

K Pupil premium strategy statement

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 pupils	37% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sally Atkins
Pupil premium lead	Fleur Fisher
Governor lead	Roger Lee

Funding overview

Detail	Amount
Pupil premium funding allocation (disadvantaged) this academic year	£36,360
Pupil Premium funding service this academic year	£15050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51410

Part A: Pupil premium strategy plan

Statement of intent

At Marchwood C of E Infant School, we have high aspirations for all our children and are committed to removing barriers to learning and providing opportunities for children to flourish socially, emotionally and academically. We want all our children to be

Co-operative and collaborative	Creative/ imaginative	Enthusiastic, curious learners	Resilient, confident and ambitious	Effective communicators	Self- aware	Brave and enterprising	Equipped for the world
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To support our children to be equipped for the world and succeed in achieving our intentions for them, the overarching objectives of our pupil premium strategy plan are to:

- Overcome barriers to learning created by social disadvantage
- Diminish attainment gaps where they exist between disadvantaged pupils and their peers
- Ensure all pupils are confident and fluent readers
- Enable pupils to communicate confidently and effectively in a range of contexts
- Nurture social and emotional wellbeing and develop confidence and resilience
- Broaden children's experiences and provide them with the cultural capital that allows the best possible start to their education

High quality teaching that meets the needs of all pupils is at the centre of our approach. This will be supported by the provision of targeted intervention programmes in response to prompt identification of individual needs. The activities we have outlined below are intended to support these targets and diminish the gap between vulnerable pupils and their peers.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Service children will benefit from a comprehensive welfare programme involving our ELSA and school led initiatives.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment in reading and phonics Previous and current attainment shows that reading and phonics is an area of need for our disadvantaged pupils identified as having a special educational need. These pupils have difficulty acquiring phonics and early reading skills. In 2025 90% of our disadvantaged pupils passed the phonic screening test. 100% of our disadvantaged pupils without SEND passed, comparable to 97.6% of our non disadvantaged pupils without SEND who achieved this. 40% of our disadvantaged pupils reached age related expectations in reading. 80% of our disadvantaged pupils without SEND achieved ARE, comparable to 93% of our non disadvantaged pupils without SEND who achieved this. 40% of our pupil premium were identified as having SEND; 27% of pupils with an EHCP are PP and 33% are SEN support. This is lower than the national average.
2.	Speech, Language and Communication An increasing number of our pupils have speech, language and communication needs and a less well-developed vocabulary. Observations show that this is more prevalent amongst our disadvantaged children, particularly those with SEN.
3.	Wellbeing, emotional development and self-regulation Pupils and their families need increasing support for their wellbeing and social, emotional needs. Pupils can lack the ability to self-regulate, which affects their behaviour and readiness to learn. Pupils show weaknesses in learning behaviours such as resilience and independence. An increasing number of parents/carers have requested support with their children's behaviour over the last two years and more have asked for referrals to outside agencies such as CAMHS to support assessment and treatment of emotional, psychological and neurodevelopmental difficulties including ADHD and ASD. This can often be because of the behaviours children are demonstrating at home even though they may not present with these behaviours in school. As a result, the number of referrals to the MHST (Mental Health Support Team), CAMHS and PSICONS/OWLS have increased significantly over this time and children are placed on long waiting lists. Referrals for ELSA support are often required. 28% of disadvantaged pupils have needed ELSA support over the last year.
4.	Attendance

	Data shows that, although improving over time, our disadvantaged children have a higher percentage of persistent absenteeism than non-disadvantaged pupils in our setting. Absenteeism can negatively impact on engagement and achievement and affect progress.
5.	Wider Strategies - Cultural Capital and access to opportunity There are limited experiences and cultural and enrichment opportunities for some of our most vulnerable pupils, putting them at a greater educational disadvantage. Many of our disadvantaged pupils come from low-income families who are not able to provide the same opportunities our non-disadvantaged pupils are able to access.

