

Pupil premium strategy statement – Marfleet Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Marfleet Primary Academy
Number of pupils in school	185 (209 including Nursery)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Chris Frankish, Head of School
Pupil premium lead	Chris Frankish, Head of School
Governor / Trustee lead	Vivienne Wilks, Chair of Governors

Funding overview (To be added)

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£11,165
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	£115,040

Part A: Pupil premium strategy plan

Statement of intent

Our 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining well.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils and parents indicate lower than average oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception (and Nursery where they attend) through to KS2, and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Assessments, observations, and discussions with pupils suggest dis-advantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Between KS1 and KS2 the gap remains steady and in some cases widens.</p>
3	<p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 1 and 2% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased during the pandemic. Twelve pupils (nine of whom are disadvantaged) currently require additional support with social and emotional needs. All these children require small groups and/or 1:1 interventions.</p> <p>The school's SEND register has increased over the past 2 years with a marked increase in social, emotional and mental health issues.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments (including the school's in house Speech Links program) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in

	lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to zero. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 34,653.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of materials and staff CPD for DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.	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	2 & 4
Embedding use of Speech Links (speech and language) program. We will purchase Speech Links licence and ongoing dedicated Teaching Assistant.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Development of the school library. Purchase of materials linked to Take One Book reading scheme as well as a significant investment in new quality reading texts in all classrooms.	Based on our own observations the quality and range of texts impacts positively on our children's love of reading and engagement in reading lessons.	2 & 4
Additional teacher in Key Stage 2	Based on our own observations and internal data an additional teacher has been employed in KS2 to work	2, 4 & 5

	specifically with Upper Key Stage 2 on a part time basis. This is to provide additional targeted support during lessons as well as providing additional release time for the school's SENDCO.	
Closing the gap - SEND specific training.	EEF report offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement. Providing whole school SEND training links to recommendations 1-3. SEND SEN in Mainstream schools Education Endowment Foundation EEF	1, 2, 4 & 5

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

Budgeted cost: £ 21,011.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by specially trained Teaching Assistants.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2 & 4
Lexia Reading Solutions Core5 Package. Licence for all disadvantaged children to raise attainment levels in reading.	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. In a trial of Lexia involving 697 pupils across 57 schools. The independent evaluation found that children	2 & 4

	<p>offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children.</p> <p>Projects and Evaluation Lexia Education Endowment Foundation EEF</p>	
<p>Purchase PiXL Assessment package for reading, writing and maths. PiXL provides bespoke intervention packages as well as more accurate data to inform teaching and intervention groups.</p> <p>Intervention carried out by two dedicated Teaching Assistants.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. The PiXL interventions (or therapies) provide clear targeted interventions based on analysis of test data.</p> <p>Teaching and Learning Teaching Assistant interventions Education Endowment Foundation EEF</p>	2 & 4

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

Budgeted cost: £ 44,473.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club provision for all disadvantaged children.	<p>Based on our own experiences by offering a breakfast club to all disadvantaged groups we are reducing issues around hunger and increasing our children's focus up to lunch time.</p> <p>In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools</p>	2, 3 & 4

	Projects and Evaluation Breakfast Club Education Endowment Foundation EEF	
Wellbeing support including lead TA and two ELSAs.	Based on our own experiences, by offering extensive wellbeing support in the form of TA intervention, as well as ELSA, for our most disadvantaged children we are improving their behaviour and wellbeing and increasing their readiness to learn.	5
Purchase of SOL Attendance package to increase whole school attendance. Dedicated, named member of staff assigned to manage attendance including the day to day management of the SOL attendance tracker.	<p>Based on testimonials and evidence from similar schools we have seen that SOL attendance can have a significant impact on whole school attendance.</p> <p>The Education Endowment Foundation (EEF) provides evidence that attendance intervention at whole school level can have a positive impact on attendance levels.</p> <p>Projects and Evaluation Attendance Interventions Education Endowment Foundation EEF</p>	3
Contingency fund for acute issues.	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: £ 115,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 Key Stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 1.3% higher than their peers in 2021/22 and persistent absence 3% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain

significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.