



Marden Primary Academy Pupil Premium Strategy Statement 2024 - 25

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 2024 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	Marden Primary Academy
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	27.1% (81 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 Year
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Mrs Hannah Penning
Pupil premium lead	Mrs Hannah Penning
Governor / Trustee lead	Mrs Deborah Biggenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,880
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,880



<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium is a government-funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is eligible for Free School Meals now, or has been eligible in the previous 6 years, will receive funding. The funding is also provided to meet the needs of children in care of the Local Authority, children who have recently been adopted from care and children of Service families. The funding paid for each of these groups is different and varies year on year.

Who is eligible for Pupil Premium?

- Children in the Armed Forces Personnel
- Looked After Children
- Children adopted from care or who have left care

Children can have free school meals and are eligible for Pupil Premium if they receive any of the following:

- Income support
- Income-Based Jobseekers Allowance
- Income Related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190
- The guaranteed element of Pension Credit

Why Is Pupil Premium Important?

Nationally, there is a strong link between economic disadvantage and poor achievement in schools. Across the country, there is a significant gap between the progress made by pupils eligible for free school meals and those who are not eligible. There are many reasons why this gap exists. Pupil Premium is given to schools to help us try to close this gap. It is important because it enables us



to counteract the disadvantages that poverty imposes on children. It ensures we can put the support in place to help every child in our school thrive and fully master each stage of the curriculum.

Pupil Premium at Marden Primary Academy

At Marden Primary Academy we recognise that disadvantaged children often face more challenges socially and academically and therefore our pupil premium strategy aims to counteract these challenges and narrow the gaps that these children face. At the heart of our approach is high-effective quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans and our approach will be in response to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure our strategies to support our disadvantaged pupils are effective we will:

- set high expectations and ensure disadvantaged pupils are challenged in the work that they're set
- act quickly and at the earliest opportunity to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure there is a focus on wellbeing and self esteem so that pupils are ready to learn.

Challenges

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



Challenge number	Detail of challenge
1	Lower attendance and punctuality which can affect progress. Attendance has been 91.9% during the previous academic year for children who are Pupil Premium.
2	Lower starting points than their peers in English and maths.
3	Families are unable to support the children with their learning at home.
4	SEMH challenges such as lack of confidence and low self esteem.
5	Financial challenges faced by families due to cost of living increases.

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
<i>Improve attendance and punctuality for PP children.</i>	The majority of pupils in receipt of pupil premium will attend school regularly and attendance will be more in line with children who are not pupil premium.
<i>Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in reading, writing and maths.</i>	To be in line with or exceed the national average for the expected standard in statutory assessment points (GLD, Phonics, KS2 SATs).
<i>For PP children to feel safe, happy and ready to learn.</i>	A clear strategy for wellbeing will be in place to ensure there is appropriate support for pupils. Staff will have appropriate training and strategies in place to ensure a whole school approach.



	Children will show positive learning behaviours and will be ready to learn.
<i>To improve enrichment opportunities for pupils who receive PP.</i>	Children will have at least one club a year subsidised to support them in attending. Trips will be planned in advance allowing parents the opportunity to pay in instalments. Prices of trips will be reduced.

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: £45,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional development provided for all staff on evidence-based approaches, for example feedback, metacognition, or mastery learning.</i>	There is extensive evidence to suggest that in providing opportunities for all to attend evidence-based professional development through using resources such as The National College and The Education People. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2



<p><i>Nurture Group Assistant & associated CPD</i></p>	<p>Helping children to self regulate and build their resilience means they are ready and able to access learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p><i>Outdoor Learning Specialist Teacher</i></p>	<p>Helping children to self regulate and build their resilience means they are ready and able to access learning. The outdoor learning will provide opportunities for the children to further develop their leadership, teamwork and communication skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>

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

Budgeted cost: £59,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Words first resources and training.</i></p> <p><i>EYFS speech and language programme and</i></p>	<p>EEF notes a 5 month impact on learning for oral language interventions. It also adds that Early Years interventions, although expensive, have an impact of 5 months progression.</p>	<p>2</p>



<i>allocated TA to run this.</i>		
<i>Wellbeing support assistant</i>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2,4
<i>Counselling</i>	<p>SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	2,4
<i>Maths - TTRS</i>	<p>The implementation of Times Table Rockstar has allowed children to engage with Maths both at home and school and learning is targeted so we can close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months.</p>	2, 3



<p><i>English - Ed Shed</i></p>	<p>The implementation of Ed Shed has allowed children to engage with Spellings both at home and school and learning is targeted so we can close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months.</p>	<p>2, 3</p>
<p><i>Speech & Language Link Licences & Resourcing. LSA to lead and deliver.</i></p>	<p>This resource can be used by children independently to help them access learning in class via the use of technology The LSA proportion of salary has been determined based on the amount of time to deliver the support across the school.</p>	<p>2</p>

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

Budgeted cost: £14,613

<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p><i>School Uniform</i></p>	<p>Finances should not be a barrier to all children being able to access education in full school uniform.</p>	<p>5</p>
<p><i>Wraparound Care</i></p>	<p>We will support working families with wrap-around care if applicable. Attendance at breakfast club provides children with a stable start to the school day which allows them to engage with their learning.</p>	<p>5</p>
<p><i>Trips, clubs, events to be provided at a reduced/no cost.</i></p>	<p>Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By</p>	<p>5</p>



