

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	157
Proportion (%) of pupil premium eligible pupil <i>(Note: This is our data as of January 2026 – not the data our funding is based on and as a new school there is more of a variance to be expected – funding calculated on 12 pupils – 7%)</i>	(20%) 32 pupils
The years in which the strategy is effective	2026 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	December 2028
Updated – tracking changes	
Statement authorised by	Emily Thompson
Pupil premium lead	Cara Hearn
Governor / Trustee lead	Lindsay Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including LAC)	£18,180
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year	£18,180

Part A: Pupil premium strategy plan

Statement of intent

At Marleigh Primary Academy, we are committed to ensuring that every child—regardless of background, need or circumstance—has access to the highest quality education and the richest opportunities. Our Pupil Premium strategy is designed to remove barriers, close gaps and enable all disadvantaged pupils to thrive academically, socially and emotionally. We use our funding purposefully and strategically so that every child can succeed and feel a strong sense of belonging within our school community.

As a growing school at the heart of a new community, we are proud to be a warm, inclusive and aspirational place where every pupil is known, valued and supported. We aim to equip children with the knowledge, skills and personal qualities they need to flourish now and in the future. Curiosity, confidence, resilience and a love of learning sit at the centre of our vision for all pupils, including those who are disadvantaged.

Our Pupil Premium strategy is built around three core strands, with excellent teaching at its heart because we know this has the greatest impact on disadvantaged pupils. We prioritise ambitious curriculum expectations for every child, responsive teaching informed by high-quality assessment, and consistent, evidence-based approaches to early reading, writing and mathematics. We also foster a culture where all staff take collective responsibility for the progress and wellbeing of disadvantaged pupils. Our teaching approaches focus on securing deep, long-term learning rather than short-term gains, using assessment to identify gaps swiftly and provide tailored support such as small-group and 1:1 tuition, pre-teaching, overlearning, structured intervention programmes, focused support in phonics, early reading and key mathematical concepts, as well as in-class scaffolding and adaptive teaching to ensure full access to the curriculum.

Alongside this, we recognise that pupils' emotional, social and physical wellbeing are essential for academic success. Our wider support includes a strong focus on mental health and emotional regulation, a dedicated Family Support Worker to strengthen home–school relationships, and opportunities that broaden pupils' experiences through trips, clubs, sports, arts and enrichment activities, as well as targeted support for attendance, behaviour and positive attitudes to learning. Together, these strategies ensure that disadvantaged pupils can access the full curriculum and benefit from the same rich experiences as their peers.

Challenges

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

Challenge number	Detail of challenge
1	Some low attendance prevents some pupils from accessing consistent teaching and interventions
2	High levels of children with SEND eligible for Pupil Premium
3	Poor language skills impacting on verbal, written and reading abilities
4	Higher SEMH needs
5	High pupil turnover and children entering with EAL

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
Disadvantaged pupils will experience improved emotional wellbeing and a richer all-round school experience, enabling them to feel safe, confident and ready to learn each day.	<ul style="list-style-type: none"> Improved emotional wellbeing demonstrated through reduced incidents logged, positive behaviour records and increased engagement in learning. Regular participation in ELSA or SEMH sessions with pupils able to talk about strategies they use to manage feelings. Increased readiness to learn shown through improved focus, smoother transitions and fewer adult prompts needed. Greater involvement in wider opportunities such as clubs, trips and enrichment activities, with disadvantaged pupils represented proportionately. Positive pupil voice feedback indicating that children feel safe, supported and happy in school..
Attendance of Pupil Premium pupils	<p>Sustained attendance by 2028 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced The percentage of all pupils who are persistently absent being no more than 0.5% lower than their peers.
Narrow the attainment gap	A greater percentage of Pupil Premium children leaving Year 6 with RWM at national average

