

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Marchwood C of E Infant School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	11.6% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
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	£34,625 FSM
Recovery premium funding allocation this academic year	£3,625
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	£38,250

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 There are attainment gaps for some disadvantaged children in reading, writing, phonics and maths. Children can find it difficult to retain and build on prior knowledge. 34% of our pupil premium are identified as having SEND, higher than the national average of 26.6%. 13% have education and health care plans. Historic inconsistency in provision of high quality phonics teaching has impacted negatively on reading and writing. Lockdowns and less parental engagement with reading have also contributed to pupils falling further behind age-related expectations. There have been inconsistencies with task design and CPA (concrete, pictorial, abstract) approach in maths.
2.	Communication and Language Oral language is below expectations for a number of pupils in receipt of pupil premium funding. This has been impacted by two lockdowns and has a negative effect on English skills, notably writing.
3.	Social, Emotional and Mental Health and Wellbeing Pupils and their families have increasing social, emotional and behavioural needs which have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has impacted pupils' well-being and attainment, resulting in some pupils falling further behind age-related expectations, especially in writing and maths. Pupils show weaknesses in learning behaviours such as resilience and independence. Referrals for ELSA support remain high. 38% of disadvantaged pupils have needed ELSA support over the last year.
4.	Attendance Data shows low attendance and high level of persistent absenteeism of disadvantaged children. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. Overall absence for disadvantaged pupils of 7.7%. This has increased over time. 34.6% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism can negatively impact disadvantaged pupils' progress
5.	Wider Strategies - Cultural Capital There are limited experiences and cultural and enrichment opportunities for some of our most vulnerable pupils, putting them at a greater educational disadvantage

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 - Improved attainment and progress in phonics and reading. - A consistent phonics approach is embedded across the whole school with fidelity to one programme.	- The gap between PP and Non-PP children to continue to diminish. - KS1 reading outcomes in 2024 show that more than 70% of disadvantaged pupils without SEN achieve the expected standard in reading (National average currently 62%) - KS1 phonics outcomes in 2024 show that 78% of disadvantaged pupils without SEN achieve the national average in the phonics screening test. (National Average currently 71%) - Little Wandle phonics programme embedded. - All staff including LSAs trained in effective phonics teaching. - Resources in classrooms effectively support our phonics system and support children's learning.
Academic Attainment - Improved attainment and progress in maths. - Children have developed secure mental maths skills across all year groups. - Children can use and apply these skills confidently to solve a range of problems.	- The gap between PP and Non-PP children to continue to diminish. - KS1 maths outcomes in 2024 show that more than 70% of non SEN disadvantaged pupils achieve ARE in maths. (National Average currently 62%) - Observation of improved fluency within number. - Effective implementation of 'Mastering Number' programme. - Secure maths learning journeys and development of CPA approach supports pupils to make progress.
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.	- Disadvantaged pupils make significant progress in speech and language programmes. - Vocabulary is explicitly taught through the Word Aware Program. - Targeted Language Link programs are effectively delivered by ambassadors within the school.
Academic Attainment Proven intervention programmes support children to make accelerated progress in reading, writing, phonics and maths.	- KS1 reading outcomes in 2024 show that more than 70% of disadvantaged pupils without SEN achieve ARE in reading, writing and maths. (National Average currently 64.9%) - KS1 phonics outcomes in 2024 show that 78% of disadvantaged pupils without SEN achieve the national average in the phonics screening test.

	• All staff trained in precision teaching and paired reading and analysis of these interventions show they have accelerated progress for disadvantaged children. • Clear programmes are set up for all SEND children. These are identified on PLPs and records kept of progress. • Paired reading techniques employed for identified children.
Social, Emotional and Mental Health and Wellbeing • Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing as shown through: • Positive engagement of all PP families and children with school. • Improved Boxall scores and progress for children receiving ELSA support. • Introduction of the Thrive approach and the use of this to address gaps in wellbeing and increase Thrive scores as a result.
Attendance • Persistent absences reduced to in-line with or below national (figures) and attendance increased to in-line with or above national figures.	• PP children's attendance will be in line with national non-pupil premium data by the end of the 23/24 academic year. • Persistence absence percentage in line with national figures by the end of the 23/24 academic year.
Cultural Capital • Children have more opportunity to attend clubs and wider access to a range of enrichment opportunities.	• Targeted PP pupils increase attendance at clubs by the end of the 23/24 academic year. • Enrichment calendar shows 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: £8,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subscribe to a DfE validated Systematic Synthetic Phonics programme to secure consistent phonics teaching for all pupils (Little Wandle). Purchase further associated resources and additional phonetically decodable books to go with the scheme. <i>£1250 scheme</i> <i>£400 resources</i> <i>£3500 books</i> All staff trained in Little Wandle phonics programme which is implemented with fidelity across the school.	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
Whole staff training and planning support for maths mastery using NCETM Maths Hub bespoke training and the Mastery Readiness Programme. Subject leader training and support for maths through NCETM maths subject leader training and participation in South Coast Schools Primary Maths Network <i>£100 subscription to South Coast Schools Primary Maths Network</i> <i>£520 for subject leader non contact/release to attend training throughout year 4x pms</i>	The 3rd Key Principle set out by the EEF guide to pupil premium states that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ Therefore, a key priority for the school is to identify specific staff and specific subject areas which require the most immediate CPD to ensure good teaching and careful planning. DfE guidance has been produced in conjunction with NCETM, based on evidence based approaches. The NCETM teaching for mastery approach is based on supporting research and evidence. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	Challenge 1
Staff CPD and training in delivering reading practise sessions using Little Wandle training materials <i>£0</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.	Challenge 1
Staff CPD and training in reading, phonics and maths interventions to enhance SEND and PP provision through the use of high quality targeted interventions	EEF state for moderate cost individual learning can improve a child’s learning by 4 months	Challenge 1

