

Pupil Premium Strategy Statement

Marlpool Infant School



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. **(2024-2025)** **(2025-2026)**

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outline plan for expenditure over the next 3 years. The effect that last year's spending of pupil premium had can be found in the previous year's strategy.

School Overview

Detail	Data
Number of pupils in school	32 increase to 34 during the year 27 pupils in total - falling roll
Proportion (%) of pupil premium eligible pupils	22% increase to 26% 26%
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 2026-2027
Date this statement was published	Approved by Governors October 2024
Date on which it will be reviewed	July 2025 July 2026
Statement authorised by	L Thorpe
Pupil premium lead	L Thorpe
Governor / Trustee lead	TBC Sept 25

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,409 £9,300
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 652 £ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0 £ 0

Total budget for this academic year	£18,061 £9,300
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Part A: Pupil premium strategy plan

Statement of intent

At Marlpool, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential both academically and socially. This is reflected in our school mission statement, "Working together to REACH our full potential". Our school values of respect, enthusiasm, active, caring and happy underpin our learning culture. We have the highest expectations for all pupils and we continually strive to ensure that no pupil is left behind in their learning.

Our curriculum is underpinned by our federation motto and beliefs. It is designed to foster children's curiosity and excitement, build their resilience and determination enabling them to be prepared and able to tackle any barriers that they may face.

Our shared learning experiences provide the children with the knowledge, understanding and skills to become responsible and effective members of the community both locally and internationally. We want our children to become confident citizens who value themselves and others, make informed choices and can see and accept different points of view.

The curriculum that we create and implement provides a range of experiences to ensure that our children make meaningful memories enabling them to make real life links and connections. Our curriculum is relevant, supportive and inclusive, focussing on the sequence of learning that takes account of their individual and unique starting points.

The children's' personal and social development is of utmost importance and runs through all that we do. We believe that if our children are happy, feel valued and belong they can achieve and REACH their full potential being the very best that they can be.

RESPECTFUL

Respect yourself and others, people's ideas and opinions and property

ENTHUSIASTIC

Be enthusiastic about learning, your life and your future.

ACTIVE

Be active both physically and mentally and actively

CARING

Care for yourself, others and the environment.

HAPPY

Be happy, share happiness and look for the positives.



When creating our Pupil Premium Strategy, we considered the barriers faced by pupils in the context of our school and focused decisions and choice of strategies implemented to address these barriers to learning and social context. We used research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies. Common barriers to learning for disadvantaged pupils can include weak language and communication skills, lack of

confidence, attendance, punctuation and behaviour challenges. There may be complex situations that prevent children from maximising their potential. It is also important to remember that our Pupil Premium pupils are not always those that are low attainers and we strive to enable all of our pupils to reach their full potential. Each pupil is unique in their situation and our response to their needs must reflect this. With this in mind, at Marlpool we aim to build the capacity and expertise of all staff to enable us to provide support which allows each child to reach their full potential. As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD for all staff. The progress and attainment of all pupils at Marlpool is carefully tracked. Each class teacher meets at points in the year with senior leaders to discuss all of their pupils and to unpick the most appropriate strategies to maximise potential.

The guiding principles of our strategy:

- Promote an ethos of attainment for all, working together to REACH our full potential.
- Individualised approach to address barriers – rather than access to generic support
- Maintain a strong focus on improving teaching and learning as advocated by the EEF
- Focus on outcomes for individuals, identifying barriers and monitoring rigorously to effectively inform and evaluate interventions
- Skilled staff work with disadvantaged pupils and this is planned effectively to benefit as many pupils as possible.
- Decisions are based on evidence and effectiveness
- To clearly acknowledge that the provision of high quality pastoral and nurture support is essential in meeting the wider needs of all children.
- That developing the Literacy of our children especially where this is below their chronological age is essential to enable them to access the wider curriculum.

Our strategy adopts the recommended EEF tiered approach and we recognise that many elements of the strategy will overlap categories. The balance of the approach will vary from year to year as the schools' and pupils' priorities change. We will ensure that in order to make the biggest difference we focus on a small number of evidence based strategies.

