

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	51
Proportion of pupil premium eligible pupils	2 FSM/FSM6 3 Service Premium Pupils
Academic year/years that our current pupil premium strategy plan covers	Oct 2022 – Oct 2023
Date this statement was published	7 <sup>th</sup> October 2022
Date on which it will be reviewed	6 <sup>th</sup> October 2022
Statement authorised by	Full governing body
Pupil premium lead	Mrs D Walton
Governor / Trustee lead	Rev Paul Peverell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4390
Recovery premium funding allocation this academic year	£2000
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	£6390

## Part A: Pupil premium strategy plan

### Statement of intent

- Everyone in our school is greatly valued as a unique person with different gifts and skills. Guided by our strong Christian values, we support each other as we strive to achieve our personal best in all that we do. We are committed to developing a lifelong love for learning and each other.  
'Love your neighbour as yourself'  
Matthew 22v39
- Our aims for Pupil Premium Grant impact is 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	Children are working below age related expectations in reading with some children not reading at home regularly
2	Children are working below age related expectations in the core subjects
3	Poor auditory memory and retention skills.
4	Reduced opportunities for purposeful social interaction

## 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
Assessments show that COVID-19 has impacted on the development of core skills. Using best practice in early reading and phonics acquisition will help to accelerate learning and reduce attainment gaps.	All children make at least good progress in reading and phonics (Evidence - Sheffield STAT assessments, PSC outcomes, Salford Reading age, end of KS SAT results for reading).
Teaching assistant support within class to fulfil targeted interventions planned by the teacher to redress attainment gaps. Targeted interventions include Number Box, direct phonics, small group phonics sessions, English box and targeted reading sessions.	Pupil progress will be at least good in each year group and any gap between disadvantaged and non-disadvantaged pupils will be reduced.
Children are confident, resilient learners who enjoy learning, persevere and have a thirst for knowledge and learning.	Improvements are seen in work quality and quantity. Pupils have a positive attitude to learning.

## 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: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Rapid catch up/ keep up resources, training and supply costs	EEF Reading Comprehension Strategies + 6m	1/2

### Targeted academic support (structured interventions)

Budgeted cost: £ 5,200

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 and targeted individual reading sessions.	EEF Small group tuition/ Teaching assistant intervention +4m	2/3/4

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

Budgeted cost: £ 400

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Enrichment of the curriculum through art and movement	EEF Arts participation +3m EEF Physical Activity +1	4

**Total budgeted cost: £ 6400**

## 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 2021 to 2022 academic year.

Our data analysis shows the following:

- In EYFS there were no disadvantaged children in this cohort.
- In Year 1 there were no disadvantaged children in this cohort.
  
- In Year Two 100% of disadvantaged pupils passed the Phonics Screening Check.in December 2021

Teacher assessment showed:

- 66.7% (2/3) of PP children were working at the expected standard or above in reading.
- 66.7% (2/3) of PP children were working at the expected standard or above in maths.
- 66.7% (2/3) of PP children were working at the expected standard or above in writing.