

# Pupil premium strategy statement – Marfleet Primary Academy

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
School name	Marfleet Primary Academy
Number of pupils in school	185 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	48.2%
Academic year that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs. Hayley Sibary (Headteacher)
Pupil premium lead	Mrs. Hayley Sibary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,265 (Est. based on 82 pupils @ £1,455)
Recovery premium funding allocation this academic year	£0 (Program ended Aug 2024)
Pupil premium funding carried forward from previous years	£0

# Part A: Pupil premium strategy plan

## Statement of intent

### **Statement of Intent**

At Marfleet Primary Academy, we intend for all pupils, regardless of their background, to be highly literate and prepared for a technological world. Our "Barriers to Success" (BTS) strategy ensures that we do not make assumptions about disadvantage but use robust diagnostic assessment to provide a "Universal Offer" of high-quality teaching, supplemented by targeted "Additional" and "Specialist" support.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication &amp; Language:</b> Low levels of vocabulary and emotional literacy on entry, particularly among pupils eligible for PP.
2	<b>Attendance:</b> The absence rate for disadvantaged pupils historically lags behind peers, impacting consistent learning.
3	<b>Parental socioeconomic challenges</b> impact on school readiness and parental support
4	<b>Cultural Capital:</b> Disadvantaged pupils often have fewer opportunities for enrichment and life experiences outside of school.

## 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 and vocabulary.	Increased % of EYFS pupils achieving the Communication and Language ELG.
<b>High levels of School Readiness (EYFS)</b>	Increased % of disadvantaged pupils achieving a "Good Level of Development" (GLD). Evidence from baseline assessments shows children are better prepared for the transition to Year 1, particularly in communication and self-regulation.
<b>Improved Parent Engagement &amp; Support</b>	High attendance at parental workshops and transition events. Qualitative feedback (surveys) shows parents feel more confident in supporting their child's learning at home and accessing school-led support.
<b>Increased Attendance Rates</b>	Overall absence for disadvantaged pupils to be no more than 3%, with a significant reduction in Persistent Absence (PA) through proactive family outreach.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Early Years Transition &amp; Home Visits: Funding for staff to conduct home visits for new Nursery/Reception starters and hosting "School Readiness" workshops for parents.</b>	EEF: Early years interventions and high-quality transitions have a positive impact on long-term attainment and parental trust.	1, 5
Introduction of voice 21	Improved Oracy and Articulation (Voice 21) Pupils can express themselves fluently using the four strands of oracy (Physical, Linguistic, Cognitive, and Social/Emotional). This will be evidenced by "Oracy Benchmarking" and increased confidence in classroom "Talk for Learning."	
<b>Parental Support &amp; Family Liaison: Allocation of a "Key Worker" for vulnerable families and hosting weekly "Parent Coffee Mornings" to signpost to external services (Housing, Health, Food Banks).</b>	EEF: Parental engagement is associated with approx. +4 months of additional progress. Building trust is key in high-deprivation areas.	3, 4
<b>Attendance Incentives &amp; EWO Support: Proactive monitoring of attendance with "Late Reports" and weekly incentives (e.g., Attendance Monopoly), supported by the Education Welfare Officer.</b>	DfE Guidance: Strong school-home links and early intervention are essential for maintaining high attendance in disadvantaged cohorts.	3

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £55,000**

- **Activity:** Implementation of Voice 21 and Little Wandle
- **Evidence:** EEF research suggests phonics has a high impact (+5 months) for very low cost.
- **Challenges Addressed:** 1, 2.

## Targeted Academic Support (Interventions)

**Budgeted cost: £35,000**

- **Activity:** 1:1 and small group reading/maths interventions such as PiXL. Additional teacher in Year 6 for smaller group sizes.
- **Evidence:** Small group tuition is effective for pupils who are falling behind (+4 months).
- **Challenges Addressed:** 1, 2.

## Wider Strategies (Attendance, Wellbeing, Enrichment)

**Budgeted cost: £29,265**

- **Activity:** Funding Barriers support, ELSA sessions, and subsidising all school trips/clubs.
- **Evidence:** EEF highlights that social and emotional learning can improve progress by +4 months.
- **Challenges Addressed:** 3, 4, 5.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### ***Outcomes for Disadvantaged Pupils***

In 2023/24, Marfleet outperformed national and local averages in several key areas. 75% of pupils met the expected standard in Reading, Writing, and Maths combined, significantly higher than the English average of 61%. Disadvantaged pupils showed strong progress in Writing (+0.7), though Reading remains a target for further acceleration. Attendance initiatives successfully reduced the gap, though persistent absence remains a focus for 2024/25.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
<b>Read Write Inc. (Phonics)</b>	<b>Ruth Miskin Training</b>
<b>Lexia Core5</b>	<b>Lexia Learning</b>
<b>Times Tables Rock Stars</b>	<b>TT Rock Stars</b>
<b>PiXI</b>	<b>Partners in Excellence</b>

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*