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
Academic Attainment (phonics and reading) Continuing to close the attainment gap between disadvantaged pupils and their peers, particularly in phonics and reading.	- Disadvantaged pupils without SEN are at least age-related expectation by the end of Key Stage 1. - All disadvantaged pupils without SEN pass the phonics screening test.
Communication and Language - Improved oral language skills and narrowing of the vocabulary deficit for pupils in EYFS and KS1. - Targeted language programmes based on Language Link assessments close gaps in learning.	Assessments and observations demonstrate oral language has improved among disadvantaged pupils.
Wellbeing, emotional development and self-regulation - Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. - Emotional and mental health needs are met to ensure pupils can successfully access learning - Improved wellbeing for service children arriving and leaving school.	- Thrive approach is embedded and increase in Thrive scores shows we are effectively addressing gaps in wellbeing - ELSA support and family support worker provides a range of support to disadvantaged and service families. - Children are taught effective self-regulation strategies so that incidences of dysregulation are reduced, as seen through CPOMS logs.
Attendance Improve attendance and reduce persistent absence for disadvantaged pupils.	Persistent absences reduced to in-line with or below national figures for non-disadvantaged pupils and attendance increased to in-line with or above national figures for non-disadvantaged pupils.
Cultural Capital Continued access to a range of enrichment opportunities and clubs	- All PP pupils have attended or had the opportunity to attend a club by the end of the 25/26 academic year. - Enrichment calendar shows pupils have participated in a range of opportunities to deepen learning (cultural capital).

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: £9150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subscribe to a DfE validated Systematic Synthetic Phonics programme to deliver consistent phonics teaching for all pupils (Little Wandle). Purchase further associated resources for catch up and keep up sessions and additional phonetically decodable books to go with the scheme.	EEF analysis of evidence and referral to Improving Literacy in KS1 (EEF) show this will have a high impact of results for all children. 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:	Challenge 1
Ongoing training and CPD to ensure that the teaching of phonics and reading reflects best practice and is taught consistently across the school. This includes teacher and LSA release time for peer support and coaching and English lead costs to attend training throughout the year. Leadership time to evaluate effective use of PP funding and plan.	Phonics Toolkit Strand Education Endowment Foundation EEF	
Dialogic activities are prioritised in classes. These include increasing opportunities for paired and group discussion, use of a range of questioning strategies to stimulate talk and a balance of teacher/pupil talk. The correct spoken language is modelled and sentences reframed as required. Key vocabulary is identified on knowledge organisers and specifically and systematically taught using the Word Aware approach. Concept cat to be introduced to Year R to support vocabulary. (resources to be bought) Refresher training for all staff supports this.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	Challenge 2
Ongoing staff CPD and training in delivering keep up and catch up interventions using Little Wandle training materials. Provision informed by forensic use of data.	EEF analysis of evidence and referral to Improving Literacy in KS1 (EEF) show this will have a high impact of results for all children.	Challenge 1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £18,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual and group phonic and reading interventions for disadvantaged pupils at risk of falling behind.	One to one tuition is very effective at improving pupil outcomes (5 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF) Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	Challenge 1
Use of LSA to deliver speech programmes and small group Language Links and Black Sheep Narrative speech programmes and the purchase of associated resources	Oxford language report https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	Challenge 2
Pre teaching of specific concepts and vocabulary to support understanding and vocabulary acquisition. This includes modelling correct spoken language and reframing sentences.		
Participation in an EEF action research trial (Tips By Text) focused on testing the impact of sending text messages to parents that encourage them to complete simple activities to designed to improve their child's literacy, maths, and social and emotional outcomes. (age 4–5) in Reception	The EEF's Early Years Toolkit indicates that parental engagement has a positive impact of +4 months additional progress on average but that it is crucial to consider how to engage with all parents to avoid widening the attainment gap. The Tips by Text approach is designed to be quick, accessible and motivating for parents.	Challenge 1, 2 and 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement The Tips By Text initial test project showed that among pupils eligible for Free School Meals, the estimated effect size for literacy skills was equivalent to one month's additional progress. However the project and its evaluation were hampered by the Covid 19 pandemic and the project is still going through further evaluation. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tipsbytext	
Use Thrive and ELSA support to support self regulation in children Staff training on attachment needs My happy mind introduction for wellbeing	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	Challenge 3

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

Budgeted cost: £22,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families to ensure finances are not a barrier for participation by providing: • Paid places in extracurricular activities, visits, events and clubs to support skills and self esteem • Uniform where needed	It is proven that extra sports activities, social activities etc. contribute to a child's positive mental and physical wellbeing. Happy, healthy children learn better and are able to deal with social situations more effectively. 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)	Challenge 5
Provision of an ELSA/family support worker who will:	Individualised programmes of intervention for children experiencing emotional or social difficulties	Challenge 3

