



Medina Primary School Pupil Premium Strategy Statement 2025 - 2026

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	Medina Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Amanda McGarvey
Pupil premium lead	Amanda McGarvey
Governor / Trustee lead	Kelly Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,594
Recovery premium funding allocation this academic year	0
Funding for LAC and Post LAC	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£140,594
School led tutoring funding	0

Part A: Pupil premium strategy plan

Statement of intent

At Medina, our aim is to provide an inclusive environment with quality teaching and learning. We have high aspirations for all our pupils and as such, we strive to ensure all pupils including those who are disadvantaged, make good progress from their starting points, both socially and academically, despite any challenges that they face. We aim to provide pupils with a full curriculum offer and in so doing prepare them for their next step in education; ultimately raising their ambitions.

Evidence and research shows that the most effective schools narrow the gap in achievement through a combination of high teacher expectations and high quality inclusive teaching with an appropriate, relevant, experiential and engaging curriculum supported by purposeful and timely interventions and enrichment opportunities. We believe that by following the best practice of educational research we are able to maximise the use of our Pupil Premium grant (PPG) by choosing proven strategies that will support our pupils to grow and develop. Medina's three-year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long term interventions.

We are committed to ensuring all pupils, especially those who are disadvantaged achieve well and as such we carefully track, plan and target support and intervention.

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

All children are expected to attend school regularly and the school cultivates a sense of belonging through building strong relationships.

Leaders, teachers and other adults understand their role within the school's strategy and how to support PPG children.

High quality inclusive teaching for all

Medina places a strong emphasis on ensuring all disadvantaged pupils receive high quality inclusive teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make good or better progress.

All adults are committed to positive engagement with disadvantaged pupils.

Interventions are additional to high quality teaching; class teachers retain accountability for pupil achievement.

Curriculum is planned 'through the eyes of the disadvantaged' to ensure access for all children.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how developing the whole child impacts on learning.

Personalised group plans are used to ensure barriers are overcome so that disadvantaged pupils can benefit from support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed in the classroom so that pupils can secure learning domains that will enable them to catch up and close the gaps in understanding.

Vocabulary is explicitly taught throughout school to allow all children to access the curriculum.

Clear, responsive leadership

Senior leadership and governors, review the effectiveness of strategies regularly and identify further actions to close any gaps.

The effectiveness of the strategy is reviewed termly and is based on research and best practice.

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of less than accelerated progress.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils, show pupils have poor oral language skills and limited vocabulary which impacts progress in all areas of the curriculum

2	PPG attendance is lower than non-PPG peers resulting in missed learning opportunities. (this has reduced in 2024-25 but we continue to monitor this)
3	Our assessments, observations and discussions with pupils demonstrate that these pupils have less access/exposure to extra-curricular activities and educational experiences such as trips, music lessons and participation in physical activities.
4	Our assessments, observations and discussions with pupils, show that sufficient progress was not made in previous years leaving the children with gaps in their learning.
5	Our assessments, observations and discussions with pupils, show that less support at home in reading, homework and online learning.
6	A large number of PPG also have SEND and will need a targeted approach which is in addition to and different from other children.

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
Targeted support through high quality teaching leading to academic impact	% of PPG children achieving phonic screening in Year 1 and Year 2 to reflect national data. Closing the gap of 26%. % of PPG children achieving the MTC in year 4 to reflect national data for this group % of children eligible for PPG achieving ARE in RWM in line with national data. (KS2) closing the gap of 24% Accelerated progress in reading, writing and mathematics in all year groups closing the gap between PPG and non PPG.
Emotional, social and behavioural support to improve learning behaviours, and attendance	Attendance of PPG children in line with national expectations. PPG children demonstrate secure relationships with the adults in school Pupils report an improved sense of wellbeing and belonging to the school
Enrichment support to enable all children to access a range of experiences.	Pupil Voice, child led, and 'real life' experiences are included in their Medina

	journey – giving them experiences that enrich their curriculum. SEND and PPG children have a curriculum that is adapted and appropriate to their needs. An increase in the number of PPG children taking part in extracurricular activities.
SEND pupils who are disadvantaged make progress in their learning related to small steps through the national curriculum	SEND and PPG children make good progress from their starting points with the aim of achieving ARE (where appropriate) by the end of KS2

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)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher time spent planning and resourcing bespoke intervention for PPG children. Maths mastery approach Destination Reader strategies Number stacks intervention	EEF Diagnostic Assessment: Evidence insight shows : Quality First teaching increases progress by +2 https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching Use of mastery approach increases progress by +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 5, 6
Use of RWI (SSP) across the school to ensure that all children have a secure understanding of phonics and are regularly assessed for need. Group phonics lessons	EEF Diagnostic Assessment: Evidence insight shows Phonics increases progress by +5. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,5,6

