

# Pupil premium strategy statement – Much Marcle C of E Primary

This statement details our school’s use of pupil premium (and recovery 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	64 (75 with Nursery)
Proportion (%) of pupil premium eligible pupils	15 (23.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Davies
Pupil premium lead	Miss Sullivan
Governor / Trustee lead	Mr Robbins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28460
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>	£28460

# Part A: Pupil premium strategy plan

## Statement of intent

Much Marice C of E Primary School's 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. In order to remove barriers and to enable all children to reach their full potential, the school has considered the challenges faced by vulnerable pupils.

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.

We aim to:

- adopt a whole school approach in which all staff understand how best to support those disadvantaged children in their classes
- identify needs quickly and implement interventions
- support pupils' health and wellbeing to ensure every pupil can access learning
- narrow the attainment gap between disadvantaged pupils and their peers
- ensure that all disadvantaged pupils participate in the academic and wider curriculum
- further improve attendance of all pupil groups

To ensure successful implementation of the plan, evidenced based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home.

Successful implementation will be achieved through a number of key principles in order to provide an enriched, relevant, engaging and innovative curriculum:

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils
- High quality teaching is the key to improve outcomes for disadvantaged pupils

- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

## Challenges

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

Challenge number	Detail of challenge
1	Reduced reading comprehension due to limited receptive vocabulary and diminished inference and deduction and lower rates of home reading/parental engagement
2	Poor skills in writing – structure and spelling
3	Mathematics – poor understanding and language in reasoning and problem solving
4	Increased social and emotional needs of families
5	Increased SEND needs

## 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
<ul style="list-style-type: none"> <li>• Children are able to read fluently, and with confidence, in any subject, creating a clear transition from 'learning to read to reading to learn' across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading remains an overarching priority</li> <li>• Phonics outcomes at the end of year 1 are in line with national expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading outcomes at the end of KS2 are in line with national expectations</li> <li>• Attainment and progress for disadvantage pupils to be in line with national expectations and diminish the gap with their peers</li> <li>• All children in reception will be assessed by a Speech and Language Therapist and interventions will be put in place for children identified as having delayed speech or/and language skills</li> <li>• Regular Pupil voice and monitoring of reading demonstrates that children have a love of reading and have transitioned from 'learning to read to reading to learn</li> </ul>
<ul style="list-style-type: none"> <li>• Improved writing and spelling outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Children to have extensive vocabulary that they can use to express themselves both orally and written.</li> <li>• Writing is taught through a consistent approach across the whole school.</li> <li>• Writing outcomes at the end of Key Stage 2 are in line with national expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• Improved mathematics outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics outcomes at the end of Key Stage 2 are in line with national expectations</li> </ul>
<ul style="list-style-type: none"> <li>• Children with SEND to receive specialist support/assessments from outside agencies to ensure support given is well matched and targeted.</li> <li>• Children with SEND to receive diagnostic assessments (GL Assessment), timely interventions and catch –up sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils with SEND to be assessed promptly</li> <li>• Educational psychologist will assess identified children's strengths and needs</li> <li>• All pupils with SEND will be given SMART targets and interventions will be put in place</li> <li>• SEND children to make good, measurable, progress in interventions which will be further supported and monitored by SENDco</li> <li>• School register of external agency support monitored by Sendco</li> </ul>

	<ul style="list-style-type: none"> <li>• SEND to be prepared for the move to Secondary school at the end of year 6</li> </ul>
<ul style="list-style-type: none"> <li>• To achieve and sustain improved wellbeing for all pupils and families in our school, particularly our disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• All disadvantaged children have access to specialist Play Therapy sessions with licensed trainer when necessary</li> <li>• All disadvantaged children have access to emotional literacy, self-awareness, self – esteem and communication support through a member of staff trained in ELSA.</li> <li>• Children will have the necessary skills to be able to express themselves appropriately, recognise and begin to manage their own emotions.</li> <li>• High levels of support for parents from school staff</li> <li>• Early Help referrals made when necessary</li> <li>• Parents will have the skills to recognise and know how to manage their child’s emotions.</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure every child has access to excellent teaching, in every classroom, every day.</li> </ul>	<ul style="list-style-type: none"> <li>• High quality teaching will be delivered across the school. This will be evidenced through the monitoring cycle and SIP support</li> <li>• All teaching staff and teaching assistants will have access to CPD support and training where identified.</li> </ul>

## 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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Fundamental to all children. Teaching and learning monitored by SLT through monitoring and evaluation timetable, learning walks, book looks, pupil voice, moderations. <a href="#">High Quality Teaching</a>	1, 2 & 3
Mathematics CPD for staff including AFL.	White Rose On Demand delivered to staff to ensure high quality Teaching and learning across the school. <a href="#">High Quality Teaching</a>	3
Teach fluency of multiplication tables	TTRS is created by an award-winning team of innovative maths teachers who are passionate about improving maths outcomes for young people and is an award winning platform.	3
Purchase subscription to the teachers collection	The teachers' collection supports curriculum planning and provides CPD for subject leaders across all subjects.	1 & 2
NCETM Maths mastery workshops and leadership groups	<a href="#">Maths Mastery EEF</a>	3
Improve spelling	Research has found that spelling, reading, writing and comprehension skills are all closely linked. A research study conducted by L.C. Ehri for the Scientific Study of Reading found that spelling instruction improves	

