

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	43
Proportion of pupil premium eligible pupils	4 FSM/FSM6 1 Forces Child
Academic year/years that our current pupil premium strategy plan covers	Oct 2024 – Oct 2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2024
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	£4400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4400

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	Children are working below age related expectations in the core subjects
2	Poor auditory memory and retention skills.
3	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
Teaching assistant support within class to fulfil targeted interventions planned by the teacher to redress attainment gaps. Targeted interventions include Number Box, pre-learning activities, Little Wandle Phonics interventions and fine motor interventions as well as supporting children with social interactions.	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, can self regulate successfully, 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: £ 160

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Unlocking' training for Teaching assistants to ensure that children are best supported according to their needs.	EEF Individualised instruction +4	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	1/2/3

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

Budgeted cost: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources for extra -curricular clubs to support wellbeing/ positive behaviour/ sense of belonging.	EEF Self regulation and meta cognition +7	3

Total budgeted cost: £ 5560

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 2023 to 2024 academic year.

Our data analysis shows excellent outcomes for the following 3 children accessing Pupil Premium:

- In EYFS, 100% of children (1/1) accessing pupil premium attained a good level of development.
- In Year 1, 1 child was able to access individualised 1:1 support tailored specifically to need.
- In Year 2, 100% of children (1/1) accessing PP made better than expected progress. Teacher assessment showed that at the end of KS1, this child was working at age related expectations in all areas of the curriculum and above expected standards in reading.