1:1 interventions Fresh Start	The reading framework 2021 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	
Pupil Progress meetings identify needs of PPG children not achieving ARE Time out of class	EEF's Great teaching toolkit states that teachers need to 1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise the opportunity to learn 4. present content, activities and interactions that activate their students' thinking https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	5
Provide training for all staff to develop the effective use of the additional adult within the classroom Focus on de escalation and adaptive teaching	The EEF states that: strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,6
Continue the Maths Mastery teacher training programme (5th Year)	EEF recommends: Maths Mastery as an approach that ensures a high level of success should be required before pupils move on to new content. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4, 6

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

Budgeted cost: £36,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of targeted structured interventions to support children below ARE. Includes use of phonics 1: 1 intervention, Fresh Start and Number Stacks.	EEF Fresh start trial +3 months https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start EEF Improving maths in EYFS and KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	4. 5. 6.
Group tutoring to secure maths and reading in yr6	https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf EEF improving literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4, 5, 6
Introduction of SAT booster - Learning by Questions	EEF improving literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4, 5, 6
TA time linked to learning interventions. S and L Phonics Number stacks	EEF Diagnostic Assessment Evidence Insight shows: 1:1 teaching shows progress of +5 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4, 5, 6
Targeted interventions to meet the needs of disadvantaged pupils with SEND Small steps	High Quality Teaching Benefits pupils with SEND 5 a day principle. https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/send/Five-a-day-poster_1.1.pdf EEF Guidance report: Special Educational Needs in Mainstream https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly ELSA sessions for those children requiring additional support. Training for new ELSA support	EEF Diagnostic Assessment Evidence Insight shows: Social and Emotional Interventions show progress of +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Collaborative work between Pupil Premium Lead (PPL), Pastoral support and admin targeting vulnerable children who are at risk of becoming persistently absent	Recommended by Gov.UK on efficient use of Pupil Premium funding. https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts	2
Provide additional enhancements and wider curriculum opportunities by subsidising extra-curricular clubs, music tuition and school visits - Portsmouth music service - Portsmouth school games	EEF Diagnostic Assessment Evidence Insight shows: Arts Participation shows progress of +3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Further opportunities for PPG to access clubs that are not sport or arts linked - Singing - Gymnastics - Football	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

Total budgeted cost: £5134.38

Recovery Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training from curriculum specialist from Portsmouth	EEF Diagnostic Assessment Evidence insight shows: Quality First teaching increases progress by +2 Use of mastery approach increases progress by +5	4
TA trained to support speech and language interventions	EEF Diagnostic Assessment Evidence Insight shows: Oral Language Interventions show progress of +6	1,6
RWI training	EEF research shows RWI has an impact of 3 months for each student. EEF Diagnostic Assessment: Evidence insight shows Phonics increases progress by +5.	1,5,6

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.

Aim	Impact
Targeted support through high quality teaching leading to academic impact	2024-25 Phonics screening Year 1 PP (13chn) 62% Year 1 Non PP (16chn) 88% GAP -26% (3 chn)

	MTC <table><tr><td></td><td>PP (16 chn)</td><td>Non PP (13 chn)</td></tr><tr><td>School Mean average score</td><td>21.4</td><td>24.6</td></tr><tr><td>NA Mean average score</td><td>19.4</td><td>21.7</td></tr><tr><td>Scoring 25/25</td><td>25%</td><td>84.6%</td></tr><tr><td>NA scoring 25/25</td><td>28%</td><td>41%</td></tr></table> Year 6 Year 6 PP (17chn)47% Year 6 nonPP (14chn)71% GAP -24% (3 chn) Accelerated progress Year 6 PP (17chn) 41% (7chn) made above expected progress 53% (9chn) made expected progress 6% (1chn) no prior data		PP (16 chn)	Non PP (13 chn)	School Mean average score	21.4	24.6	NA Mean average score	19.4	21.7	Scoring 25/25	25%	84.6%	NA scoring 25/25	28%	41%																				
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Emotional, social and behavioural support to improve learning behaviours, and attendance	Attendance percentage Pupil Premium92.9% Not Pupil Premium95.9% National94.8% Local Authority94.8% Attendance GAP is 3% of school PP and nonPP This reflects some significant absence of 20 PP pupils Pupil Premium96 pupils 1.0%19.8%29.2%37.5%12.5% Not Pupil Premium108 pupils 1.0%26.9%53.7%13.9% Legend Severely absent (50% or more sessions missed) Persistently absent (10% or more sessions missed) At risk of persistent absence (5-10% sessions missed) Good attendance (85-99%) Excellent attendance (90%+) The largest area for development are the several absent PP children.																																			
Enrichment support to enable all children to access a range of experiences.	<table><tr><td></td><td colspan="5">Attended at least 1 club</td><td></td></tr><tr><td>Year</td><td>All</td><td>P P</td><td>Non-P P</td><td>SEN D</td><td>PP & SEND</td><td>NOTES</td></tr><tr><td>YR</td><td>2</td><td>2</td><td>0</td><td>0</td><td>0</td><td>Only Dance club offered</td></tr><tr><td>Y1</td><td>11</td><td>5</td><td>6</td><td>2</td><td>1</td><td>Dance club, Cooking & KS1 Book club offered</td></tr><tr><td>Y2</td><td>31</td><td>16</td><td>15</td><td>5</td><td>5</td><td>Dance club, Cooking & KS1 Book club offered</td></tr></table>		Attended at least 1 club						Year	All	P P	Non-P P	SEN D	PP & SEND	NOTES	YR	2	2	0	0	0	Only Dance club offered	Y1	11	5	6	2	1	Dance club, Cooking & KS1 Book club offered	Y2	31	16	15	5	5	Dance club, Cooking & KS1 Book club offered
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Y2	31	16	15	5	5	Dance club, Cooking & KS1 Book club offered																														

