

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Marwood CE Infant School
Number of pupils in school	53
Proportion of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers	Oct 2025 – Oct 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Full governing body
Pupil premium lead	Mrs D Walton
Governor / Trustee lead	Vicky Bradley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6410

## Part A: Pupil premium strategy plan

### Statement of intent

- Everyone in school is greatly valued as unique with different gifts and skills. Guided by our core Christian values, we support each other as we strive to achieve our best in all we do. Seeking to transform lives, we develop a lifelong love for learning, for each other and for our neighbours locally and globally.  
Jesus said, 'Love your neighbour as yourself.'  
Matthew 22v39
- Our aims for Pupil Premium Grant impact are to remove any barriers pupils may face in order to nurture happy, high achieving pupils irrespective of socio-economic background.
- Our Pupil Premium Strategy identifies the specific barriers that our disadvantaged pupils experience at Marwood CE Infant School and addresses them to ensure that all children reach their full potential. Funding is allocated carefully to have the maximum impact on our pupils and this is monitored and reviewed carefully throughout the year. Our spending strategy is informed by research such as that in the Education Endowment Foundation Toolkit. However, we recognise that some interventions may be qualitative and not quantitative
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals are socially disadvantaged. We also recognise that pupils who are not eligible for the grant may also be socially/economically disadvantaged. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils who have been identified as being socially disadvantaged and at risk of underachievement.
- We also recognise that our pupils eligible for the grant encompass a range of academic abilities.

## 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 staff and children demonstrate that some disadvantaged pupils are working below age related expectations in the core subjects
2	Disadvantaged children are displaying poor auditory memory and retention skills.
3	Reduced opportunities for purposeful social interaction outside of school due to a lack of enrichment opportunities due to economic circumstances.

## 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 English and maths attainment among disadvantaged pupils	Pupil progress will be at least good in each year group and gaps between disadvantaged and non-disadvantaged pupils will be reduced.
To achieve and sustain improved well being for all pupils in our school, particularly for our disadvantaged pupils	Sustained high levels of wellbeing by July 2026 demonstrate 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: £ 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Diagnostic assessment EEF	1,2
NYES'Unlocking' training for Teachers and Teaching assistants to ensure that children are best supported according to their needs.	EEF Individualised instruction +4	1/2
Release time for Reading/ phonics leader - to monitor effectively the impact of interventions for PP children.	EEF Small group tuition/ Teaching assistant intervention +4m	1/2

### Targeted academic support (structured interventions)

Budgeted cost: £ 5,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support within class to fulfil targeted interventions planned by the teacher to redress attainment gaps. Targeted interventions include small keep up phonics sessions, catch up sessions, targeted individual reading sessions, pre-learning maths activities, subitising intervention.	One to one tuition Teaching and learning toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1/2/3

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

Budgeted cost: £ 250

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Resources for extra -curricular clubs to support wellbeing/ positive behaviour/ sense of belonging.	Improving social and emotional learning in Primary Schools EEF	3

**Total budgeted cost: £ 6450**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our data analysis shows progress for the following 5 children accessing Pupil Premium:

- In EYFS, 100% of children accessing pupil premium attained age related expectations in maths. 1 child received extra phonics support and has made very good progress in early reading and phonics due to these intensive interventions.
- In Year 1, 2/3 children with PP passed PSC due to targeted support. One child missed by only 3 marks and made super progress following intensive phonics interventions.