across the school	reading ability, as it builds a learner's knowledge of the alphabetic system as it is used in reading. Teachers will be trained how to use Purple Mash Spelling Scheme.	
Ongoing RWI training to ensure high quality phonics teaching for all children	Phonics approaches have a strong evidence base that indicates a positive impact on accuracy of word reading particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SMART interventions In phonics, reading, spelling and writing.	EEF small group tuition toolkit identifies that small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence (+4 months) EEF	1, 2 & 3
Pre teach sessions in mathematics through the TA hub on White Rose	Evidence suggests that pre-teaching can result in significant boosts in pupils' educational outcomes, making this a promising practice to reduce the attainment gap early on and ensure all pupils can achieve meaningful learning. The EEF are currently carrying out a project which is exploring the impact that pre teach sessions have on outcomes in mathematics in KS1.	3
SALT sessions	Good early communication skills will help children flourish throughout the curriculum.  <a href="#">Oral Language Interventions</a>	1 & 5
Purchase of online standardised	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil	1, 2, 3 & 5

diagnostic assessments (GL assessment)  Dyslexia and Dyscalculia screening	to help ensure they receive the correct additional support through interventions or teacher instruction.	
<u>Dynamo Maths</u>	Dynamo Maths is a research and evidence-based resource to support pupils with dyscalculia and those struggling with maths and not meeting age – related expectations. <a href="#">Improving Mathematics</a>  <a href="https://dynamomaths.co.uk/">https://dynamomaths.co.uk/</a>	3 & 5
<u>Nessy</u> Literacy support for dyslexia	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1, 2 & 5

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

Budgeted cost: £16460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Licensed Play Therapist employed 1/2 day a week.</i>	Targeted interventions have a greater impact than universal approaches. <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
<i>TA ELSA training and ½ a day per week with children.</i>	Social and emotional learning. Helping children with issues such as anxiety, as a step before considering the need for a play therapist.	4



<i>Access to wraparound care</i>	Extending school time: Moderate impact for moderate cost based on limited evidence (+3 months) EEF	4
<i>Enrichment opportunities /Trips and swimming</i>	Pupils fully participating in trips contributes towards development of social skills, independence and culture capital. All children to be included to ensure equal opportunities for all.	4
To purchase uniform for those pupils in receipt of Pupil Premium.	The EEF tells us that there is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. However, it points out that pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.	4
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

**Total budgeted cost: £ 28460**



## 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 2023/24 academic year.

<b><u>Key Stage 2 Data Comparison 2023-2024</u></b>				
<b>Subject</b>	<b>Expected Standard</b>	<b>Expected Standard</b>	<b>Greater Depth</b>	<b>Greater Depth</b>
	<b>2023 (1 child =6%)</b>	<b>2024 (1child= 11%)</b>	<b>2023 (1child =6%)</b>	<b>2024 (1 child =11%)</b>
<b>Reading</b>	56% (73%)	89% (74%)	25%	44%
<b>Writing</b>	63% (71%)	78% (72%)	13%	22%
<b>Grammar, Punctuation and Spelling</b>	38% (72%)	78% (72%)	19%	44%
<b>Mathematics</b>	63% (73%)	100% (73%)	31%	33%
<b>Reading, Writing and Mathematics Combined</b>	50% (59%)	78% (61%)	6%	11%

Key Stage 2	Pupil Premium		SEN	
Subject	Expected Standard	Expected Standard	Expected Standard	Expected Standard
	2023 (1 Child = 50%)	2024 (1child=50%)	2023 (1 Child = 20%)	2024 (1child=33%)
Reading	0%	100%	0%	100% (33% GD)
Writing	0%	50%	20%	66%
Grammar, Punctuation and Spelling	0%	50%	0%	66%
Mathematics	0%	100%	0%	100% (33% GD)
Reading, Writing and Mathematics Combined	0%	50%	0%	66%

Ensuring attendance of disadvantaged children is in line with or above their peers while reducing the levels of persistent absence across vulnerable groups in school.

The school sets an aspirational attendance target of 96%, which is regularly monitored by the Headteacher and Deputy head.

Mrs Davies attended The Five Foundations of Effective Attendance course and implemented a new attendance framework.

Attendance of disadvantaged pupils is in line with their peers.

- Overall Attendance data for PP/Non PP children: **96%**
- Attendance data 23/24 PP pupils Rec - Year 6 – **94%**
- Attendance data 23/24 non PP pupils Rec - Year 6 – **96%**
- Overall Persistent Absence data PP/Non PP pupils – **6%**
- Persistent Absence data PP pupils – **5%**
- Persistent Absence data for Non PP pupils – **1%**

<p>To ensure all pupils are able to read fluently and with confidence in any subject creating a clear transition from 'learning to read and reading to learn' across all subjects.</p>	<p>All staff received training in Read Write Inc which has enhanced teachers and teaching assistants ability to deliver high quality phonics.</p> <p>SALT Assessments were completed for all children in Reception on entry. 2 Early NHS referalls.</p> <p>Reading outcomes at the end of Key Stage 2 are above national average.</p>
<p>Children with SEND to receive specialist support/assessments from outside agencies to ensure support given is well matched.</p>	<p>All pupils with SEND were assessed promptly</p> <p>Educational psychologist completed 2 assessments.</p> <p>4 GL assessments for dyslexia were completed.</p> <p>All pupils with SEND were given SMART targets and interventions were be put in place</p>
<p>To achieve and sustain improve wellbeing for all pupils and families in our school particularly our disadvantaged pupils</p>	<p>25% PP children received 10 Weekly Play Therapist sessions.</p>
<p>To ensure every child has access to excellent teaching in every classroom every day.</p>	<p>All staff received training in Read Write Inc which has enhanced teachers and teaching assistants ability to deliver high quality phonics</p>