Ultimately our objectives are:

- To narrow the attainment gap between Pupil Premium pupils and non-Pupil Premium peers.
- For all Pupil Premium pupils to make expected progress from their own individual starting points.
- For all Pupil Premium pupils to have attendance comparative to the attendance for non-Pupil Premium children compared nationally.
- To provide opportunities to ensure that all Pupil Premium pupils engage in the wider curriculum.
- To provide opportunities and experiences that raise Pupil Premium pupils' aspirations and longer term life chances.

Challenges

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

Challenge number	Detail of challenge
1 Language and Communication	Observations, assessments, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps, this is more prevalent among our disadvantaged pupils than their peers. This impacts on their ability to attain age expected expectations across the curriculum as language and communication underpins all areas of learning.
2 SEMH	Our assessments, observations and discussions indicate that disadvantaged pupils suffer with social, emotional and mental health issues. The emotional well-being and behaviour regulation of a proportion of disadvantaged pupils can affect their readiness for learning, capacity to access the curriculum and subsequently their resilience and achievement.
3 Reading and Writing	Locally, disadvantaged pupils in general leave the early years working below expectations in the specific area of literacy. This hampers their achievement in English in KS1. Assessments show that our disadvantaged pupils generally require more support to develop good phonics skills. Some of our disadvantaged pupils' also read less often and have less access to high quality literature. This can negatively impact their development as readers and a lack of different experiences also impacts on their writing development.
4 Mathematics	Observations, discussion, assessment and monitoring and evaluation indicate that maths attainment (whilst improving) still does not match that of non- disadvantaged pupils'. This is particularly true of number fluency, basic number knowledge and reasoning.
5 Attendance	Whilst attendance/ punctuality rates for our disadvantaged pupils are generally good, some of our disadvantaged pupils % are below where we would want them to be. This reduces their in-school educational hours, causing them to fall behind and negatively affecting their progress and attainment as well as their sense of belonging and well-being.
6 Access to enrichment opportunities	Some of our disadvantaged pupils struggle to access enrichment opportunities 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
1 Improve oral language skills and vocabulary development of disadvantaged pupils.	Monitoring and assessments indicate improved oral language skills and vocabulary development of our disadvantaged pupils. Pupils with speech and language difficulties will have been identified quickly and programmes put in place to support their learning. Assessments and tracking show accelerated progress being made in language skills.
2	Individual approaches have a positive impact on pupils being ready to engage and learn. Pupils

Improve learning behaviours and well-being of disadvantaged pupils	are able to recognise and deal with their feelings allowing them to access learning in whole class situations and with increased confidence.
3 Improve phonics skills and reading and writing development of disadvantaged pupils.	The percentage of disadvantaged pupils meeting the required standard in the Y1 phonics screening check and Y2 retake check continues to rise to match that of non-disadvantaged pupils in school and nationally. End of year data will show that disadvantaged pupils in Y1 and Y2 have made accelerated progress in reading and writing, and the percentage of pupils meeting age related expectations is in line with, or above that of non-disadvantaged pupils in school and pupils nationally.
4 Raise attainment and progress of disadvantaged pupils in maths.	End of year data will show that disadvantaged pupils have made accelerated progress in maths, and the percentage of pupils meeting age related expectations is in line with, or above that of non-disadvantaged pupils in school and pupils nationally. Analysis shows that focus / targeted areas show sustained improvement
5 Attendance and punctuality levels for all pupil groups, including those who are disadvantaged, increases, meeting national averages where appropriate.	Attendance of disadvantaged pupils has improved, in line with national figures. Persistent absenteeism for disadvantaged pupils has reduced in line with national figures. Overall school attendance matches national averages. Attendance plans show improvements for specific pupils/ families.
6 Disadvantaged pupils can fully access extra-curricular and enrichment opportunities	Disadvantaged pupils have access to a variety of enrichment and extra-curricular activities that enhance their learning and personal and social development.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,900 £1,050

