

Pupil premium strategy statement – Marleigh 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	81
Proportion (%) of pupil premium eligible pupils	11% (9)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 Due to the quickly changing dynamics of our growing school this strategy covers just this academic year and will be updated annually.
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mike Fish
Pupil premium lead	Bridget Harrison
Governor lead	Adam Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,517
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£5,517

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of 3 PP eligible children is very low.
2	End of year outcomes in reading, writing and maths, for the majority of PP eligible children (teacher assessment and GL Assessment tests), are lower than their peers. <i>n.b. 56% (5/9) PP eligible children are also on the SEND register.</i>
3	Very few PP eligible children access enrichment activities after school, which could support their wellbeing, enjoyment of school and attendance. Likewise, most have not previously attended residential or been able to contribute to class visits.
4	The mental health and emotional wellbeing of some PP eligible children is a barrier to their learning.

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. To ensure PP eligible children are supported and encouraged to access enrichment activities, such as after school clubs, residential visits etc.	Families report that finance is not a barrier to attendance.
2. PP eligible children are supported in their wellbeing.	Matrices are identified to give a baseline and improvement in children's emotional wellbeing before and after SEMH interventions.
3. Through 1 and 2 above, encourage improved attendance.	Improved attendance and attitudes towards school.
4. Through 1, 2 and 3 above, children make good progress in reading, writing and maths	End of Year outcomes show improved progress measures as compared to previous year.

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional wellbeing training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 4
Phonics training for staff	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	2
Elklan training	“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.” https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Release time for curriculum lead to focus on maths provision across the school	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for PP children in KS2	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_search&search_term	2
Financial support for school trips and residentials		3
Classroom resources to support sensory and attention needs (e.g., wobble cushions, theraputty)		2

Total budgeted cost: £5,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Given the very low numbers of PP eligible children on roll during 2023/24, and the fact that the majority only joined the school in-year, a break-down of outcomes is not possible to share. However, the overall pattern of attainment is that PP eligible children are working at a level below their peers in reading, writing and maths. It is also true, though, that 56% of PP eligible children on roll this year are also on the SEND register.