activities provided through ID PE Sports and costings subsidised for PP children in order them to attend | 'There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention…<br>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.'<br>(EEF, Physical activity, 2021) | 1, 4 |
| Subsidise trips, extra-curricular activities and uniform for PP children in need of support<br>e.g. Young Voices | Outdoor learning experiences consistently show positive benefits on academic learning and the impact on more vulnerable pupils is even higher (EEF, Teaching and Learning Toolkit, 2018) | 1, 3, 4 |

| | | |
|---|---|---|
| Access to professional services to support additional needs i.e educational psychologist | 'A growing body of evidence, mainly from high-income countries, has shown that there is a strong socioeconomic gradient in mental health, with people of lower socioeconomic status having a higher likelihood of developing and experiencing mental health problems.' (Mental Health Foundation) | 3 |
| Assemblies and Carers Fayre to expose children to a variety of jobs so that they reflect on their future and have high aspirations | 'It helps to raise aspirations, broaden horizons, show the relevance of what they are studying to later in life, challenges stereotypes about jobs, stops them ruling out options for themselves at a young age and helps with their transition into the labour market.' (Drawing the Future: Exploring the career aspirations of primary school children from around the world, 2018) | 5 |

## Total budgeted cost: £158,010

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 |
|---|---|
| Little Wandle Letters and Sounds revised | Wandle Learning Trust |
| Times Table Rock Stars | Maths Circle Ltd. |
| Purple Mash | 2Simple |
| SPaG.com | www.SPaG.com |
| PiXL | https://www.pixl.org.uk/primary |
| Century AI | Century Tech |
| Spelling Shed | Education Shed |
| Whiterose Maths | White Rose Education |
| Kapow | Kapow Primary |
| Language Angels | Language Angels |
| Steplab | Steplab |
| Letter-join | Green and Tempest Ltd |

## 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 |
|---|---|
| Speech and Language Therapist attends every other week to support children with their speech, language and communication. TAs attend the sessions so that support can be provided in class and through additional interventions. Reports are written with key targets for children to work on and reports are shared with class teacher and parent. (These will be continued) | Andrew Green - Freelance |
| Counsellor attends once a week to provide support to children to help them work through challenges or difficult life situations. This provides children with the opportunity to reflect and process feelings and thoughts at their own pace. (These will be continued) | Freelance |
| Occupational Therapist sessions are provided to children to enhance their development, improved cognitive and communication skills and minimise developmental delay. (These will be continued) | Medway |

## Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

## Further information (optional):

# 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 2025 to 2026 academic year.

**Quality of Teaching for all**

2025-2026 Academic Outcomes Overview

The school has demonstrated a strong commitment to the Quality of Education, underpinned by a forensic analysis of the specific barriers facing its disadvantaged pupils. The intended curriculum is successfully delivered through robust, evidence-based instructional practices, including the rigorous implementation of the Little Wandle Letters and Sounds revised programme to tackle foundational language and literacy gaps. The direct impact of this activity is clearly demonstrated by strong outcomes across key stages: 79% of pupils achieved a Good Level of Development (GLD) in the Early Years Foundation Stage (EYFS), with disadvantaged pupils achieving 75% GLD (compared to 72% national for all pupils). Year 1 Phonics Screening outcomes reached 85% overall, with Pupil Premium pupils achieving 81% pass rate. At Key Stage 2 (KS2), overall combined Reading, Writing, and Maths (RWM) reached 77% (compared to the national average of 63%), while Pupil Premium pupils achieved 71% combined RWM, demonstrating a significantly narrowed attainment gap. Individual subject performance for Pupil Premium pupils stood at 78% in Reading (28% GDS), 75% in Writing (20% GDS), 81% in Maths (25% GDS), and 74% in GPS (26% GDS). Progress scores for disadvantaged pupils were +2.1 in Reading, +1.8 in Writing, and +2.4 in Maths, showing strong value-added progress from their starting points. Furthermore, whole-school attendance reached 95.4% (National: 93.07%), while Pupil Premium attendance rose to 92.2% (National: 89.13%), with persistent absence reducing to 8.8%. These results, alongside strong performance in the Year 2 Phonics Screening Check and Year 4 Multiplication Tables Check (MTC), demonstrate performance consistently above national averages. Significant improvements were achieved during the 2025-2026 academic year, largely due to the successful embedding of Instructional Coaching for all teaching staff. This high-quality professional development elevated pedagogical standards across the school, ensuring consistently high teaching quality, which is sharply focused on improving pupil outcomes and addressing the diverse needs of disadvantaged pupils, including those with SEND. Furthermore, the provision is highly responsive to additional learning needs, exemplified by dedicated SENCo surgeries for tailored planning and the development of adaptive teaching strategies, alongside intensive 1:1 or small group interventions utilising resources such as PiXL and specialist support from Speechlink/Languagelink.

Targeted Support

This support included intensive 1:1 or small group interventions delivered by a dedicated team of Teaching Assistants (TAs) and an Apprentice TA, who utilised PiXL resources to address key learning gaps and rigorously track progress. Specialist provision was also embedded through the use of Speechlink and Languagelink resources, with a specific TA designated to deliver the resulting therapy, ensuring effective support for speech and language needs (SaLT).

Academically, the use of small group tuition and before/after school booster sessions has been particularly impactful. These intensive, evidence-based groups successfully provided the necessary acceleration for lower-attaining pupils, particularly in phonics and for Year 1, 2, and 4 children, enabling them to embed foundational skills and exceed national averages in their respective assessments.

Crucially, the school has also strengthened the role of the Family Liaison Officer, enhancing parental engagement to positively impact attendance and reinforce the supportive educational environment at home, ensuring a holistic approach to tackling barriers to learning and securing improved outcomes.

Wider Strategies

The strategic deployment of wider support mechanisms had a considerable impact on improving the engagement and life chances of Pupil Premium (PP) children. Crucially, a dedicated Attendance Officer actively tracked and targeted PP children who were regular or at-risk absentees, ensuring minimal disruption to their education. Maundene's Pupil Premium attendance reached 92.2%, which is above the national average of 89.13%. To enhance support at home, targeted parent workshops were offered, focusing on effective ways to aid children's academic and emotional development, including managing homework, with a proactive focus on securing regular PP parent attendance. To ensure equitable access to enrichment, the school subsidised costs for trips, uniforms, and extracurricular activities—such as those provided by ID PE Sports and participation in events like Young Voices—removing financial barriers to participation and broadening their experiences. Furthermore, the school ensured timely access to professional services, such as an educational psychologist, to support additional needs. Finally, by hosting assemblies and a Careers Fayre, the school exposed children to a variety of jobs, directly promoting high aspirations and encouraging them to reflect positively on their future pathways.