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Teachers and teaching assistants attend training on supporting pupils with language difficulties.	Oral language interventions such as use of structured questioning and the use of purposeful, curriculum focused, dialogue and interaction have a high impact on pupil outcomes	1,3	Our classrooms have been praised for being rich in language and vocabulary. This has been evidenced in learning walks, lesson observations, pupil voice activities and book

	of six months' additional progress. (EEF). - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (EEF). - Training that supports adults to ensure they model and develop pupils' oral language skills and vocabulary development is highly effective. (EEF)		looks. Children are quickly referred to speech and language for assessment following the use of Early assessment grids. Training has not been available this academic year. Speech and language plans are in place for some children and these are having a positive impact – training for delivery is provided by the speech and language team. Staff have reflected back on previous training delivered as part of Project Read and have implemented or refreshed known strategies Bespoke speech and language training has been purchased this academic year to run into next. A significant number of pupils on our SEND register have been identified as having communication and interaction difficulties.
Continue to implement daily high quality synthetic phonic sessions following the DfE validated systematic synthetic phonics programme Little Wandle – Letters and Sounds Revised. Annual subscription	- The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF). - Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. (EEF). - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF). - Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the	1,3	Our phonics programme is embedded and disadvantaged pupils have made good progress. Children in Year 1 passed their phonics screening and all disadvantaged pupils that didn't achieve this last year passed the rechecks. Ongoing training and coaching planned into annual cycle. Next year – consider expenditure to extend the access to ebooks for disadvantaged children Staff receive ongoing training with Little Wandle, new staff trained to run small group and targeted intervention.

	instruction and the intensive support provided. (EEF)		
Engage with ongoing DCC support programmes to ensure sustained, effective implementation of the Little Wandle phonics scheme and reading development. Fluency Assessment and reading Resources	- Promote a love of reading and support schools to provide excellent phonics and early language teaching. (DCC). - Tailored support to schools in teaching reading and working with local schools to develop their practice.	1,3	This was successfully completed and the school are in a secure position to continue to develop this practice. The impact of this was recognised in our successful Ofsted inspection in April 2025 Cluster moderation showed that phonics teaching was having a positive effect on children's reading and writing. 100% of disadvantaged pupil in EYFS achieved GLD. 33% of Year 1 scored full marks on their PSC. Pupils with SEND made progress from their starting points.
Access further Maths support to ensure sustained, effective implementation of the maths mastery approach.	- The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF). - Investment into providing professional development for evidence-informed approaches should be considered. (EEF's blog: Diagnosis: Overwhelmed – A manageable approach to effective use of Pupil Premium funding).	4	Support has been provided from our Federation Junior school due to staff absence and the reduced support being made available from the linked Hub. Information from maths briefings where applicable was shared with staff. Staffing used to continue to teach maths in year groups to ensure effective implementation of agreed strategies.

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

Budgeted cost: £ 13,853 £8,750

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
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Speech and Language Links subscription to enable accurate assessment of, and support for, pupils with speech and language needs.	• 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. (EEF). • On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress over the course of a year. (EEF).	1,2,3	See previous This programme has not been purchased but staff upskilled through new bespoke training programme.
Purchase additional resources to deliver specific LW keep-up/catch-up and fluency interventions to secure strong phonics and reading development 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. (EEF). • Phonics approaches are effective in supporting young readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF). • Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) and is more effective on average than other approaches to early reading. (EEF). • In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. (EEF)	1,3	Embedded into practice and recognised that the teaching of phonics and the support and intervention provided resulted in secure outcomes. 100% of disadvantaged pupils passed their phonics check or recheck. Numbers of disadvantaged pupils within Y1 this year were very small. Pupils who have significant SEND needs made good progress from their individual starting points. Others achieved full marks on their PSC.
Provide teaching and learning Assistant support in each class to deliver 1:1 support and structured interventions such as speech and language therapy, Attention Autism, Active Hands, LW phonics keep up/catch up.	• One to one tuition and small group tuition are both effective interventions. (EEF). • Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one to one and in small groups. (EEF). • Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. (EEF). • 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).	1, 2, 3, 4,	The impact of these intervention have been noted in all year groups. Next Steps - to focus on the review and effectiveness of delivery according to staff strengths. This also relates to being able to sustain and maintain the improvements made this academic year with reduced budget and restructuring of classes. Provision maps need to clearly identify entry and exit data for interventions to evidence the impact in a more measurable manner.