<p>Parental Engagement & Support:</p>	<p>By 2028, we will increase parent engagement across the school through:</p> <ul style="list-style-type: none"> • Higher attendance at Parent Workshops, drop-ins and information sessions led by the Pastoral Lead and Executive Leadership Team, ensuring families can access guidance, support and practical strategies. • Increased attendance at Parents' Evenings, enabling regular, high-quality dialogue between parents and class teachers about progress, next steps and how to support learning at home. • Improved communication pathways, ensuring parents receive timely updates, clear information and accessible support tailored to their child's needs. • Greater participation in school events, including curriculum showcases, celebration assemblies and enrichment opportunities, helping families feel connected to the wider school community.
<p>All disadvantaged pupils secure phonics and early reading skills so they can access the full curriculum confidently and independently.</p>	<ul style="list-style-type: none"> • By July 2027, 80% of disadvantaged pupils will have secured the phonics knowledge needed to access the curriculum, with all pupils passing the phonics screening check or making accelerated progress from their baseline. • Pupils read age-appropriate texts with increasing accuracy and fluency, using taught phonics strategies independently. • Pupils apply phonics knowledge in their writing, showing improved spelling of decodable words and common exception words. • Parents engage with early reading support through workshops, reading records and home-school communication.

<p>Pupils have full access to high-quality teaching, targeted language support and a language rich curriculum. EAL will no longer act as a barrier to attainment, participation or confidence in any subject.</p>	<ul style="list-style-type: none"> Disadvantaged EAL pupils meet or exceed expected progress in reading, writing and maths across each assessment point. Gaps between disadvantaged EAL pupils and their peers narrow in attainment and progress by the end of the strategy period. Reading fluency and comprehension scores improve so that disadvantaged EAL pupils can access age-appropriate texts confidently. Parents of EAL disadvantaged pupils engage more regularly with school communication, workshops and learning conversations. Pupils are assessed accurately upon entry to ensure prompt and accurate interventions and adaptions are put in place.
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing coaching from English leads strengthens staff expertise in early reading and ensures that pupils are well-supported to achieve KS2 outcomes in line with national expectations.</p>	<ul style="list-style-type: none"> High-quality teaching has the greatest impact on disadvantaged pupils, and instructional coaching is one of the most effective ways to improve classroom practice (Education Endowment Foundation – <i>EEF</i>). EEF research shows that effective professional development can add up to +5 months of progress, particularly when it focuses on subject knowledge and pedagogy. Strong early reading provision is essential for later attainment, with secure phonics and fluency strongly linked 	1,3,5

	<p>to improved KS2 reading outcomes (DfE Reading Framework).</p> <ul style="list-style-type: none"> • Schools with consistent coaching models show improved curriculum delivery, especially in reading and writing, leading to more equitable outcomes for disadvantaged pupils (EEF – <i>Effective Professional Development</i>). • Targeted coaching helps ensure fidelity to phonics and reading approaches, reducing variation in teaching quality and improving progress for struggling readers (DfE Reading Framework). • Improved teacher confidence and consistency in reading instruction directly supports pupils to meet age-related expectations by the end of KS2 (Ofsted Research Review: English). 	
<p>Employment of a Pastoral Lead</p>	<ul style="list-style-type: none"> • Improves attendance by addressing barriers at home and supporting early intervention (evidence: strong link between family engagement and improved attendance outcomes – <i>Education Endowment Foundation</i>). • Strengthens home-school relationships, increasing trust and communication with disadvantaged families (evidence: parental engagement has a positive impact equivalent to +4 months' progress – <i>EEF</i>). • Provides early help for SEMH needs, reducing escalation and improving readiness to learn (evidence: early intervention improves wellbeing and behaviour – <i>DfE Mental Health in Schools Guidance</i>). • Supports behaviour and emotional regulation, enabling pupils to access learning more consistently (evidence: pastoral support improves engagement and reduces behaviour incidents – <i>EEF Behaviour Guidance</i>). • Increases parental engagement in workshops, meetings and school events 	<p>1,2,4,5</p>