1pm x 6 for all LSAs £958	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Embed the maths mastering number programme to secure firm foundations in the development of good number sense. Funding of teacher release time to embed the programme <i>£420 non contact for year leaders x1 am</i>	Research groups in schools using this approach have shown the program provides firm foundations for later work in maths. This is part of the NCETM teaching for mastery approach which is based on supporting research and evidence. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ The EEF guidance report on Early Maths states that Professional development should be used to raise the quality of practitioner knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	Challenge 1
Training for use of Word Aware <i>£60 + £240 non contact</i> Non contact time for SENCo to attend Hampshire HIAS training on Communication and Language Needs in Mainstream Schools (15 hours) <i>£600 non contact + £ 1 day management partnership £735</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

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

Budgeted cost £16,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics, reading and maths interventions for disadvantaged pupils falling behind age-related expectations <i>£16,000 total for LSAs to run pm interventions</i>	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/teaching-assistant-interventions	Challenge 1
Use of LSA to deliver speech programmes and small group Language Links speech	Oxford language report	Challenge 2

programmes and the purchase of associated resources (Language Links programme) <i>Interventions £600 (1 hr per week)</i> <i>Language links program £275</i>	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	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles of good practice set out in DfE Improving School Attendance guidance. Employing an educational welfare officer to work with the HT to monitor attendance and support families to improve attendance. <i>£620</i>	Children not present at school will not receive the required education. Local government advocate the use of an EWO to support schools and families. DfE guidance has been informed by schools that have significantly improved attendance.	Challenge 4
Providing extracurricular activities, visits, events and clubs to support skills and self esteem <i>£350 educational visits/enrichment</i> <i>£250 club places</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
ELSA support and associated resources <i>£6500</i>	Individualised programmes of intervention for children experiencing emotional or social difficulties 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	Challenge 3

Thrive <i>£5,250</i>	https://www.thriveapproach.com/impact-and-research/impact-of-thrive	Challenge 3
Sensory area and regular daily sensory circuits <i>£1500</i>	https://www.childrenschoicetherapy.co.uk/sensory-circuits/	Challenge 3
Reading evening and reading workshops for parents Non contact time <i>£300</i>	The amount of reading that children engage in has been found to be important in the development of word reading. For example, Leppänen, Aunola, and Nurmi (2005) found that word reading skills predicted six- and seven-year-old Finnish children's amount of reading, with more competent readers more likely to read outside of school. The children most likely to progress well in literacy are those that believe that reading and writing are important, enjoyable, and achievable. (Reading) interactions need to be enjoyable for both the child and parent for them to be of benefit. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Literacy_Development_Evidence_Review.pdf?v=1668768567 The EEF toolkit sets out the impact of parental engagement and involving parents in their children's learning activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF research has also highlighted the positive effect of homework and importance of early reading.	Challenge 1
Doodle maths subscription <i>£1,224</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Impact of homework can make up to 5 months progress. EEF research states that the quality of the task is more important than the quantity of work required. Doodle Maths advocates a "little and often" approach which can be used and linked to interventions and class lessons. The system also provides immediate feedback and is intuitive as it adapts to the children, providing more challenging activities as children progress.	Challenge 1
Milk <i>£150</i>	Milk provides children with key nutrients needed for good nutrition and cognitive functioning https://www.snma.org.uk/research	Challenge 3
Play therapist <i>£2,000</i>	Impact of play therapy detailed here: https://playtherapy.org.uk/what-is-play-therapy/	Challenge 3

Total budgeted cost: £ 43,802

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Following the Covid-19 pandemic, statutory assessments returned for the first time since 2019 without adaptations. We have analysed the performance of our school's disadvantaged pupils in the 2021/22 academic year using key stage 1 performance data, EYFS outcomes, phonics check data and internal assessments. This has helped us analyse the impact of the pandemic on our pupils and how this varies between different groups of pupils. The significant impact of disruption caused by the pandemic has affected schools and pupils differently. For this reason, interpreting the data is more challenging and it is difficult to compare results to previous years. We have also exercised caution when comparing results to national and local results for the reasons outlined above.

Assessment data indicates that the attainment gap between disadvantaged and non-disadvantaged pupils has increased since the start of the pandemic. This is consistent with the national picture and reflects the impact the pandemic has had on these pupils.

Absence in 2021/22 showed that the overall absence for disadvantaged pupils has increased over time and absence was 2.4% higher than non disadvantaged pupils. 34.6% of disadvantaged pupils have been 'persistently absent' compared to 14.4% amongst non disadvantaged pupils. Improving attendance is a focus of our current plan. Work to improve attendance last year was impacted by staff absence. This has made improving attendance an even higher priority on our current plan.

Interventions were significantly impacted by Covid infection rates of both staff and pupils.

Behaviour training had a consistent and positive impact on pupils and supported them to return successfully following school closures and varied experiences and expectations during school closures. Clear and consistent expectations shared by all staff, a positive approach and consistent consequences ensured pupils felt secure and were able to adapt to these. Incidents of behaviour reduced. However, challenges related to wellbeing and mental health have significantly increased.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bug Club	Pearson