

Magdalen Academy - Pupil premium strategy 2026 -2029

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	38
Proportion (%) of pupil premium eligible pupils	10 (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)	2026-2029
Date this statement was published	Sept 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Louise Arrowsmith
Pupil premium lead	Louise Arrowsmith
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,459
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£20,459

Part A: Pupil premium strategy plan

Statement of intent

At Magdalen Academy, we have high aspirations for all pupils and aim to diminish the differences in attainment and progress between disadvantaged pupils and other groups of children within our school.

We intend for all of our pupils from a disadvantaged background to leave Wimbotsham and Stow Academy Academy as confident individuals who are the best person they can possible be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

We are working to achieve these aims by:

Tier 1:

- Ensuring all pupils have access to high-quality teaching in all lessons using the agreed teaching and learning framework as a structure.

Tier 2:

- Provide a range of targeted support for children not making expected progress through a range of interventions and academic tuition.

Tier 3:

- Provide targeted support to challenge non-academic barriers such as attendance, behaviour and mental health needs.
- Ensuring economic support is in place for the children and their families to ensure access to the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
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1	Attendance of disadvantaged pupils remains lower than non-disadvantaged pupils. Persistence absence figures in 25/26 - 10%
2	Children continue to gaps in learning preventing them from achieving well against national outcomes.
3	Assessment data is not used well enough to support disadvantaged children so they continue to fall behind their peers in core subjects.
4	Challenges with self-regulation, resilience, or emotional management particularly at social times.
5	Speech and Language for children entering reception is a barrier to achieving GLD

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
Improve attendance and reduce persistent absence among disadvantaged pupils.	Attendance of disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged pupils narrows. Persistent absence figures show year-on-year improvement.
Adaptive teaching and carefully planned interventions ensures disadvantaged pupils make at least expected progress from their starting points.	Data demonstrates that the gap between disadvantage and non-disadvantaged closes. Pupil progress meetings support timely interventions which measures impact.
Ensure assessment information is used effectively to identify needs and accelerate progress.	Teachers use assessment data consistently to inform teaching and intervention. Disadvantaged pupils make at least expected progress in reading, writing and mathematics and attainment gaps diminish over time.
Develop resilience, self-regulation and positive learning behaviours.	Behaviour incidents reduce, pupil engagement improves and disadvantaged pupils demonstrate increased independence and resilience within lessons and across the wider school environment.
Use speech and language programmes to support Speech, Language and communication in EYFS and KS1	Speech, Language and communication is not a barrier to pupils achieving GLD at the end of EYFS.

	Children continue to access speech support throughout KS1 to support writing development.
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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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support from the Maths hub to ensure high quality lessons are delivered.</i>	EEF's <i>Improving Mathematics in Key Stages 2 and 3</i> guidance emphasises that improving outcomes in mathematics depends upon improving the quality of teaching, including developing teachers' subject knowledge, understanding of how pupils learn mathematics, and the effective use of evidence-based approaches such as representations, problem solving and assessment. Maths Hubs support schools to embed these approaches consistently across classrooms.	3
<i>Half termly CPD sessions with PIXL associate for Key Stage 2</i>	EEF's <i>Effective Professional Development</i> guidance highlights that well-designed professional development can improve teaching quality and pupil outcomes. Effective CPD should build teacher knowledge, develop teaching techniques, motivate staff, and provide opportunities to embed practice over time. Sustained, recurring professional development is more effective than one-off training events.	3
<i>Continue to engage in Talk 4 Writing project to ensure consistency in writing.</i>	EEF's <i>Improving Literacy in Key Stage 2</i> guidance recommends developing pupils' language capabilities through purposeful speaking and listening activities and promoting high-quality classroom dialogue. It also recommends teaching writing composition through modelling and supported practice. These principles align strongly with the Talk for Writing approach, which uses	3

	oral rehearsal, explicit modelling, shared writing and structured practice to improve writing outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for staff to complete online Wellcomm assessments with all children in EYFS and Year 1 in Autumn 1 to support interventions</i>	EEF's Early Years Toolkit reports that communication and language approaches can lead to approximately seven additional months' progress, particularly when staff are trained to identify needs and implement targeted support effectively.	5
<i>Use of formative and summative assessments at pupil progress meetings, with Teachers and T.As, to inform interventions for reading, writing and maths</i>	Formative assessment has a positive impact on pupil attainment when evidence of learning is used to adapt teaching and provide targeted support. The EEF's evaluation of Embedding Formative Assessment found that pupils made the equivalent of two additional months' progress when formative assessment strategies were embedded effectively across the school.	
<i>T.A training to deliver school interventions: precision teach, Pixl therapies, reading interventions.</i>	The use of targeted interventions informed by assessment data is particularly beneficial for disadvantaged pupils and those at risk of falling behind. The EEF's guidance on teaching assistants highlights that well-planned, evidence-based interventions delivered to identified pupils can lead to approximately four additional months' progress .	
To embed Read Write Inc phonics and use fast track tutoring to support those falling behind and supplement books to ensure there are enough for all children to access.	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	1,2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for 1 member of staff to be able to deliver ELSA across the school.</i>	<p>EEF's Teaching and Learning Toolkit identifies Social and Emotional Learning (SEL) as having a positive impact on pupils' outcomes, with an average of three additional months' progress, alongside improvements in wellbeing, emotional regulation and relationships.</p> <p>The EEF's <i>Improving Social and Emotional Learning in Primary Schools</i> guidance recommends that schools provide both universal support and targeted interventions for pupils with identified social and emotional needs, and stresses the importance of staff being trained to deliver this support effectively.</p>	2,4
<p><i>Use of PSA time for early intervention to support families with attendance.</i></p> <p><i>Play therapy</i></p>	The use of a Parent Support Advisor (PSA) aligns with EEF guidance on parental engagement, which highlights the importance of building positive relationships between home and school, communicating with families in personalised ways, and providing more intensive support where families face wider challenges. Effective parental engagement approaches can have a positive impact on pupil outcomes and wider school engagement	1,2,3
<i>Bushcraft (KS2)</i>	Bushcraft sessions provided by Inside Out Education is a bespoke curriculum tailored to our school. All KS2 children are provided with 12 weeks of sessions across the year. We also deliver a weekly after school club session.	2,4
<i>Access to breakfast/afterschool provision as well as subsidies for trips</i>	The strongest EEF evidence relates to breakfast clubs. The Magic Breakfast evaluation found that providing a free, universal breakfast club led to the equivalent of two additional months' progress in attainment. The study also reported improvements in pupils' attendance, behaviour and readiness to learn	1,2,3,4,5,6

	<p>The EEF highlights that enrichment activities, including arts, sports and wider extracurricular opportunities, can have a positive impact on attainment as well as wider outcomes such as participation, confidence and engagement. Participation in arts-based enrichment activities is associated with around three additional months' progress on average.</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The strongest evidence of impact can be seen in attendance outcomes for disadvantaged pupils. Attendance for FSM pupils has been consistently above national averages over the last three years:

- 2023/24: 96.7% compared with 92.0% nationally.
- 2024/25: 97.2% compared with 92.3% nationally.
- 2025/26: 95.1% compared with 92.4% nationally.

Persistent absence rates for disadvantaged pupils have also remained significantly lower than national figures:

- 2023/24: 0% compared with 27.1% nationally.
- 2024/25: 0% compared with 24.9% nationally.
- 2025/26: 10.0% compared with 25.3% nationally.

The school's investment in attendance monitoring, family support and individualised intervention has successfully increased engagement and reduced barriers that often affect disadvantaged pupils.

Due to the very small disadvantaged cohorts in Key Stage 2 (typically one or two pupils), attainment measures are suppressed or classed as small cohorts and should be interpreted cautiously.

However, available data indicates some positive outcomes:

- In 2025, 100% of disadvantaged pupils achieved the expected standard in reading, compared with 63% nationally for disadvantaged pupils.
- In 2025, 100% of disadvantaged pupils achieved the expected standard in mathematics, compared with 61% nationally for disadvantaged pupils.
- In 2025, 100% of disadvantaged pupils achieved the expected standard in EGPS, compared with 60% nationally for disadvantaged pupils.

The school serves a high proportion of pupils with Education, Health and Care Plans (13.95%, well above average), and a number of disadvantaged pupils also have additional SEND needs. Pupil Premium funding contributes towards personalised support, intervention programmes, pastoral care and inclusion strategies to ensure pupils remain engaged in learning and access the curriculum successfully. [\[Ofsted _ I...t Magdalen | PDF\]](#)

Next Steps

The school will continue to use Pupil Premium funding to:

- Sustain high levels of attendance for disadvantaged pupils.
- Reduce persistent absence further.

- Provide targeted teaching and intervention in reading, writing and mathematics.
- Support pupils' emotional wellbeing and readiness to learn.
- Increase enrichment opportunities and cultural capital.
- Further narrow attainment gaps through high-quality adaptive teaching.

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
PIXL	PIXL