

# Pupil premium strategy statement 2025/2026

This statement details our school's use of pupil premium funding for 2025 to 2026 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	<b>The March CE Primary School</b>
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	7.3 % (15 Pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Mr S Jackson
Governor / Trustee lead	Mr S Bennett

## Funding overview

Detail	Amount £
Pupil premium funding allocation this academic year	£33330
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

The March CE Primary is built on strong relationships. We are at the heart of our community and provide an excellent education for **all** the children from EYFS to Year 6. Everything we teach is driven by our Curriculum Intent of Be Aspirational; Be Determined; Be Brave; Be supportive; Be proud and is underpinned by our school Christian values of Love Faith Forgiveness Peace and Compassion. We believe the **potential all our pupils** hold in terms of their personal achievement is **limitless**.

We will empower them to go forward to High school prepared for the challenges they face with confidence, have the knowledge skills and qualities they need. There is a collective understanding of the impact of disadvantage on pupils' learning and the school and Trust are clear about the God given potential for **all** our pupils and they understand the part they play in addressing educational disadvantage.

We are committed as a school to closing the disadvantage gap between children in receipt of Pupil premium funding and other children. Our strategy is outlined below.

## Challenges

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

Challenge number	Detail of challenge
1	Prior underachievement of PPG children in English and Maths in 2024 data continues to show a gap between PP pupils and NPP in reading, writing and maths combined in KS2 of 48%
2	Social and emotional needs of some children, pupil interaction difficulties and regulating own emotions
3	Financial difficulties that may reduce children's experience of a range of activities, visits, clubs etc
4	Disadvantaged pupils are at <b>greater risk of poor attendance</b> because of the impact of socio-economic (and other) disadvantages on their lives over time.

## 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
1)Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	We will have closed the attainment gap between PPG children and their non-disadvantaged peers
1)Improved maths attainment for disadvantaged pupils at the end of KS2 – aligned with The March’s strategic priorities and measurable indicators	We will have increased the number of children achieving the EXS over time in Maths at Ks2
2)To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p><b>Positive trend in behaviour data</b> (fewer incidents linked to emotional regulation).</p> <p><b>Timely access to support services</b> (e.g., FLO interventions, counselling) documented for all identified PP pupils.</p> <p><b>Improved pupil voice feedback</b> (e.g., termly surveys show at least 80% of PP pupils feel safe, supported, and happy in school).</p>
3)Use of PPG to enable equality of experience for disadvantaged children	<b>Financial barriers are removed</b> through documented use of PPG for visits, resources, and extracurricular activities.
4)To achieve and sustain improved attendance for disadvantaged pupils	<p><b>Success criteria for improving wellbeing for PPG chilreOverall attendance for PP pupils is at least 95%</b> by the end of the academic year.</p> <p><b>Gap between PP and non-PP attendance narrows</b> to less than 1–2%.</p> <p><b>Early intervention records show timely support</b> for families where attendance concerns arise.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Teaching Assistants to intervene in class to address gaps in prior knowledge	(EEF small group tuition: impact +4 months)	1
Use of trained FLO to support well-being and emotional regulation of some children	(EEF Social and Emotional Learning : impact +4 months)	2

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

Budgeted cost: £ 500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Part funding of curriculum visits/clubs/resources/residential	(EEF Physical activity +1)	3

**Total budgeted cost: £500**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that pupils achieve better in Reading in KS2, compared to Maths and Writing (See Below)

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates significant variation in attainment among disadvantaged pupils across key stages. At **KS1**, the single pupil did not meet the expected standard in the Year 1 Phonics Screening Check. However, the **very small sample size at KS1 (only one pupil)** makes it difficult to draw meaningful conclusions about trends or wider patterns. At **KS2**, outcomes are mixed: while **60%** of pupils met the expected standard in Reading, performance in Writing (**40%**) and Maths (**20%**) was notably lower, with only **20%** achieving the combined Reading, Writing, and Maths benchmark.

Multiplication Tables Check results were also low, with just **25%** meeting expectations in Year 4. These figures suggest that while reading shows relative strength, there are persistent gaps in writing and mathematics, and overall attainment remains below national expectations. This underlines the need for targeted interventions and adaptations in literacy and numeracy, alongside strategies to address foundational skills early in KS1.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The analysis shows that whilst behaviour among

Pupil Premium children is generally good and incidents are low, **attendance and wellbeing remain areas of concern and need to be a priority moving forward**. Persistent absence rates are higher for disadvantaged pupils compared to their peers, and wellbeing challenges—particularly linked to emotional regulation and mental health—continue to impact engagement and learning. These findings underline the importance of targeted strategies to improve attendance and provide robust wellbeing support alongside academic interventions.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve all of the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The analysis shows that whilst behaviour among Pupil Premium children is generally good and incidents are low, there has been **notable success in closing the attainment gap in Reading at KS2**, where 60% of disadvantaged pupils achieved the expected standard. Additionally, the school has made strong progress in **supporting children and families with wellbeing**, through targeted interventions and access to pastoral support

Data shows that at:

**Ks1:**

100% of pupils (1 out of 1 pupils) did not achieve their Phonics Screening Check in Year 1

100% of pupils (1 out of 1 pupil) achieved the expected standard in Maths in Year 2

**Ks2:**

25 % of pupils(1 out of 4 pupils) achieved the MTC in Yr 4

60 % of pupils (3 out of 5 pupils) achieved the expected standard in Reading in Yr 6

40 % of pupils (2 out of 5 pupils) achieved the expected standard in Writing in Yr 6

20 % of pupils (1 out of 5 pupils) achieved the expected standard in Maths in Yr 6

20 % of pupils (1 out of 5 pupils) achieved the expected standard in Reading, Writing and Maths in Yr 6

Absence among disadvantaged pupils was higher than their non disadvantaged peers in 2024/2025

## 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
N/A	

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A