- continue to deliver ELSA interventions to support pupils to become more emotionally resilient and able to access learning. - Support all families of children from disadvantage backgrounds - Support service children to settle and build resilience	enable children to interact within their classes from a much more stable position. This in turn increases their capacity to learn and to engage within the classroom. Many research projects including the below advocate the use of and ELSA to improve learning prospects for individuals. https://www.researchgate.net/publication/331952634_The_Emotional_Literacy_Support_Assistant_ELSA_Programme_Can_you_develop_an_evidence_base_for_an_adaptive_intervention	
Ongoing implementation of the Thrive approach (including maintaining trained practitioners and purchasing resources to support Thrive interventions) with priority to disadvantaged children. This includes the provision of a lunch club to support emotional and social wellbeing	The Thrive Approach has been positively evaluated by CELSI for the Department of Health. https://www.thriveapproach.com/impact-and-research/impact-of-thrive	Challenge 3
Monitor attendance Support families with poor attendance, including working out what the barriers to attendance are with ELSA/FSW supporting families with routines or emotional reluctance to attend school including attachment needs and anxiety	Regular attendance at school is associated with higher level of attainment and wellbeing.	
Provision of free milk to supplement snack times for disadvantaged pupils over 5.	Milk provides children with key nutrients needed for good nutrition and cognitive functioning https://www.snma.org.uk/research	Challenge 3
Introduction of 'purple mash' programme to support all children in school within a range of subjects. Computer access will be given to support children both in school and at home, developing better home school links particularly with our harder to reach families.	Better home, school links help with learning. EEF research Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	

Total budgeted cost: £50,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our school's disadvantaged pupils in the 2024-25 academic year are as follows:

KS1	All ARE+	Disadvantaged ARE +	Disadvantaged no SEN	All GDS	Disadvantaged GDS
Reading	76%	40%	80%	29%	20%
Writing	64%	40%	80%	15%	10%
Maths	75%	50%	100%	19%	0%

	All	Disadvantaged	Disadvantaged no SEN
Phonics	89.7%	90%	100%

40% (10) of our disadvantaged pupils have a SEN provision.

The majority of disadvantaged pupils without SEN are at least age-related expectation by the end of Key Stage 1 (80% in reading and writing and 100% in maths).

All disadvantaged pupils without SEN (100%) passed the phonics screening test.

ELSA support and family support worker provides a range of support to disadvantaged families. In 24-25 she supported 28% of disadvantaged pupils and families.

Our overall absence for disadvantaged children has improved this year and we have been in the top 10-20% nationally for 2024-2025.

The percentage of disadvantaged pupils 'persistently absent' has dropped from 35% to 15% over the last two years. Attendance for disadvantaged pupils in 2025 has increased to in-line with or above national figures for non-disadvantaged pupils and this has consistently been the case for the 2024-2025 academic year.

Internal data demonstrated that all vulnerable pupils made progress. Children continue to receive a high quality curriculum and interventions where appropriate. Teachers delivered a quality first teaching approach, utilising training in Little Wandle and intervention strategies.

This funding also supported additional TA hours to provide bespoke catch-up sessions for small groups and individuals.

All PP children participated in school trips.

Our ELSA has been used extensively, working with many PP families to support and signpost to MHST, Early help hub and other organisations.

The school nurse also continues to offer support.

Phonics testing in Year 1 shows 100% of PP children not SEND achieved the phonics test. 8% including SEND of PP children did not achieve the phonics test compared to 12% of non-PP children. For all children the pass rate was 89.7%. (9.8% above national) This is attributed to the quality first teaching and the consistent use of Little Wandle assessment, intervention and phonics teaching. Reading levels are showing significant improvement over time.

74.5% of children in EYFS secured a good level of development. This is an improvement of 11.5% on the previous year and 5.4% better than national average. 66% of disadvantaged (non-SEND) achieved a good level of development.

Thrive activities were used with a number of children with dysregulated behaviours, with bespoke 1:1 interventions to help regulate and reintroduce children to classes in a calm way.