	• Teaching assistants can provide a large positive impact on learner outcomes. (EEF). • Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (EEF). • There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress. (EEF). • Evidence shows interventions can be an effective use of funding, as a supplement to high-quality practice. (EEF blog: Diagnosis: Overwhelmed – A manageable approach to effective use of Pupil Premium funding).		Provision maps clearly identify entry and exit data and clearly show the progress that individual children have made as a result of 1-1 support and intervention. A significant number of pupils who are not identified as SEND have benefitted from the additional support for language and communication support. A number of our disadvantaged pupils are also neuro divergent and have benefitted from targeted support with social interaction.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,700 £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Purchase more high quality, age appropriate, diverse literature to support the 'Reading for Pleasure' agenda.	• Promoting reading can have a major impact on children/young people and adults and their future. (National Literacy Trust). • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. (DfE). • Reading for pleasure has many non-literary benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).	1,2,3	Books have been purchased to expand the range of DEAR time readers. Books used as reward for reading as an incentive to increase children's home libraries. Further texts purchased to support high quality teaching and learning Next steps – to continue to expand our range of books in relation to diversity and British Values.
Provide small group and 1:1 interventions focussed on meeting specific	• On average, Social emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The	2,5,6	Lesson observations, pupil voice and book looks demonstrate that metacognitive strategies are

SEMH needs (eg Nurture/ THRIVE). Metacognition Training/ Thinking Schools ongoing work Self-regulation	average impact on attainment is equivalent to four months' additional progress. (EEF). • Research also shows Social and emotional programmes appear to benefit disadvantaged or low attaining pupils more than other pupils (though on average all pupils benefit) with approaches effective from nursery to secondary school. (EEF). • Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. (EEF). • Nurture groups are founded on evidence based practices and offer a short-term, inclusive and focussed intervention that works in the long term. (NurtureUK). • Some 'best bets' from research evidence include support for their social, emotional and behavioural needs. (EEF blog: Diagnosis: Overwhelmed – A manageable approach to effective use of Pupil Premium funding).		embedded in planning, delivery and daily practice. The majority of pupils are able to talk about strategies that they can use to self-regulate. There has been a significant rise in the number of pupils identified with EBSA, This work has continued to be implemented this year with the support of external training regarding positive relationships and learning environments. Next steps – to expand and develop our currently available resources and practice to meet these pupils' needs
Provide first-hand experiences/ subsidise curriculum enhancement opportunities • Trips • Virtual experiences • Visitors • Performances • After school clubs (£1000)	• Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education ... using the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (Ofsted).	5,6	This year the children have visited, Matlock Farm Park Local area visits to the library, the woods, the memorial park and churches. After school clubs - Football, - Athletics, - Dodgeball - Multi sports - Handball This year the children have visited, East Midlands Aero Park Local area visits A range of after school clubs and events – these have been the same as last year as they remain highly popular with the children.

Total budgeted cost: £ 20,453

Total budgeted cost: £ 11,300

Part B: Review of the previous academic year

2023-2024 – outlined on previous plan.

2024-25 – Annotated above in Blue

2025-2026 – Annotated in Orange

Outcomes for disadvantaged pupils

2024 -2025 2025-2026

Due to the small nature of our school each pupil represents a large percentage when undertaking data analysis. In some year groups we have less than 10 children which means that data doesn't necessarily give a reliable picture and may also include pupils that are included in multiple vulnerable groups. This continues to be true of our current cohorts, with a projected falling roll this will continue to present us with challenges.

None of our disadvantaged pupil achieved GLD at the end of EYFS

100% of our disadvantaged pupils achieved GLD at the end of EYFS

In Year 1 100% of our disadvantaged pupils achieved the expected standard.

In Year 1 33% of our disadvantaged pupils achieved the expected standard.

In Year 2 of those disadvantaged pupils that did not achieve the expected standard at the end of Year 1, 100% achieved the expected standard in the Year 2 rechecks.

In Year 2 of those disadvantaged pupils that did not achieve the expected standard at the end of Year 1, none achieved the expected standard in the Year 2 rechecks, this is due to their dual SEND needs.

Within the current Y2 cohort disadvantaged pupils performed better than non-disadvantaged pupils in reading and writing. In maths, both groups were broadly in line with each other.

Our current Year 2 disadvantaged pupils achieved ARE in all aspect or reading writing and maths.

Externally provided programmes

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

Programme	Provider
Phonics Champion and Reading	DCC
Metacognition	Thinking Schools
Functions of Behaviour Demand Anxiety advice and guidance	Inclusion Advisory Service
Positive relationships Self-regulation and De-escalation	Peter Benyon
Speech and Language Training suite	Teaching Times