Y3	33	20	13	6	4	Dance club, KS2 Book club, Computing club x 2 offered
Y4	42	18	24	8	6	Dance club, choir, Girls football club, KS2 Book club, PiTc, Computing club x 2 offered
Y5	38	14	24	7	6	Choir, Dance, Football club, Girls football, KS2 book club PiTc football and computing club x 2 offered
Y6	44	23	21	19	10	Choir, Dance, Football club, Girls football, KS2 book club PiTc football and computing club x 2 offered

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PPG children have had a good level of opportunities

to attend a variety of clubs. The best attended club last year was KS2 book club alongside year 3 - 4 computing club. Unfortunately we are unable to continue to offer these clubs due to staffing changes. The school is working with outside agencies to continue to offer a rich selection of clubs to attend with the allocation of some free PP places.

Teacher feedback MyHappyMind

- 100% of teachers said Happy Breathing has benefited their class.
- 86% of teachers said they are now using character-based praise through their regular teaching.
- 100% of teachers said they have introduced an Attitude of Gratitude into their classroom.
- "We talk a lot about Neuroplasticity when learning new things."
- "Happy Breathing helps regulate the children before and after breaktimes."
- "We have made a class display so children can put their names on a Character Strength when it is spotted."
- "We really like singing the Celebrate song and have had fun making up our own actions. When we sing together, it is fun. We like writing and drawing in the journals for activity time. The quiz time is fun too."

Pupil voice MyHappyMind October 2025

- 'We like the happy breathing' Y1
- 'We like writing in the journals and singing.' Y1
- 'We enjoy doing the quizzes and songs.' Y2
- 'It helps our brains.' Y2
- 'We have been learning about team HAP and how to get out of freeze, fight and flight' Y3
- 'It helps you learn to be calm' Y3
- 'We use character strengths and happy breathing outside of MHM lessons' Y4

	● <i>'We have learnt about the names for part of our brains' Y4</i> ● <i>"We enjoy journaling' Y5</i> ● <i>'It help me control myself' Y5</i> ● <i>'We have learnt about our feelings when we move to secondary school' Y6</i> ● <i>'We enjoy using the journal and writing about our emotions.'Y6</i>															
SEND pupils who are disadvantaged make progress in their learning related to small steps through the national curriculum	Improved tracking of small steps for 24- 25 using INSIGHT data tracking. Progress Overview for Pupils (from 2024-2025) who are disadvantaged, with SEN Support or EHC Plan – 2024-2025 Autumn 2 to 2024-2025 Summer 2 Main Assessment Legend Below Expected Expected Progress (0) Above Expected <table><tr><td>Reading</td><td>24 pupils · Average: 0.0</td><td>17%</td><td>67%</td><td>17%</td></tr><tr><td>Writing</td><td>24 pupils · Average: +0.0</td><td>17%</td><td>58%</td><td>25%</td></tr><tr><td>Maths</td><td>24 pupils · Average: +0.0</td><td>13%</td><td>71%</td><td>17%</td></tr></table> 6 children have below expected progress.	Reading	24 pupils · Average: 0.0	17%	67%	17%	Writing	24 pupils · Average: +0.0	17%	58%	25%	Maths	24 pupils · Average: +0.0	13%	71%	17%
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