

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	171
Proportion (%) of pupil premium eligible pupils	(26 pupils) 15%
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	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lucy Chambers
Pupil premium lead	Fleur Fisher
Governor lead	Joe Chilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480
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	£38,480

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. Last year 50% of our disadvantaged pupils passed the phonic screening test. 83.3% of our disadvantaged pupils without SEND passed, comparable to 87.8% of our non disadvantaged pupils without SEND who achieved this. 67% of our disadvantaged pupils reached age related expectations in reading. 86% of our disadvantaged pupils achieved, comparable to 89% of our non disadvantaged pupils without SEND who achieved this. 35.7% of our pupil premium were identified as having SEND, higher than the national average of 28.4%.
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 continue to increase. 44% of disadvantaged pupils have needed ELSA support over the last year and this has increased year on year over the last few years.
4.	Attendance

	Data shows that, although improving over time, our disadvantaged children have a higher level of absence and persistent absenteeism than non-disadvantaged pupils both in our setting and nationally. The percentage of disadvantaged pupils 'persistently absent' has dropped from 35% to 20%. 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	- 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 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: £4,850

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. <i>£1250 scheme</i> <i>£400 resources</i> <i>£1000 books</i>	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: Phonics Toolkit Strand Education Endowment Foundation EEF	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. <i>£1000</i>		
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. Refresher training for all staff supports this. <i>£200</i>	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. <i>£1000</i>	EEF analysis of evidence and referral to Improving Literacy in KS1 (EEF) show this will have a high impact of results for all children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	Challenge 1

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

Budgeted cost £16,850

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. <i>£10,000 total for LSAs to run interventions</i>	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 <i>Interventions £1300 (2 hrs per week)</i> <i>Language links program £400</i>	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. <i>LSA time £3,200 (15 mins daily)</i>		
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 <i>£0</i>	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 it's 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 £950 Thrive £1000 training including ongoing Thrive CPD	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: £17,000

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 <i>Costs vary each year, £1,000 allocated</i>	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 £7500	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 £6300	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 £2000 family support worker costs	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. £200	Milk provides children with key nutrients needed for good nutrition and cognitive functioning https://www.snma.org.uk/research	Challenge 3

Total budgeted cost: £38,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our school's disadvantaged pupils in the 2023-24 academic year are as follows:

	All ARE+	Disadvantaged ARE +	Disadvantaged no SEN	All GDS	Disadvantaged GDS
Reading	75%	67%	86%	49%	50%
Writing	72%	67%	86%	23%	17%
Maths	72%	67%	86%	23%	17%

	All	Disadvantaged	Disadvantaged no SEN
Phonics	76.3%	50%	83.3%

35.7% (10) of our disadvantaged pupils have a SEN provision, 7.3% higher than the national of 28.4%.

Last year marked the end of a previous pupil premium strategy plan. We have detailed below how successfully the intended outcomes of that plan were met.

- Our target was for KS1 reading outcomes in 2024 to show that more than 70% of disadvantaged pupils without SEN achieve the expected standard in reading. In 2024 86% achieved this.
- Our target was for KS1 phonics outcomes in 2024 to show that 78% of disadvantaged pupils without SEN achieve the national average in the phonics screening test. 83.3% achieved this.

Our focus is now on closing the gap for our disadvantaged pupils with SEN, particularly in reading and phonics. This will be a focus of our coming strategy plan.

The Little Wandle phonics programme is now embedded and all staff including LSAs are trained in effective phonics teaching with a range of new resources in classrooms that effectively support teaching and learning in phonics.

Vocabulary is now explicitly taught through the Word Aware Program and staff all received training on this in the 23-24 academic year. Staff identify key vocabulary to explicitly teach for each unit of work in order to address the vocabulary gap.

Targeted Language Link and Black Sheep Narrative programs are delivered within the school.

Embedding this and continuing to close the vocabulary gap will be a focus of our coming strategy plan.

The Thrive approach has been introduced within the school and we use this to identify needs and support pupils with these needs. Continuing to use Thrive to support needs will be a focus of our coming strategy plan.

Attendance for disadvantaged children has slowly improved over time, although the gap between attendance for disadvantaged and non-disadvantaged pupils remains. This continues to be a focus for the coming strategy plan.

We continue to see a deterioration in the mental health of children and an increasing number of children with specific needs. Parental mental health issues are also having an impact on children's welfare and ensuring we are meeting the needs of the whole family continues to be a significant focus for the school and this remains a focus for our coming strategy plan.

An increased number of disadvantaged pupils attended clubs over the 23/24 academic year and all were provided with enrichment opportunities throughout the academic year. Sustaining this and continuing to increase the club provision will be a focus for our coming strategy plan.

Children's reduced ability to self-regulate and manage their social and emotional needs means they are not ready to access the curriculum. Last year 44% of children accessing pastoral support were eligible for pupil premium, an increase of 12% on the year before. Continued ELSA and welfare support will be a focus for our coming strategy plan.