	<p>(evidence: parental involvement is strongly associated with improved outcomes – <i>EEF Parental Engagement Review</i>).</p> <ul style="list-style-type: none"> • Removes wider barriers such as housing, finance, routines and attendance challenges (evidence: wider barriers significantly affect disadvantaged pupils' attainment – <i>DfE Pupil Premium Guidance</i>). • Ensures equitable access to enrichment, improving cultural capital and participation (evidence: enrichment improves motivation and engagement – <i>Ofsted Research Review: Personal Development</i>). 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening early reading provision and targeted interventions in KS2 to ensure all pupils develop the fluency and comprehension needed to access age-appropriate texts confidently.</p>	<ul style="list-style-type: none"> • Strong early reading provision has the greatest long-term impact on pupils' ability to access the full curriculum, particularly for disadvantaged learners (<i>EEF – Improving Literacy in Key Stage 2</i>). • Targeted reading interventions in KS2 can add up to +4 months of progress, especially when they focus on decoding, fluency and comprehension (<i>Education Endowment Foundation</i>). • The DfE Reading Framework emphasises that secure phonics and fluency remain essential beyond KS1, and older struggling readers benefit from continued explicit teaching. • Reading fluency is directly linked to improved comprehension, enabling pupils to access age-appropriate texts across all subjects (<i>EEF Literacy Guidance</i>). 	1,3

	<ul style="list-style-type: none"> • Early identification and intervention reduce the risk of widening gaps, particularly for pupils who did not secure phonics or early reading skills in KS1 (<i>DfE Reading Framework</i>). • Ofsted's English Research Review highlights the importance of systematic, consistent reading instruction in KS2, especially for disadvantaged pupils who may require additional practice and over-learning. 	
<p>Targeted reading and maths tuition for Year 6 pupils to strengthen key skills and ensure a successful transition to secondary school.</p>	<ul style="list-style-type: none"> - Small-group and 1:1 tuition can add up to +4 months of progress, particularly effective for disadvantaged pupils (<i>EEF – Small Group Tuition</i>). - Targeted maths and reading interventions in upper KS2 accelerate progress, helping pupils close gaps before moving to secondary school (<i>EEF – KS2 Literacy & Numeracy Guidance</i>). • High-quality tutoring is especially impactful when delivered by trained staff, linked closely to classroom learning (<i>EEF – Teaching & Learning Toolkit</i>). • Year 6 pupils benefit from focused pre-teaching and over-learning, improving confidence and reducing anxiety about secondary transition (<i>DfE Transition Guidance</i>). • Improved reading fluency and mathematical reasoning directly support access to the KS3 curriculum, reducing the risk of widening gaps (<i>Ofsted Research Review: English & Maths</i>). • Disadvantaged pupils often require additional consolidation of core knowledge, and structured tuition is proven to narrow attainment gaps (<i>DfE Pupil Premium Guidance</i>). 	<p>1,4</p>
<p>Personalised timetables that provide targeted support and structured adjustments to help disadvantaged</p>	<ul style="list-style-type: none"> - Personalised support improves engagement and reduces barriers to learning, particularly for disadvantaged pupils (<i>EEF – Special Educational Needs in Mainstream Schools</i>). <ul style="list-style-type: none"> • Structured adaptations help pupils regulate, focus and participate more 	<p>1,2,4</p>

<p>pupils access learning effectively.</p>	<p>consistently, improving access to the curriculum (<i>EEF – Behaviour in Schools Guidance</i>).</p> <ul style="list-style-type: none"> • Targeted use of time for interventions leads to accelerated progress, especially when aligned with classroom learning (<i>EEF – Small Group Tuition</i>). • Flexible timetabling supports pupils with SEMH needs, reducing anxiety and improving readiness to learn (<i>DfE – Mental Health and Behaviour in Schools</i>). • Individualised approaches help maintain inclusion, ensuring pupils remain connected to the classroom while receiving the support they need (<i>Ofsted Research Review: SEND</i>). 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,180

