

# Pupil premium strategy statement – Membury Primary Academy

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	8
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025, 2025/2026, 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Katherine Powell
Pupil premium lead	Heidi Wickens Head of School
Governor / Trustee lead	Dr. Carolyn Bromfield

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£1530</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Membury Primary Academy is a very small school in the rural area of the Blackdown Hills. We are operating as a one class school with all children from Reception to Year 6 being taught in the same class. This presents challenges of timetabling and planning lessons to ensure high quality teaching and learning throughout the day for all year groups as well as a small social network for children to engage with their peers within. Despite the challenges, the children at Membury are supportive of all other learners in the class and the older children act as role models for the younger children.

At Membury Primary Academy, we aim to remove barriers so that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. All children should attain in line with their peers, regardless of their starting points and it is our role to equip them with the knowledge, skills, experiences and dispositions needed to be ready to go on and succeed in secondary school and beyond.

High-quality teaching is at the heart of our approach, with a focus on the areas in which children who are disadvantaged or under-resourced require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our strategy are to ensure all of our pupils achieve the best possible outcomes in their learning and socially. We will be responsive to common challenges and individual needs in our small school.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments, observations and discussions with pupils and staff indicate that writing attainment for some of our learners is lower than expected.
2	Year 4 multiplication check data and internal assessments show that recall of multiplication facts for all pupils is lower than national expectations. This has an impact on maths attainment in Year 5 and 6.

3	Our attendance data over the last 2 years indicates that for some groups of children there is a gap in both authorised and persistent absenteeism when compared with their peers.
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## 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 writing attainment outcomes for all learners which are aligned with national expectations.	<ul style="list-style-type: none"> <li>- Writing curriculum and teaching of writing is having a positive impact on attainment and progress</li> <li>- Identified children are making rapid progress against gaps in their writing.</li> <li>- More children are achieving at least the expected standard in writing.</li> </ul>
Year 4 multiplication check average is at least in line with national.	<ul style="list-style-type: none"> <li>- Year 4 multiplication check average is improved</li> <li>- Secure teaching of multiplication tables across year groups</li> <li>- Outcomes for Year 5 and 6 maths have improved due to secure knowledge of multiplication facts.</li> </ul>
Attendance and persistence absence rates identified children have improved.	<ul style="list-style-type: none"> <li>- Attendance for all is at least 97%.</li> <li>- Increased attendance is impacting on closing learning gaps for identified children.</li> </ul>

## 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: £ 411

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small class size allows individualised high quality teaching	EEF High quality teaching in small classes leads to individualised instruction of +4 months progress and reduction in class size leads to +1month progress <a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a>	1,2

	<a href="https://www.gov.uk/support-for-schools/school-planning-support/1-high-quality-teaching">g.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	
<p>Access to high quality teaching and learning resources for staff and pupils to teach writing transcription and composition through modelled and guided practise</p>	<p>EEF Teaching and Learning toolkit teaching in small classes leads to individualised instruction of +4 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>EEF Improving KS2 literacy  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> and the Writing Framework  <a href="https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf">https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</a> show the importance of transcription and composition</p> <p>RWI Lexia</p>	1,2
<p>Access to high quality teaching and learning resources to teach and assess maths and reading</p> <p>Magma maths – use in lessons and for additional practise of key learning and gaps in knowledge</p> <p>Accelerated Reader – use to track reading and identify gaps in skills to aid teaching and learning</p> <p>Testbase – use of resources in lessons and assessments to identify strengths and gaps to address in future teaching</p>	<p>EEF Teaching and Learning toolkit reading comprehension strategies leads to +7months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>EEF Improving Mathematics In Key Stages 2 And 3  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	

CPD for teaching staff around pedagogy	EEF Professional development toolkit outlines clear guidance for deliver high quality professional development  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1,2
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and check ins with a trusted adult	EEF Teaching and Learning toolkit mentoring leads to +2 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3
Structured interventions delivered through online programs or 1:1 teaching assistant support  Lexia TTRS/Numbots Magma maths Speech and language link	EEF Teaching and Learning toolkit leads to +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  EEF Making the best use of TAs <a href="https://dera.ioe.ac.uk/id/eprint/29360/1/TA_Guidance_Report_MakingBestUseOfTeachingAssisstants-Printable.pdf">https://dera.ioe.ac.uk/id/eprint/29360/1/TA_Guidance_Report_MakingBestUseOfTeachingAssisstants-Printable.pdf</a>	1,2
Targeted teaching of multiplication facts	NCETM/Maths Hubs Number sense TTRS	2

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

Budgeted cost: £199

Activity	Evidence that supports this approach	Challenge number(s) addressed
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HoS attends attendance lead clinics	EEF - supporting school attendance <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	3
Children eat lunches together with time to talk supported by MTAs to build a sense of belonging, build peer and adult relationships and support behaviour and attendance	Developing social and emotional learning leads to +3 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> and EEF - metacognition/self-regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> EEF behaviour guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3
Attend events at other schools to experience greater socialisation and exposure to other learners	EEF supporting school attendance <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a>	1,2,3
Support for funding disadvantaged children to access extra-curricular trips and activities to continue to build a sense of belonging within the school community	Ensuring all children have access to extra-curricular trips and activities builds a sense of belonging which can improve attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a>	3

**Total budgeted cost: £1530**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

There were no pupil premium children in the Y6 cohort in the 2024/2025 academic year. Internal data and comparisons show a trend where reading is in line with expectations on average while maths and reading are below expectations. Our school's pupil data in the multiplication check was in line with national expectations.

Attendance for identified groups of children was 92.81% compared to other peers' attendance of 93.77%. Support including soft-starts, early drop-off, check-ins and consultation with the Trust attendance lead helped raise attendance.

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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Intended outcome	Success criteria	2024-2025	2025-2026	2026-2027
Improved writing attainment outcomes for all learners which are aligned with national expectations.	Writing curriculum and teaching of writing is having a positive impact on attainment and progress			
	Identified children are making rapid progress against gaps in their writing.			
	More children are achieving at least the expected standard in writing.			
Year 4 multiplication check average is at least in line with national.	Year 4 multiplication check average is at least 23			
	Secure teaching of multiplication tables across year groups			
	Outcomes for Year 5 and 6 maths have improved due to secure knowledge of multiplication facts.			
	Attendance for all is at least 97%.			

Attendance and persistence absence rates for identified children have improved.	Increased attendance is impacting on closing learning gaps for identified children.			
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## 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
Lexia	Lexia
RWI	RWI - Ruth Miskin
Speech and Language Link	Speech and Language Link
Times Table Rockstars	Maths Circle
Magma maths	Magma maths
Testbase	Testbase
Accelerated Reader	Renaissance Learning
WESEND	Whole Education
Kinetic Letters	Kinetic Letters