	<p>enabling them to access the same opportunities we are able to open up a variety of experiences for them. This includes sports participation which is shown by the EEF to have a 1 month impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<i>Attendance support</i>	<p>If children are not at school, they will fall further behind. Investing in staffing and intervention to support all learners accessing school is imperative. This will be an aspect of the Inclusion Lead's salary where there are designated tasks to focus solely on attendance. Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1
<i>Additional resources</i>	<p>As the year progresses there will be an accessibility fund that can be accessed to support the ongoing needs of PP children.</p>	1,2,3,4,5,

Total budgeted cost: £119, 880



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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,421

Measure	Activity	Reviewed
Priority 2	<ul style="list-style-type: none">• Teacher (3 days a week)• Great capacity for interventions and smaller class sizes have a positive impact on results.	This has been hugely impactful across the school, reducing class sizes by an average of 24 has meant that more children have more time with teacher / TA time. It has allowed for more intensive intervention to take place focusing on the gaps identified.
	<ul style="list-style-type: none">• Nurture Group Assistant & associated CPD (NurtureUK & Boxall Profile)	The main aspect of this year was to embed the training from the previous academic year. Staff have been successfully using strategies and resources within their classes. Next academic year we need to look at embedding the use of the Boxall Profile to track progress and identify next steps.



Y6 Outcomes

Aim	Target	Target date	Reviewed *unvalidated data	PPG Reviewed Data
Reading	To achieve 88% ARE in Reading	June 2024	Achieved 88% ARE*	Achieved 71.4% ARE
Writing	To achieve 82% ARE in Writing	June 2024	Achieved 94% ARE*	Achieved 100% ARE
Mathematics	To achieve 86% ARE in Maths	June 2024	Achieved 82% ARE*	Achieved 85.7% ARE
Combined	To achieve 82% ARE combined	June 2024	Achieved 79% ARE*	Achieved 71.4% ARE

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

Budgeted cost: £ 59,731

Measure	Activity	Reviewed
Priority 2	<ul style="list-style-type: none">Words First Speech and Language Intervention	A Speech and Language therapist attended the academy on 6 occasions during the academic year to review and assess children. During this time they provided CPD and resources to an LSA who was then able to plan and deliver weekly interventions for these children.
	<ul style="list-style-type: none">Wellbeing support assistant	LSAs and the Inclusion Lead supported children with SEMH needs. We found that after the pandemic there had been an acute rise in children not coping socially and emotionally.



		<p>Interventions to support children across all phases of the school have been in place to meet the individual needs they have. With a number of our children, their emotional regulation was affecting their attendance. This support saw this anxiety decrease and over time they were able to attend school on time and enter through the school gate in a calm manner.</p>
	<ul style="list-style-type: none">• Play therapist	<p>Key pupils have been identified based on their SEMH needs for this support. They have attended weekly 1:1 or small group sessions to allow them the opportunity to talk about their feelings and develop strategies to support them in regulating their emotions. Parents have been kept up to date on progress from these sessions and reports have been provided so that in school support can continue for these children now that these sessions have ended.</p>
	<ul style="list-style-type: none">• Speech and language link resources and LSA time to lead and deliver	<p>The resources have been used to assess children and identify their speech or language needs and the appropriate resources/activities to support. These have then been used in class to support progress with their next steps. The assessments have also provided evidence for the children when seeking further support from outside agencies for SEND.</p>
Priority 3	<ul style="list-style-type: none">• Maths - TTRS/Numbots	<p>The children have all had access to TTRS or Numbots (age dependent) in school and at</p>



		home to support their mental arithmetic skills. Parents have found this a useful resource at home in further supporting their children's maths skills.
	<ul style="list-style-type: none"> English - Ed Shed 	The children in KS2 have all had access to Ed Shed in school and at home to support their spelling skills. Parents have found this a useful resource at home in further supporting their children's understanding of spelling rules.
Priority 4	<ul style="list-style-type: none"> Play therapist 	Our play therapist has been able to support a number of our students. Ensuring they have time to work through any concerns they may have. This allows our students some protected time at least once a week. The play therapist has offered sessions to support the parents as well as the children and this year we have been able to run a year 6 transition group.

MTC check	2022	2023	2024
Average score	19.8	19.3	19.8

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

Budgeted cost: £ 14,613

Measure	Activity	Reviewed
Priority 1	<ul style="list-style-type: none"> Attendance Support 	The support in place has increased attendance by 1.1% and the persistent absence has



		reduced by 15.2% (see table below).
Priority 5	<ul style="list-style-type: none">• School uniform support• Wrap around care• trips, clubs and events	<p>Over the course of the year we supported families with uniform, including PE kit and equipment. All members of the Marden community are in full uniform as a result.</p> <p>The numbers of children attending wrap around care increased as a result of the subsidy. This was a tool also used to support improving attendance.</p> <p>All children were provided with the means to attend all trips, clubs and events. No child was excluded throughout the year based on finance. We did this by subsidising the overall cost for all children.</p>

Attendance:

PPG attendance	2022	2023	2024
% attendance	87.3%	90.8%	91.9%
% persistent absence	45.8%	43.5%	28.3%



Covid Catch-Up Funding Review

Academic Year 2023 - 24

Total funded through Covid catch-up fund:	£12,760
Review of expenditure	<p>We utilised the expenditure by bringing in a fully qualified teacher 3 full days per week. They worked with KS2 predominantly supporting those who had significant gaps in their learning due to the pandemic. Small group maths and English sessions happened daily.</p> <p>The catch-up funding was also used to fund teachers to lead small group after school interventions for our Y6 children. This allowed for bespoke support to address gaps in learning due to the pandemic.</p> <p>The support put in place supported our end of KS2 outcomes where 79% of the children reached combined expected or above expected in reading, writing and maths. (* Not yet validated)</p>