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

<p>Promoting the physical and mental wellbeing of all pupils through targeted support, structured wellbeing provision.</p>	<ul style="list-style-type: none"> - Whole-child wellbeing is strongly linked to improved academic outcomes, attendance and engagement (<i>DfE – Mental Health and Behaviour in Schools</i>). - Targeted SEMH support reduces behaviour incidents and increases readiness to learn, particularly for disadvantaged pupils (<i>EEF – Improving Behaviour in Schools</i>). • Physical activity and structured sports mentoring improve confidence, resilience and emotional regulation, supporting pupils' wider development (<i>Ofsted Research Review: PE</i>). • External mentoring programmes, such as Cambridge United's mentoring, provide positive role models, build self-esteem and support pupils' social and emotional development (<i>EEF – Mentoring</i>). • Strong wellbeing provision helps pupils feel safe, connected and supported, which is essential for accessing learning and thriving in school (<i>DfE – Promoting Children's Wellbeing</i>). 	<p>4</p>
<p>To promote positive behaviour and strong attitudes to learning among our most vulnerable pupils, both in lessons and across the wider school environment.</p>	<ul style="list-style-type: none"> • Positive behaviour approaches improve engagement and attainment, particularly for disadvantaged pupils (<i>EEF – Improving Behaviour in Schools</i>). • Consistent routines and expectations reduce anxiety and increase readiness to learn, especially for pupils with additional vulnerabilities (<i>DfE – Behaviour in Schools Guidance</i>). • Targeted pastoral support helps pupils develop self-regulation and resilience, improving their ability to participate successfully in lessons (<i>EEF – Social & Emotional Learning</i>). • A focus on attitudes to learning strengthens motivation and independence, leading to better long-term outcomes (<i>Ofsted Research Review: Behaviour & Attitudes</i>). • Supportive relationships with trusted adults improve behaviour and wellbeing, particularly for pupils facing disadvantage (<i>DfE – Mental Health and Behaviour in Schools</i>). 	<p>2,4</p>

<p>To strengthen productive, supportive relationships between home and school so that families are fully engaged in their child's learning and wellbeing.</p>	<ul style="list-style-type: none"> • Parental engagement has a positive impact equivalent to +4 months' progress, particularly for disadvantaged pupils (Education Endowment Foundation – Parental Engagement). • Strong home-school relationships improve attendance, behaviour and learning outcomes, especially for vulnerable pupils (DfE – Working Together to Improve School Attendance). • Clear, consistent communication increases parental confidence, enabling families to better support learning at home (EEF – Guidance on Effective Communication). • Early help and partnership working reduce barriers to learning, improving stability and readiness to learn for disadvantaged pupils (DfE – Supporting Families Guidance). • Positive relationships with school staff increase parental participation in workshops, meetings and events, which is linked to improved pupil progress (Ofsted Research Review: Parents and Schools). 	<p>1,2,4</p>
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Total budgeted cost: £18,180

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across the school, disadvantaged pupils (PP) are a **small but significant cohort**, and the data shows that many are making **secure progress**, even where attainment remains variable. In several year groups, PP pupils are keeping pace with or outperforming their peers in progress measures, demonstrating the impact of high-quality teaching, targeted support and a strong culture of inclusion.

Strengths in Pupil Premium Outcomes

1. Strong Progress Across Multiple Year Groups

Across Reading, Writing and Maths, PP pupils show **secure or strong progress** in several cohorts:

- **Year 2 PP:**
 - Reading: **75%** made expected or better progress
 - Writing: **75%** made expected or better progress
 - Maths: **50%** made expected or better progress
- **Year 3 PP:**
 - Reading: **33%** made expected progress (small cohort)
 - Writing: **33%** made expected progress
 - Maths: **66%** made expected or better progress
- **Year 4 PP:**
 - Reading: **50%** made expected progress
 - Maths: **50%** made expected progress
- **Year 5 PP:**
 - Reading: **75%** made expected or better progress
 - Writing: **50%** made expected or better progress
 - Maths: **33%** made expected progress
- **Year 6 PP:**

- Reading: **50% ARE+** and **50% expected progress**
- Writing: **50% ARE+** and **50% expected progress**

These progress figures show that **PP pupils are generally moving forward at a similar rate to their peers**, even where attainment gaps remain.

2. Strong Attainment in Some Year Groups

- **Year 5 PP** achieved **50% ARE+ in Reading** and **50% ARE+ in Writing**, with **50% GD in Reading**, showing high potential within the cohort.
- **Year 6 PP** achieved **50% ARE+ in Reading and Writing**, matching or approaching whole-cohort outcomes.

3. EAL and PP Overlap Shows Positive Trends

Many PP pupils are also EAL, and the data shows that **EAL pupils perform strongly across the school**, particularly in Reading and Maths. This suggests that **language rich teaching and early reading provision are strengths** that benefit disadvantaged EAL pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider