

# Pupil premium 3-year strategy statement Marlcliffe Primary School (2023-2026)



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	478
Proportion (%) of pupil premium eligible pupils	13.6% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Hayes
Pupil premium lead	Clare Hayes
Governor / Trustee lead	Steve Chu

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,400
Recovery premium funding allocation this academic year	£6513.86
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£122,913.86

# Part A: Pupil premium strategy plan

## Statement of intent

*At Marlcliffe Primary School, we strive to ensure all children make good or better progress and attain well across the curriculum. We work hard to give our children opportunities to make a positive contribution to our school community, building their character through our school learning behaviours and giving them a wide range of experiences to ensure they are prepared for their next stage of learning. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their peers, access enrichment opportunities and to offer support to families if and when needed.*

*Our overarching objectives for our pupil premium children are:*

- To narrow the gap in attainment between disadvantaged children and their peers across all year groups and in all subjects.*
- To improve attendance and punctuality to ensure our disadvantaged children are present, prepared and ready to learn.*
- To support the mental health and wellbeing of our most vulnerable children and families and ensure they access the support they need quickly.*
- To enrich our curriculum to provide our disadvantaged children with a wider range of experiences*
- To ensure the most disadvantaged pupils, who fall into more than one vulnerable group, are offered additional support to give them the best possible chance to succeed.*

*We aim to achieve these objectives by:*

- Developing pedagogy and practice so that teaching and learning is high-quality and ensuring there is a highly effective teacher in every class, and that every teacher is supported to keep improving through impactful CPD*
- Closely monitoring achievement and supporting those falling behind with targeted interventions led by highly trained staff.*
- Building strong relationships with all disadvantaged families to ensure there is daily dialogue. This will mean relevant support is accessed as quickly as possible.*
- Providing financial support for trips and residential so pupils are not missing out on these invaluable aspects of learning.*

*This list is not exhaustive and will change according to need and to support all our disadvantaged children. We utilise the Education Endowment Foundation's tiered approach and their pupil premium toolkit to support our strategy.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social and emotional barriers:</b> <i>Our disadvantaged pupils often have additional social and emotional barriers which have a negative impact on progress and attainment</i>
2	<b>Outcomes in Core Subjects:</b> <i>Internal assessments, as well as in school monitoring and observations of our disadvantaged pupils, indicate that the attainment in core subjects of the disadvantaged pupils is typically below that of non-disadvantaged pupils.</i>
3	<b>Reading and Phonics:</b> <i>Our assessments, observations and discussion show that gaps in learning and attitudes of our disadvantaged pupils are hindering accelerated progress in phonics, early reading and reading across the school.</i>
4	<b>Speech and Language and Vocabulary:</b> <i>Our disadvantaged pupils often have limited vocabulary knowledge; therefore, they have lower starting points in Speech and Language on entry to school.</i>
5	<b>Attendance:</b> <i>Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than that for non-disadvantaged pupils. This is caused by a range of factors but negatively impacts self-esteem, attainment and progress.</i>
6	<b>Safeguarding concerns:</b> <i>Our disadvantaged children are experiencing rising levels of neglect, domestic abuse, drug and alcohol issues which then impact on their readiness to learn and therefore negatively impact on their academic progress and attainment.</i>

## 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
High quality teaching and targeted support enables disadvantaged pupils to achieve age related expectations in oral language skills and vocabulary acquisition.	Assessment and observation indicate improved oral language skills and use of vocabulary acquisition among disadvantaged pupils.
Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved outcomes in Phonics among our disadvantaged pupils	Internal tracking and Phonics Screening Check results show that our disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).

Improved reading attainment among our disadvantaged pupils.	KS2 reading outcomes in 2025/2026 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
Improved writing attainment among our disadvantaged pupils.	KS2 writing outcomes in 2025/2026 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
Improved maths attainment among our disadvantaged pupils.	KS2 maths outcomes in 2025/2026 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
Early identification and targeted support impacts positively upon pupils' social skills, behaviour, attendance including persistent absence and positive mental health and well-being.	<p>Monitoring indicates that 100% of pupils eligible for PP access at least two wider curricular opportunities throughout the year.</p> <p>Qualitative data indicates a positive shift in well-being such as pupil voice and parent/family feedback.</p> <p>The number of behaviour incidents with this group of pupils declines over this period.</p> <p>Persistent absences are reduced.</p> <p>Attendance increases for all vulnerable and disadvantaged pupils.</p>

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality teaching The curriculum is coherently planned and sequences towards cumulatively sufficient knowledge, understanding and skills in line with Ofsted's subject reviews. Significant CPD to support subject leaders in the	Ofsted's subject reviews will support and inform those leading the thinking on subject education in schools. Professionals from the education sector will also be able to see the research that is informing our conception of a high-quality education in a variety of subjects. <a href="#">Ofsted Subject Reviews</a>	2,3,4

development of the curriculum		
Implement strategies to support the most vulnerable children and their learning including relevant CPD Monitoring activities to gain an overview of the curriculum and how inclusive it is.	Recommendations from EEF report on special educational needs in mainstream schools. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	2,3,4
CPD Training for identified support staff to deliver specific intervention programmes.	Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment: <a href="#">Teaching Assistant Interventions EEF</a>	2,3,4
High Quality Teaching-Enhancement of our teaching and learning of writing. Ensuring a clear and consistent approach to our teaching of writing. Approach led by SLT	Develop children's capability and motivation to write <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-early-years</a> Teach pupils to use strategies for planning and monitoring their writing <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1</a> Teach writing composition strategies through modelling and supported practice <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2,4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with school-led tutoring, funded by the National Tutoring Programme. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4
Deliver targeted intervention programmes that	Teaching assistants, trained in a range of interventions, impact greatly on pupil achievement. Structured interventions are a	2,3,4

support both academic progress and wellbeing.	cost-effective approach to improving learner outcomes and in enabling them to engage more effectively with school. <a href="#">Teaching Assistant Interventions EEF</a>	
---	--	--

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

Budgeted cost: £ 60,000

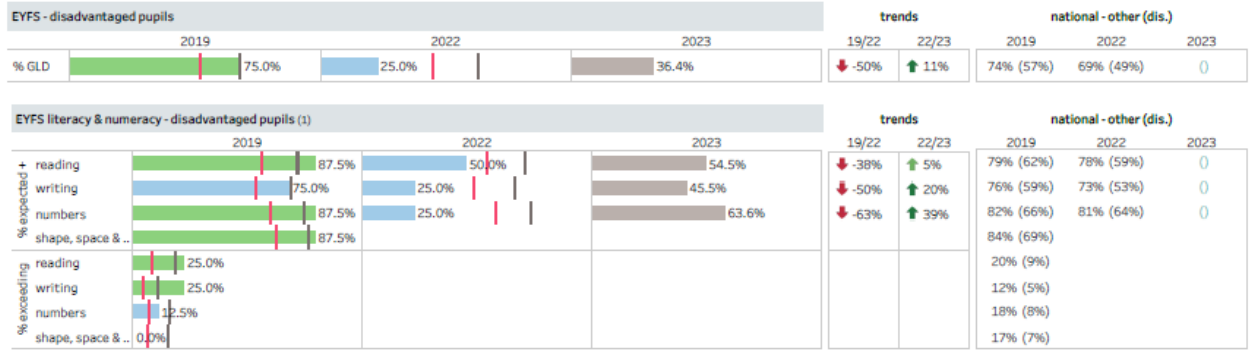
Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Working together to Improve School Attendance advice through EWO Dale Edwardes supported through half-termly attendance meetings.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Working together to Improve School Attendance</a>	5
Support for trips (including residential)	To reduce the overall financial burden upon Pupil Premium children's parents / carers, the school will part fund the overall cost of the trips and the residential trips where required, to enable accessibility for all.	1,6
Additional staffing to support behaviour of pupils at vulnerable times of the day. Pastoral Team provide targeted support to disadvantaged pupils. Additional staff recruited to support individuals and groups of pupils	Research shows that behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This will be done through more specialised, individual support programmes which are targeted at students with specific behavioural issues with an average impact of four months attainment. <a href="#">Behaviour Interventions EEF</a>	1,6

**Total budgeted cost: £130,000**

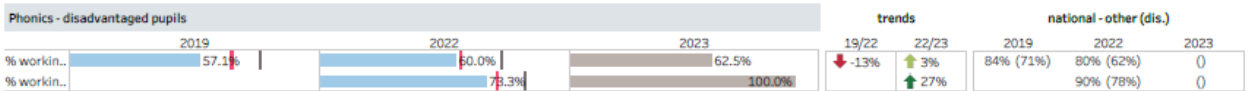
# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

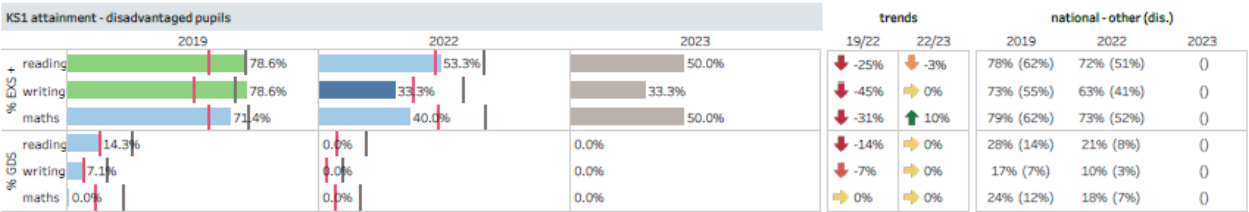
### EYFS Outcomes



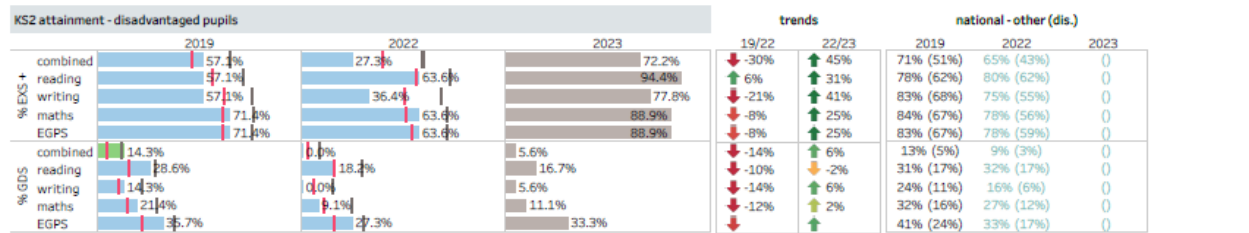
### Phonics Outcomes



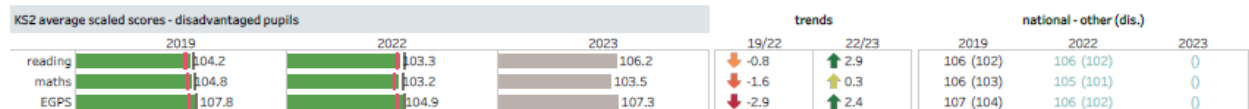
### KS1 Outcomes



### KS2 Outcomes



**Key**  
■ significantly above national    ■ at or above national (not significant)    ■ below national (not significant)    ■ significantly below national    ■ No ..





## 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*