

Pupil premium strategy statement - Marfleet Primary Academy

3 Year Plan

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	172 (Year R – 6) 181 including Nursery
Proportion (%) of pupil premium eligible pupils	49% 63 Pupils (£1489 each) Post LAC 3 pupils (£2570)
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)	2024-2025 2025-2026 2027-2028
Date this statement was published	December 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Hayley Sibary
Pupil premium lead	Hayley Sibary
Governor / Trustee lead	Jack Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,810 - Total 63 Pupils @ £1489 each Post LAC 3 pupils @ £2570
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£95,810

Part A: Pupil premium strategy plan

Statement of intent

Marfleet Primary Academy believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

We recognise that barriers to achievement take a variety of forms. At Marfleet we will do whatever it takes to support a child, both in and out of the classroom using a tiered approach. We use all our resources to ensure that every child has an equal opportunity to become an empowered learner.

In order to achieve this we offer our children a wide range of opportunities, we always make sure these are accessible for everyone. We work with our families and colleagues to make sure everyone has high aspirations for all pupils. As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

Our school is committed to supporting all pupils. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well-established diagnostic assessments and not assumptions about the impact of disadvantage.

Our ultimate objectives are to:

- Identify and remove any possible barriers to success created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- To implement an effective oracy strategy across the school to aid writing outcomes and develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

When making decisions about using Pupil Premium Grant funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF

Our school serves one of the most deprived communities in one of the most deprived locations nationally. Kingston Upon Hull is ranked 9 out of 317 local authorities. The local area is ranked 3,188 out of 32,844 areas in England; where 1 is the most deprived. Our area is amongst the 10% most deprived neighbourhoods in the country.

Key Principles

In order to achieve our objectives and overcome identified barriers to success we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Ensure that for those pupils who have social, emotional and mental health needs, high quality provision from appropriately trained adults is provided.
- Target funding to ensure that all pupils have access to trips and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication- Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting thus impacting on early reading and fluency in addition to phonics
2	Attainment – Assessments, observations, and data suggest disadvantaged pupils generally have greater gaps in reading, writing, maths and phonics.

	It is common that Pupil Premium pupils are below age related due to for the most part speech and language difficulties.
3	Social, Emotional and Wellbeing Needs – A large majority of Pupil Premium pupils have additional needs including social and emotional barriers that impede on their progress.
4	Attendance and punctuation- pupils attendance is not in line with national and persistent absence is above national data for PP pupils
5	Supporting Vulnerable Families - Some of our families struggle financially, lack of quality experiences outside school mean children are unable to draw upon these experiences in their learning. In addition attendance rates, safeguarding issues are all external barriers

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 outcomes for Speech, language and communication skills	By 2026 / 20207 there will be: - Increased numbers of children accessing Speech and Language provision. - Increased percentage of EYFS children achieving Communication and Language Early Learning Goal.7 - Increased levels of oracy throughout the school.
To sustain and improve attainment in reading, writing and maths amongst disadvantaged pupils across all key stages.	By 2026 / 20207 there will be: - Improvement in data - No gap to be evident between Pupil Premium and Non Pupil Premium pupils across all stages. % of disadvantaged achieving GLD is within 10% of national average of all pupils nationally. - At the end of KS2, sustain the % of disadvantaged pupils reaching the expected standard in reading, writing and

	maths is in line with or above national average for all pupils nationally
Improve attendance of disadvantaged children in school and reduce persistent absenteeism	Sustained high attendance by 2026/27 demonstrated by: • The overall absence rate for all pupils is in line with or above the national average. • attendance between disadvantaged pupils and their non-disadvantaged peers to close year on year • The percentage of all pupils who are persistently absent being in line with or above the national average figure.
Pupils are able to self-regulate and manage emotions in appropriate way. Continue to strengthen wellbeing, social skills and to maintain good progress. The behaviour within the school remains good and improves even further.	By 2026/27 there will be : • A reduction in the number of children receiving un-acceptable, a report or internal inclusion decreases. • Further bespoke planning in place ensure SEMH support for children is targeted and evaluated appropriately to ensure SEMH needs of all children are being met and evaluated.
Outcomes for all children continue to improve further. Increase in the number of children accessing extra-curricular activities to increase. Decrease in number of children late and PAs.	By 2026/27 there will be : • An increase in the number of families being able to access the support and services that they require. • Outcomes for all children continue to improve further • Concerns / Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner • Increase in the number of children accessing extra-curricular activities and trips, increasing their life experiences

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop Quality First Teaching for all children within the school - Ensure that staff are aware of challenges / barriers on individual pupil level. All children who are at risk of not making expected progress to be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO and BTS team. - Release of key staff including reading & phonics, writing and mathematics leads to support development of high quality provision & coaching of ECTs, teachers & TAs QfT – including accurate assessment, bespoke support, coaching, modelling Staff to attend Trust network meetings to support the development of quality first education	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching The EEF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching	1,2, 5

Release Writing / phonics leaders to support and model effective approaches to the teaching of writing and oracy to all staff Phonics lead to identify strategies to close gaps in phonics and ensure children continue to make good progress towards reading and reading comprehension.	The teaching of writing and oracy has not had the same degree of focus as Reading. As cited in the Ofsted review of English report (March 2024) 'The curriculums for written and spoken language are less effective'. As the EEF states: Teach writing composition strategies through modelling and supported practice 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 5
Purchase of Little Wandle Systematic Synthetic Phonics Programme 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, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2
Continue to improve the quality of restorative practice across the school. Continue to embed the school values	Strong evidence associating social and emotional skills with improved outcomes at school and in later life (e.g. improved progress/attainment, behaviour, relationships). https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning	3, 5

The EFF guide to The Pupil Premium.

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

Budgeted cost: £55300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years communication and oral language intervention TA 2.5 Wellcomm Speech and Language programme Lexia Interventions –TA	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches Communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds Education Endowment Foundation - T&L Toolkit - Oral Language Interventions Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. T	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 Teaching and Learning Toolkit EEF	1,2
Teacher 3 x weekly after school booster sessions Year 6 (2 Terms)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,5

	- Small Group Tuition EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback. This helps pupils overcome barriers to learning and increases access to the curriculum. It is important to ensure that tuition is informed by accurate diagnostic asses	
TA led PIXL Focus intervention therapies Years 2 - 6 ,	Research identifies that positive outcomes for pupils through targeted intervention from ASA support. The research also suggests that this has most impact when time and resources are spent on quality CPD to improve support staff practice educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistant Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial.	1, 2 5
Provide a tailored well-being provision for those children with social, emotional and behavioural needs eg WRAP, ELSA SEL approached will also be embedded into daily routines and supported by professional development and training for staff,	There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3

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

Budgeted cost: £18700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - having a named attendance officer and introducing a variety of incentives. Strong attendance ethos led from the top with clear lines of accountability Benchmark attendance Regular monitoring and analysis Robust follow up of absence on a daily basis Engagement with partner agencies Build positive relationships with parents Focus on support not punitive measures Focus on solution not the problem	Continue to embed good practice set out in the DFE document, Improving School Attendance-an evidence based document produced in partnership with schools where attendance has significantly improved. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: • The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.	4
Access to enrichment and wider opportunities such as: trips, residential, music lessons breakfast clubs and extracurricular clubs to improve outcomes	There is a positive link between providing children with enrichment opportunities and positive impact outcomes https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrich	3, 5
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, e.g. uniform, food	

Total budgeted cost: £95810